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METHODOLOGY OF DEVELOPMENT OF CREATIVE SKILLS OF PRIMARY CLASS STUDENTS

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ABSTRACT

This article provides the necessary information and resources on teacher responsibilities that should be used to develop creative skills in primary school students. Based on the information provided in the article, teachers and parents can get the advice they need.

KEYWORDS

Education, methodology, thinking, creativity, character, exercise, thinking, creativity, thinking, freedom.

INTRODUCTION

The word creativity was first used in 1922 by the American scientist D. Simpson. This term describes the ability of a person to abandon a mold, a stereotype, a habitual way of thinking.

Creativity (lat. creatio - to create, create) is a person's ability to come up with an unusual idea, idea, to find a non-repetitive, original solution to problems, to abandon traditional forms of thinking.

K. Rodgers (1944) understands creativity as a new solution to problems and new ways of expressing something, an event, a situation. Studies comparing creativity with personality and intellectual traits are of great importance. Studies on comparison with intellectual properties Dj. Done by Guilford.

Creativity is a personal characteristic of a person, which is related to his self-improvement and development. Creativity (lat., ing. "create" - creation, "creative"

creator) is the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor. A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities.

When developing creativity in children, it is necessary to pay attention to the following:

- 1) encourage them to ask a lot of questions and support this habit;
- 2) encouraging children's independence and strengthening their responsibility;
- 3) creating an opportunity for children to organize independent activities;
- 4) focus on children's interests.

The following factors hinder the development of creativity in a person:

- 1) avoiding risk;
- 2) allow rudeness in thinking and behavior;
- 3) underestimation of personal fantasy and imagination;
- 4) to be subordinate to others;
- 5) thinking only of success in any case.

Special attention was paid to the fact that one of the important factors influencing the methods and means of developing creative abilities of primary school students is teacher-student cooperation. It is known that the educational process has a two-way character and consists of equal relations between the teacher and the students. The teacher who leads this process is responsible for the correct organization of the educational process, the correct implementation of

educational goals and educational results. But this cannot be the basis for the birth of the wrong idea that the educational process is a process that takes place under the complete control of the teacher. The demand of the current era is to achieve a positive result with the help of a cooperative relationship, not by subjugating someone. It should not be forgotten that the formation of students' activities in the educational process is not only a mechanism for mastering the fundamentals of science, but also focuses on the formation of the general social and cultural abilities of a person. In our opinion, the educational situation is a variable system that organizes the educational process, and it consists of two parts as follows:

- cooperation between the teacher and students;
- cooperation of students with each other.

Cooperation between the teacher and the students begins with the teacher's support to the students. It gradually becomes active and turns into learning activities. As a result, the relationship between the teacher and the students becomes a cooperative one.

The analysis of the materials shows that knowledge acquisition is productive only when logical tasks are performed in cooperation. In scientific sources, it is accepted to call such an organization of education as a situation of productive activity in cooperation. According to the analysis of pedagogical literature and the results of our creative experiences, it is appropriate to point out 2 main principles of organizing a situation of productive educational activities in cooperation:

1. The principle of content consistency in education. According to him, when a person organizes his activity based on a specific goal, the continuous formation of this activity is noticeable.

2. The principle of connection of teacher-student cooperation with independent creative activity.

It is very important to cooperate with students in the educational process. The degree to which students are devoted to education depends on the teacher's ability to create this cooperation. The correct organization of the environment in the educational activities of the teacher and students increases the interest of students in science, encourages them to spend all their energy and enthusiasm. This is a form of interaction in which the student sees himself not as an object of pedagogical education, but as an independent and freely acting individual. The fact that the teacher turns to the students as if asking for help while clarifying some information on the studied subject deepens the cooperation. Turning students into learners and trainees is not only a condition for successful teaching and learning process, but it is also an important condition for raising them to become well-rounded people in all respects. A student becomes a person who receives knowledge and education in the process of education and upbringing. Sh.A. Amonashvili emphasizes the need to establish a cooperative relationship with the student in the educational process and says: "The student's learning activity is not only through interesting educational material and various methods of explaining it, but also through the pedagogue's It is regulated according to the nature of the transaction in the process. In an environment where there is love, trust, cooperation, and respect, the student easily learns the tasks. Seeing that his achievements, independent thinking, and creative research are highly valued, the student begins to strive to complete more complex educational tasks."

The use of problem-based learning in teaching is also effective in forming creative abilities. Of the educational methods related to students' independent

search and discovery of a truth, along with heuristic or research methods, the process that brings students to the "laboratory" of creative thinking is of primary importance. Problem-based learning has several advantages in this respect:

1. It teaches students logical, scientific, didactic and creative thinking.
2. It makes the educational material believable, thereby helping to turn knowledge into belief.
3. It is usually very impressive and evokes deep intellectual feelings, including a high spirit, a feeling of confidence in one's own abilities and strength, so it interests readers, reads creates a serious interest in scientific knowledge in students.
4. It was determined that the independent "discovery" of the law of truth does not forget the acquired knowledge, even if independently generated knowledge is forgotten, it can be quickly restored.

Research on the issue of students' attitude to the educational process, the correct organization of the process of interaction between the teacher and students, the selection and organization of educational materials, and the improvement of the process of knowledge acquisition showed that it depends on the methods and the evaluation system for educational results. Creativity and cooperation are closely related. After all, only in the context of a new approach, cooperation is created, and creativity finds its expression in this cooperation. Pedagogical creativity should not be understood only as a desire for innovation and experiments. This aspiration also represents the victory of common sense over formalism. In the absence of democracy and transparency, creative cooperation will cease if students' independent thinking activities are hindered during the lesson by the will of the administration and

the teacher. Working on tasks that serve to develop the creative abilities of students has a special place in primary school classes. The student performs thinking activities through his oral or written speech based on his life and educational experience under conditions convenient for him. Mental preparation for active cooperation with the teacher regarding unknown aspects of each subject appears in it. He tries to do independent creative research in order to give appropriate answers to the questions asked about the topic. In the process of such cooperation, the teacher, along with developing the creativity of students, also performs a diagnostic task, that is, determines the scope of students' abilities and interests, and assesses their creative talent. This is very important in the process of working on tasks that develop creativity.

Primary education is one of the types of education that leaves a deep mark on the life of every child, and at this stage of education, pedagogues have a great responsibility. That is, the method of developing the creative abilities of elementary school students still requires special study.

Students do not become creative by themselves. His creative ability is formed by consistent study and work on himself over a period of time and gradually improves and develops.

Teachers can make students to be creative in a different way by working in cooperation with students, taking their every opinion into account and making students feel it. giving students problematic problems and situations, and the student's creative approach to finding a solution to the problem helps to develop emotional and volitional qualities in him. This gives students the opportunity to work on themselves, study independently, and motivates them to increase their internal needs.

The concept of "creativity" is related to the concept of "creativity". However, the concept of "creativity" has not found a suitable differentiation in the relevant dictionaries and is not sufficiently defined in the psychology of creativity. Despite the fact that dozens of scientific works approach one or another aspect of creativity in different ways and cover it at different levels, until now there is no single solution either to the problem itself or to the practical questions related to it.

Summarizing the above points, we came to the conclusion that creativity and creativity do not mean exactly the same thing. Because creativity means inventing something, drawing, etc. But in our research, we took creativity as the ability to find a unique way to the given task in the course of the lesson and to be able to scientifically base it, to think in a new way, and to be able to apply it. That is, in our research, we consider creativity in the field of education, that is, the methodology of developing creative abilities of primary school students. We came to the idea that creativity is a broader concept than creativity.

As a result of monitoring the data, the following conclusions were drawn:

- 1) First of all, there should be clarity in the organization of each lesson. Of course, the teacher should provide students with freedom in moderation;
- 2) one of the unique features of primary education is that children's level of preparation for school, social experience, and psychophysiological development are not the same. According to this, although in the tasks of primary education curriculum, attention is paid to the formation of knowledge, skills and abilities of students, but it is necessary to improve them from the point of view of developing creative activity of

students. That is, teachers need to be responsible and attentive.

Also, if students' creative abilities are encouraged and a friendly environment is created, they can turn creative thinking into a habit. Creativity does not become a habit in students who are afraid of making mistakes, fear of success, focus on excessive grades, and fear of criticism.

3) certain factors hinder the development of students' creative qualities and skills. Therefore, in the pedagogical process, teachers should focus on eliminating these factors.

The following factors hinder the development of creativity in a person:

- Avoiding self-risk;
- Allow rudeness in thinking and behavior;
- Underestimation of personal fantasy and imagination;
- Being subordinate to others;
- In any case, think only about success.
- Creativity in children by David Lewis.

- development instructions

1. Patiently answer children's questions correctly.
2. Take their questions and opinions seriously.
3. Set aside a separate room or corner for children to do their work.
4. If it is related to the creative process, then do not blame the child for the mess in the room.
5. From time to time show children that you love them and accept them as they are.
6. Give children tasks according to their capabilities.
7. Help them develop their personal plans and make decisions.
8. Help children achieve high results in activities.

9. Do not compare the child with others, pointing out his shortcomings.
10. Do not humiliate the child and do not let him think that he is bad and weak.
11. Teach him to think independently.
12. Arm the child with the necessary items to organize his hobby.
13. Make him invent different events, fantasize, help him in this process.
14. Accustom the child to study from a young age.
15. Always pay attention to the needs of the child.
16. Find time to talk face to face with the child every day.
17. Involve children in the discussion of family issues.
18. Do not make fun of the child for his mistakes.
19. Praise the child for every achievement.
20. Be sincere in praising his achievements.
21. Teach the child to communicate with people of different ages.
22. Come up with practical experiences that will help him understand existence.
23. Do not forbid the child to play with different rags - this will enrich his imagination.
24. Encourage him to find a problem and solve it.
25. Be fair in evaluating your attitude towards the child.
26. Do not limit the topics that can be discussed with him.
27. Allow the child to make decisions independently and be responsible for them.
28. Help the child to become a person.
29. Help the child to watch useful TV shows and listen to radio broadcasts.
30. Accustom him to accept his abilities positively.
31. Teach the child to be independent from adults.
32. Don't teach the child to pay attention to failures by saying "I don't know that either."

33. Give the child an opportunity to finish the work he started, even if he does not believe that the work will have a positive result.
34. Keep a diary and record the formation of creative abilities in the child.

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