

Creative Abilities Of Primary School Pupil`S Development

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Abstract: *In this scientific research the main emphasis in the psychological research of creativity is on the intellectual and personal ability of the individual, which encourages independent problem-solving, generates a large number of unique ideas and is the basis for finding their own unique solutions.*

Keywords: creative thinking, motivation, content of the program material, Intellectual exercises.

I. Introduction

With the independence of the Republic of Uzbekistan, the reconstruction of all types of educational institutions, including higher education, aimed at updating the educational and methodical literature, material and technical base, teaching staff, the structure of training began. But along with the restructuring, the educational process content updates should be included. Changes in the socio-economic life of society are the acquisition of a new generation of professional new requirements for the knowledge, skills and competencies required causing. The debate over whether creativity is a new product or result of creative thinking is still going on among some scholars. Other research emphasizes the leadership of creativity in innovation.

II. Methods

Unlike early research, in which creativity was excluded and considered a strange phenomenon, in modern research, creativity is seen as a complex of individuals that anyone can have. This is manifested in different approaches to the problem of creativity: it is studied not only as a result that not everyone can achieve, but as a new qualitative indicator of a person's reflection and self-esteem. The study of creativity is conducted in two main areas:

- Issues related to creativity and intellect, and learns to identify educational processes related to creativity.
- A person and his or her psychological identity are classified by the fact that they are a key aspect of creativity, with an emphasis on the individual and his or her motivational lines.

In the 1950s, J. Guilford and his followers identified 16 hypothetical intellectual abilities in the application of intellectual factors in education, in the study and evaluation of creativity. These include the diversity of ideas (the amount of ideas in a certain period of time), the originality of the idea (the ability to move from one idea to another), originality (the ability to create an idea that differs from the generally accepted views), curiosity (sensitivity to problems in the surrounding world), the ability to hypothesize (logical independence of the reaction from the stimulus), fantastic feature (the complete disconnection of the logical connection between the stimulus and the reaction from the existing life).

If, instead of tests, another criterion for assessing creativity is the performer on the creative achievements made in the type of work in which they operate when evaluated, it is possible to achieve a result with the same content that defines intelligence and creativity.

III. Results and Discussion

The information card of the creative lesson consists of the following directions:

1. Motivation.

In this section, a child is greeted with a surprise. He encounters something that surprises above his thinking horizon.

2. Content of the program material.

In this part of the lesson, the specific lesson material on the given topic is given in two parts.

3. Psychological rest.

This part of the lesson consisted of sports in the physical minute, digital, exercise in the form of a game, or exercises that ensure the harmony of the cerebral hemispheres.

4. Puzzle.

This part of the lesson serves to develop creative activity, motivation, ingenuity, creative thinking, positive abilities of the child.

5. Intellectual exercises.

Motivation (surprise).

"Surprise is the beginning of wisdom" (Socrates). One of the alternative ways to do research to prevent information fatigue and increase students' intellectual activity is to use "surprise" or, in other words, "miracle effect". The system of collisions with amazing objects, the research on their creation, ensures the effectiveness of the interests and activities of small school students.

Motivation is represented by objects in the classroom, such as a baby with its enigmatic, mysterious, and extraordinary beauty. Such items may vary from each other. For example, a watch with a spider in it, a bottle with a sailboat in it, and so on. Simple tricks that increase children's interest. For example: a visible and an invisible mouse in a box, etc.

Psychological rest.

Exercise that affects the harmonious development of the cerebral hemispheres is used as a psychological rest (It is important to remember that it is crucial to develop the ability of the right and left hands. Psychologists say that the right and left hands move simultaneously with a positive effect on the development and improvement of memory, thinking and speech shows.)

Puzzles.

As one of the important elements of a modern creative lesson puzzles that combine sharp intellect and ingenuity in the system of natural objects of students' creative activity are important. The problem of solving puzzles in front of the reader can be solved by using materials made of harmless materials (wood, paper, metal, plastic), which lead to an unconventional combination of ideas. The proposed puzzles are didactic among a large number of objects that are selected in accordance with the principles.

The following requirements apply:

- The appeal of a puzzle-based idea.
- Psychological power to influence pupils' interests.
- Relation to school subjects (physical, chemical, biological, etc.).
- Aesthetic harmony of the child with the object.
- Child's interests and age-related creative potential.
- Gradual increase in finding the result.

Intellectual exercises.

Intellectual exercises, like puzzles, make students creative, active, motivated. The System of Creative Knowledge (SCK) intellectual exercises are based on the didactic principles of consistent creative learning. It includes creative tasks that do not require special knowledge, but only thinking, ingenuity and independent solutions. It is a complex system of knowledge that requires age-appropriate goal-oriented curiosity, creativity, thinking, and a unique way of looking at things. The system of creative knowledge - intellectual exercises, mainly includes the following tasks:

- Make tentative conclusions: they make students think about the causes and consequences.
- Unusual naming of objects.
- Finding patterns (these tasks develop logical thinking, the ability to generalize).
- Choosing the right path in unexpected situations, such tasks develop courage in the child.
- Create an image scheme based on existing images (abstract thinking, basic qualities, object structure).
- Object-building tasks, such as toys (exercises to find independent solutions to observation and reasoning).
- Be able to ask goal-oriented questions and identify the subject based on the answers.
- Gradual development of thinking.

IV. Conclusion

While primary education is the foundation of student learning, it requires the development of creative activity in students from this class onwards. Therefore, the need to develop creativity in students has become an issue on the agenda. It is important to take into account the age characteristics of students in the development of creative activity in students in grades 1-4, the unconventional nature of the lessons in the effective organization of education, the use of innovative methods in the classroom. Developing students' creativity will help them become more intelligent.

In conclusion, it is important to create a variety of conditions for the development of creative activity of students in primary education. To this end, the definition of educational requirements and the organization of education based on these requirements on the basis of education, problem-solving and technological approach to education, which seeks its priorities, prepares the ground for the development of creative activity of students.

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