

METHODS OF DEVELOPING CREATIVE THINKING SKILLS OF PRIMARY CLASS STUDENTS

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Abstract. The development of creative thinking is also helped by the gradual internalization of the means of educational activities. As the educational process develops, the student becomes attentive to writing, reading and everything around him. Psychological and pedagogical support for students in general, both for the development of creative thinking.

Key words: creative thinking, development, digital technologies, management, educational activities, learner, mechanisms, general secondary education, educational technologies and tools.

Introduction. Decision No. 140 of the Cabinet of Ministers of the Republic of Uzbekistan dated March 15, 2017 "On approval of the regulation on general secondary education" takes into account the modern requirements for general secondary education. In order to improve the regulatory legal documents on the organization of activities of secondary educational institutions, to ensure the integral connection of general secondary education with secondary special, vocational education [1] development of creative abilities of internal education students.

Basic skills and abilities of reading, writing, counting, academic activities, creative thinking qualities, self-control, speech and behavioral culture, personal hygiene in primary education students and is aimed at ensuring the mastery of the basics of a healthy lifestyle.

For the development of creative thinking, and for the psychological and pedagogical support of students in general, primary school age and adolescence are of particular importance. Together, these two age periods represent the most dynamic segment of development in terms of creative growth.

The psychological aspect of educational activity is the process of mastering

knowledge of different contents and different levels of complexity by students, as well as the process of mastering the methods of using this knowledge. The process of acquiring knowledge by students is not limited to memorizing individual facts, it is related to combining social experience with personal, finding a subjective and practical part in each new fact.

The very fact of entering the educational process stimulates the student's motivational needs, satisfies many needs and ultimately forms stable motivations. By learning, the student begins to see his new, present, past and future world, his whole life is colored by the influence of a new meaningful activity - cognitive learning activity.

The development of creative thinking is also helped by the step-by-step internalization of the means of educational activity. That is, as the educational process develops, the student stops concentrating all his attention and efforts on writing, reading and counting subjects. By the end of the first grade of school, students use previously learned and translated skills as tools to solve more complex problems. An internal plan of action is formed, which is a powerful engine of creative thinking, because the mental processes after "coagulation" and "immersion" are better connected and work more easily. Attention and perception are subject to thinking, memory is formed due to the expansion of horizons and the development of thinking. Learning encourages mental processes to become arbitrary, and the development of the will field further contributes to this [3].

The purpose of the study. Teaching process according to updated educational content determined the need to strictly adhere to pedagogical laws and principles, use modern interactive educational methods and information and communication technologies, use the most effective methods of organizing education, and further increase the teacher's responsibilities and duties in this process .

Research methods. Observation, scientific sources and results of scientific research pedagogical-psychological analysis, comparison, pedagogical experiment-test.

Developing	Reading literacy	Writing	Oral presentation
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creative abilities	required by society	perfect mastery of sounds and letters	helps develop ancient thinking skills
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Educational activity, among other things, motivates the student's developing creative thinking to a motive of subjective importance. Creative activity is encouraged in every way and rewarded with a positive assessment. This, in turn, is fraught with a change in motivation: positive evaluation and praise are often more important to young students than the solution found. This attitude of students to study is, in essence, natural and corresponds to the age characteristics of the era. It is known that the motive of the subjective importance of a creative decision remains unstable and very imperfect in students of this age, although it first appears in the ontogenetic history of their development [4].

Another feature of creative thinking of primary school students Kovalenko, N.V. Kochelaeva, E.L. Described in the research of Yakovleva and others A.B.

Verbal thinking is manifested in the desire for stereotyped ways of solving problems. In creative thinking, the inability to go beyond information from the point of view of the task of these concepts is manifested in the same performance of the recommended material.

Summary. Based on the above, it can be concluded that creative thinking develops qualitatively, materially, and procedurally during the student period at school, and this development is, first of all, new for the student and the resulting education. related to the activity.

It is possible to distinguish between changes in mental connections, functional connections that increase control over consciousness and personality, and improve the maturity of more effective forms of thinking. These and other changes in the mental reality of the student serve as the basis for the formation of still imperfect, but sufficiently complete and flexible creative activity, which, in turn, is a tool for the further development of the listed areas of the psyche. is considered

However, creative thinking is highly dependent on the personality of a young

student, and his development prospects directly result from the characteristics of further education and development of all mental structures. At this stage, the most important achievements in creative development are: mastering creative thinking style, mastering free analytical-synthetic activity in accordance with the theoretical-empirical system.

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