



## EDUCATIONAL PRINCIPLES OF TEACHING PRIMARY CLASS STUDENTS TO COMMUNICATIVE - CREATIVE THINKING IN A MODERN EDUCATIONAL ENVIRONMENT

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**Abstract:** in this article, the benefits of teaching students communicative and creative thinking through modern educational technologies in primary education, the reforms implemented today, the conditions created, the unique aspects of opportunities, continuous education, the harmonious cooperation of qualified pedagogues and aspiring learners, the content of teaching creative thinking, elements of independent individual education and training, interpretation of creative approach, improvement of creative approach, independent acquisition of knowledge by elementary school students efficiency, the processes of improving the literacy and creative approach culture of students in mastering concrete and natural sciences are described in detail.

**Key words:** elementary school, student, creative thinking, method, education, independent work, creative person, understanding, creativity, pedagogy, scientific knowledge, education, form, literacy.

Continuous education in our country is a joint activity of qualified pedagogues and aspiring learners, and in this process, the development of a person, his education and upbringing are also improved. In lessons, the teacher conveys his knowledge, skills and abilities to the students through training, and as a result of mastering them, the students acquire the competence to use them independently. In the process of learning academic subjects in the educational process, students use different forms and means of learning, that is, they rely on specific similarities in receiving, processing and applying the information being learned. . It also solves educational issues in the form of organic cooperation of the teacher and students in the educational process, independent work of students, in-class and extra-curricular activities.

If we remember the words of one of the great sages: "...if you live with the anxiety of the future, give your children a good education, educate them", the reforms implemented in the education system of our country will in a real sense last for one or two years. or it would be safe to say that it was not a work aimed at achieving results in a short period of time, but a change aimed at securing the future of education for several hundred years. As a confirmation of these thoughts, we always remember the idea of our first president that "... worrying about our future, our future generation, all the children of our country - my children, they should be stronger, more educated and definitely happier than us." we work with this in mind, and we are witnessing in our pedagogical practical activities that wise politics lie at the root of thoughts.

In the conditions of modern globalization and informatization of education, the creative activity of the teacher becomes important. Innovative innovations entering the field of education today bring new concepts to the science of pedagogy. One such concept is the concept of "creativity". This concept is more widely developed in psychology. But the science of pedagogy requires the research of the content and meaning of this concept. The concept of "creativity" is related to the concept of "creativity". The social order to explore the creative possibilities of a person determines the special importance of the problem of

creativity. The dynamic (developing and growing) classification of personal creativity is reflected in creativity and its main aspects. However, although creativity is a defined scientific category of psychology and pedagogy, the concept of "creativity" has not found a suitable definition 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 scientific 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.

Currently, at the modern stage of development, these traditions determine the decisive place of the human factor. In the phenomenology of this factor, creativity is its established basis. The possibilities of modern science do not have the possibility of a universal explanation of the nature of creativity that fully satisfies the existing evidence and questions. 1. Creativity is a set of qualities of a person throughout his life. 2. Creativity is a way of performing certain tasks and tasks assigned to a person. 3. Creativity is a product of the intellect. In addition, one of the main tasks of modern education is to educate the individual potential, inner potential, creative ability of each student, to bring out their creative potential, to develop their independent creative thinking and mastery. is to create a creative environment for intellectual research in the educational process itself so that they can acquire skills. As the student is formed as a person from the primary education process, he needs to set goals, plan tasks to achieve the set goals, and study related to the tasks that must be performed. achieving the mastery of qualities such as being able to solve environmental problems independently are tasks that are consistent with the above-mentioned main goals. Therefore, the essence of educational and educational work can be expressed in a holistic way as follows: it should serve as an initial foundation for them to feel, that is, to acquire the most important competencies.

The further improvement of the quality of education depends to a large extent on the solution of issues such as revealing the knowledge and creative potential of the primary school teacher, raising his intellectual level, and generally improving his professional competencies and competence. It should be said that the solution to the above-mentioned problems is to strengthen the mental education of the child, which is carried out in an integral connection with other areas of education, which expands the scope of knowledge and worldview, and most importantly, the successful education in higher classes. we carry out at the stage of primary education. Because of this, all subjects taught in primary grades, their departments, each topic and concepts are selected with special attention. Materials that ensure the growth of the student's intelligence in accordance with the level and level of knowledge, are used in daily life practice, and convey the essence of the events and incidents that happened in life. For this, the topics included in the content of each subject are selected separately by leading specialists and scientists and put into practice

Therefore, one of the most important advantages of using digital technologies in continuing education is the ability to personalize learning. With educational technology, teachers can create individualized lesson plans that fit each student's unique learning style, pace, and interests. Students have access to a variety of online resources and tools that allow them to learn at their own pace, in their own time, and in the environment of their choice, both in and out of class.

Currently, our work requires a creative approach to the proposed educational programs, as well as attention to the development of the potential of students. In the era of digital technologies, the individual characteristics of students, their interests and needs should be taken into account in our continuous education system. A talented student who thinks independently and creatively should not only see, but also help him believe in himself, realize his importance, independently answer interesting questions, and join the process of self-realization.

V. Karimova, Z. Nishonova's article "Connection between independent creative thinking and personal emotional, volitional and intellectual feelings" analyzes independent creative thinking from a psychological point of view. If young people are taught to think independently, they will have no difficulty in creatively solving the problems in front of them in the future. Education of independence is not only a pedagogical task, but also a social task at the same time. Independence is inextricably linked with responsibility for one's own behavior and is a component of a person's creative activity. The authors fully analyze independent creative thinking in their articles.

From the researches of American psychologist R. Sternberg, it was learned that in order to form personal creativity, adults should not limit themselves to the creative abilities of children, that is, they should demonstrate creative behavior, and it became the basis for developing a definition for creative

thinking.

Creative thinking can be called: striving for creativity, creative approach to life, constant self-critical review and analysis. Based on the modern dictionaries of psychology and pedagogy, we defined the teacher's creativity as the level of knowledge in his thoughts, communication, special activity, creative approach.

Creativity, as the ability to think creatively, is often considered an important indicator of ability. Currently, there are no generally accepted guidelines on how to recognize creativity in elementary school students, or even if creativity exists. For example, someone can be very creative and original in formulating and solving mathematical problems, but not a writer. In addition, we can explain that someone can be creative in one or more areas, but only in certain periods of his life. Creativity plays an important role in determining perfection. This form of talent always manifests itself in a certain field. No one can be creative or talented in every way. Research shows that most creative people can be considered gifted, but not all gifted people are creative. So, creativity is seen in the student's creative desire, creative ability, creative goal, direction and self-control in his creative activity. It means that he is becoming a fully developing person with his activity and self-control.

According to the independent creative activity of elementary school students, it was found in the research process that it is possible to divide and analyze tasks that lead to creative curiosity into three groups. That is, they are the following: creative independent work, creative exercise, educational problems. Let's take a closer look at these tasks:

1. Creative independent work is distinguished from other types of creative tasks by the fact that it has a different aspect, such as speed, the possibility of immediate organization and the ability to continue educational activities, that is, such a tool of creative independent work education that , by applying it to education:

- enthusiasm for reading and learning will be continued, the continuation and formation of creative motives created during training sessions will be ensured;
- leads to the expansion of the range of knowledge, skills and qualifications of students;
- prepares the ground for students to continue their activities independently (individually and collaboratively) on the studied educational material;
- there is a possibility of facilitating to a certain extent the guidance of students in the activity of creative inquiry.

Therefore, in the application of independent work with a creative task to education: "determining the procedure followed in the creation of tasks or distinguishing the principle of implementation of the activity", performing the task in accordance with the noted principle, remembering the result achieved in its execution, if necessary, the result the conditions of sharing with teammates and telling it to the teacher are observed.

2. Creative exercise. Always remembering and rehearsing the acquired knowledge in the educational process causes students to get bored in teaching some academic subjects. The use of creative exercises built on the basis of digital tools to eliminate the boredom of students during the training process has a positive effect. So, how to understand and structure creative exercises given to students? the question arises. Creative exercises differ from traditional exercises that do not require creativity in several features: expanding the range of acquired knowledge. When the student repeatedly returns to the previously studied educational material, he enriches the scope of his understanding with new knowledge, ideas, facts, and connections.

Creative exercises are tailored to both memory and thinking, unlike exercises designed for constant engagement. In this, the student creatively studies the knowledge and activity methods learned within the subject.

3. Educational problems are a "set of educational tasks", which can be imagined in the form of a system of tasks leading to creative independent research. Also, if we call this type of task a complex (unified) system of educational tasks aimed at one goal, it illuminates the content.

Students who are able to understand situations developed in accordance with the content, structure and form of the tasks listed above are creative researchers. That is why creative students think in their own unique way. His mind is independent, clear, unlike anyone else's, and can often find unnatural solutions.

In primary education, the subject of "Exact and Natural Sciences" is taught in the context of consistency and coherence, and the concepts of creative thinking are integrated in the thinking of students. it

is necessary to organize psychologically and pedagogically correctly in the process of mastering.

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