



DEVELOPMENT OF CREATIVE THINKING ABILITY OF PRIMARY GRADE STUDENTS

D.A.Suyunov

Termez State Pedagogical Institute

Department of Primary Education

Associate Professor. Ph.D. (PhD)

A.E.Diyarov

Termez State Pedagogical Institute Master's student

ANNOTATION:The article describes the development of creative thinking ability of primary school students, the effective use of reading in the formation of this process, the pedagogical and psychological characteristics of creative thinking, and the components of creative thoughts.

KEYWORDS:reading, school, education, creative thinking, thinking, heritage, source, feature, teaching, upbringing, attitude, explanation, teacher, primary school.

Currently, the issue of developing the thinking of primary school students, expressing their own opinion, reflecting the psychological and pedagogical features of the organization of this process is topical. In order to positively resolve this process, in most cases, the development of students' thinking and creativity in the educational process is considered only as one of the ways to use their knowledge to obtain new knowledge.

Indeed, thinking is closely related to the processes of thinking, consists of various knowledge and concepts. However, in our opinion, there are specific features of thinking, which are not always reflected in its definitions. Our task is not to give another precise definition, but to reveal this specific feature of thinking. In addition, creative thinking is a type of thinking that consists of thinking and creating images about things and events that have not been in our experience and have not even been encountered in reality. As a result of creative thinking, innovations are created in the fields of art, literature, and technology, and its images are completely new, original images.

As mentioned above, a characteristic feature of creative thinking is that the image created does not actually exist, but a new image. Then the needs of society or the person who is imagining become the impetus for the creation of a new image. Creative thinking manifests itself in words and material things. Dreaming and sweet thinking, as separate types of creative thinking, are the future-oriented activities of creative thinking. So, through it, images of the future will see the world.

Experiments show that the development of creative thinking, having identified it as an independent factor, was studied on the example of creative thinking of primary school students. The components of creative thinking of primary school students are:

creative thinking;

the use of methods for organizing creative thinking.

When developing creative thinking of primary school students, it is necessary to take into account the age characteristics of the child. The chronological boundaries of the developmental stage corresponding to the primary education period of a comprehensive school differ in different countries and in different historical conditions. These boundaries can be conditionally determined in the range from 6-7 years to 10-11 years. Their content depends on the officially accepted conditions of primary education.

From the above, it is clear that the higher the ability of primary school students to create new unusual things,

the higher the development of thinking functions. For example, they realize new things for themselves by thinking and thinking. Paying special attention to the upbringing of children from five to twelve years old was considered the most optimal way to develop intelligence, that is, figurative thinking and reasoning.

In the process of thinking, primary school students constantly enrich their minds with impressions about objects, phenomena and their mutual relationships. There are many combinations that create new connections between phenomena and objects. Thinking, like other mental tasks, changes with the age of primary school students. In preschool and primary school students, the activation of the thinking function is observed. First, they begin to demonstrate their active work for the formation of a reproducing (which allows them to think about fairy-tale images at a young age), and then creative (as a result of which a new image is created) fantasy. In their activities, students are not limited to the practical use of images of thinking about surrounding objects and phenomena, but also express a personal emotional attitude towards them. This is often clearly manifested in their creative games. Creative games reflect children's thoughts about the activities of adults and their relationships with each other. They feel like they are acting together with adults. They even act as direct participants in reality.

Adults, along with helping them to think about positive images of life, need to create a basis for children to look at any reality with a positive perspective. The formation of positive qualities in the minds of children leads to their creativity, inventiveness, inquisitiveness, fantasy and free creative thinking. All good deeds, noble deeds, inventions, examples of artistic works - all of them are created as a result of a positive approach to life.

From personal experience, it is known that when an interesting life event or cartoon characters are discussed, students suddenly begin to express a variety of colorful opinions. In such situations, it becomes clear that they know much more than their intellectual capabilities. At this point, the question arises: why don't they speak with such enthusiasm when they talk about the topics of the lesson? Because when they watch cartoons, thinking is clearly manifested. They are interested in visual expressions, rich color-image examples, and the possibility of thinking is fully illuminated. Taking this into account, in textbooks and during the lesson, topics that interest children in the same way, develop their creative thinking, use rich color-image examples, and are appropriate for their nature and age, and the variety of questions and assignments presented on the texts will be the basis of such situations in the lessons. And the emergence of students from mental equilibrium is a guarantee of leading them towards spiritual maturity.

According to the great thinker Farabi, at each stage of the educational process, students' assimilation of knowledge is carried out in their own way through thinking, reasoning and feeling. A person is born with the ability to think and reason, and it develops as the child grows. According to the scientist, the retention of concepts that fit the human mind in a person's mind is considered the result of knowledge. "A child has a mind with great potential," says Farabi, "he has the ability to understand through feelings and thinking. Thoughts are understood through feelings and thinking." In addition to the idea that a person is born with the ability to think, to reason, it is necessary to separately emphasize that it is formed from an early age and develops as the child grows up.

Thinking in primary school students provides knowledge when the uncertainty of the situation is very high. The general importance of the thinking function in both children and adults is emphasized, especially in primary school students the thinking function is greatly enhanced. Some children do not have enough experience and the ability to objectively assess the world around them. Thinking is the basis of figurative thinking, which allows a person to act in a given situation and solve problems without direct practical measures.

Due to the impossibility, difficulty or simpleness of practical actions, this will be of great help in his life.

The fact that educating thinking, its formation, development, and the cultivation of student thinking in the educational process have always been an important task for teachers has always been the focus of the constant attention of nationalists.

It is known that children are exceptionally rich in creative thinking during their stay in preschool educational institutions. At the age of 5-6, they master thinking about the environment, acquire various information necessary for their practical activities and understanding of the world. Their development during this period takes place without regular educational work, in the process of lifestyle. When children enter school life, their activity changes somewhat when they switch to systematic learning based on

programs. In our opinion, this happens due to the violation of naturalness in the teaching-learning process, the interference of artificiality with it. When a child is admitted to primary school, his independence, thinking at his own intellectual level, and voluntary activity are limited to a certain extent. He is required to work in accordance with the requirements of the school. In some cases, primary school students may even forget to think independently. Because the teacher thinks instead of him. The teacher provides the knowledge that the children need to master, asks questions, and offers options for answers that need to be given. It recommends ways to solve the questions and tasks that are asked. The student will need to remember the educational material he is studying, repeat it at home, and perform consolidation exercises. It is known that such education does not require the student to use creative thinking. In this case, if we look at foreign literature, it becomes possible to use common experiences. As noted above, the importance of thinking is that it allows you to make decisions and find a way out of a problematic situation in the absence of complete knowledge necessary for thinking. This activates the creative thinking of primary school students. With the help of this function, primary school students can demonstrate the truth in pictures and use them to solve certain problems.

To summarize, the level of richness of thinking in primary school students increases or decreases due to the conditions created for them. Their mental development occurs differently in different conditions and stages. Therefore, the age-related features of the development of a child's thinking, the limits and level of thinking that are unique to each child, must be strictly taken into account at all stages of the educational process, in each lesson. This is one of the conditions for the formation of a healthy spiritual personality.

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