ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-5206, Impact Factor: 12,23
American Academic publishers, volume 05, issue 04,2025

Journal: https://www.academicpublishers.org/journals/index.php/ijai

DIRECTIONS OF WORK FOR THE DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY GRADES STUDENTS AND METHODS

Kulboyeva Dilnoza Abdugafurovna

Jizzakh State Pedagogical University primary education methodology

Lecturer of the Department, PhD

Abstract: In this article, new methods and means of implementing the educational task of teaching technology to primary school students, as well as directions and methods of forming the creative abilities of primary school children, as well as a system based on certain theoretical principles and technology theories, are presented. Information on the increase is provided.

Keywords: Primary school, primary school students, educational, educational, educational-cognitive, psychological - pedagogical, principle, theology , theology , direction, method.

All the innovations being implemented in our country's education system today are aimed at raising educational work to a higher level based on new programs, preparing students with a broad range of thinking, who can make independent decisions in problem situations, and who think creatively. Technology science in their classes of the students creative approach develop process content essence full - fledged understanding for originally “ Creativity ”, “ Creative” thinking ”, “ Creative approach " like of concepts meaning realizing to take demand is being done .

Creativity (English : “ create ” , “ creative ”) is a human new ideas working to release readiness descriptive and independent factor as talent to the composition incoming creative ability meaning represents .

In technology lessons, developing students' creative approach and preparing them for professional activities requires paying special attention to the issue of adequately selecting images when drawing drawings of objects. It is known that the production release under the circumstances prepared items their drawings according to control is made . Drawings and details are given side by side on the path of the part from the raw material state to the finished product level . However, observations show that this area is being ignored in schools . Even in the methodological recommendations dedicated to teaching practice, it can be seen that these issues are not fully covered. Therefore, students have difficulty in carrying out practical exercises on the manufacture of products and designing objects in technology lessons .

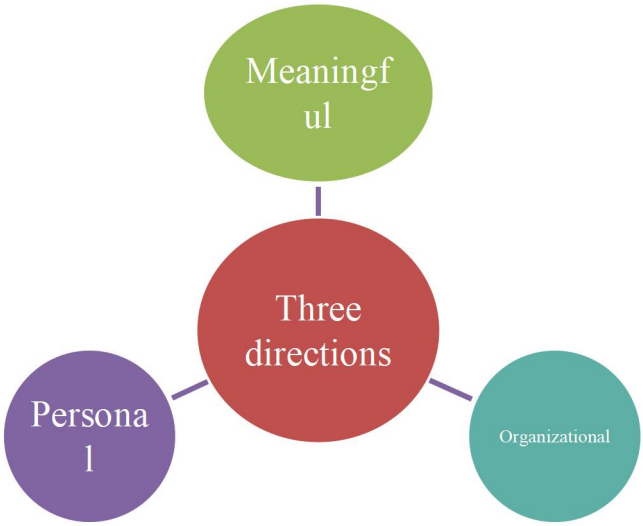
To solve this problem, teachers should systematically develop lessons and appropriately use technological documents, technological maps, and drawings in practical exercises. This will develop students' knowledge and skills in working with technological documents, reading drawings, and create a foundation for creative thinking.

ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-5206, Impact Factor: 12,23
American Academic publishers, volume 05, issue 04,2025

Journal: https://www.academicpublishers.org/journals/index.php/ijai



This direction assumes the organizational or literary character of the environment for the development of the creative abilities of young students, with the following sub-systems and sub - parts : The formation of a pedagogical environment that is effectively organized in the initial stage of education can be achieved by the creation of a pedagogical environment that is more effective than the development of general education. This includes the development of all organizational forms of education, means, and effective methods of pedagogical environment.

reflects the content or literacy of the educational system of the primary school. Thus, it is more likely to reflect the scientific, methodological, practical relations or literacy system, such as theoretical (labor) teaching, teaching other educational subjects .

The third direction is the subject of education (educational education) or the subject of the activity of the child and the subsequent part of his social environment, which is the object and subject of the multifaceted educational environment of the present time, education, labor , etc. sí f atída f aolíyat ko'r satadí.

Paul Torrance, known as the "father of creativity," identified four creative skills. These are:

Fluency - The ability to come up with many ideas is based on the saying that there are many.

Flexibility - The ability to think of different ideas is based on the word change.

Creativity is based on the word "adding" to the skill of expanding ideas .

Originality - The ability to come up with an idea that is unique, unlike others, is based on the word unique.

When developing creative abilities in technology lessons, teachers should:

- great ideas (originality);
- Expand (develop) them;
- Skills such as comparing and finding connections between other ideas (adaptability),

ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-5206, Impact Factor: 12,23

American Academic publishers, volume 05, issue 04,2025

Journal: https://www.academicpublishers.org/journals/index.php/ijai

These skills intersect with each other.

primary school students is crucial for their personal and intellectual development. Creativity refers to the ability to generate new ideas , solve problems, and think broadly. There are several ways to develop this ability:

1. Learning through games and activities: Provide students with a variety of games and interactive activities that encourage creative thinking. For example, logical or creative problems, inspiration from nature, and other activities.

2. Create a positive environment: Students should be encouraged to express their ideas freely, accept mistakes, and try new ideas. In this environment, they feel free and are motivated to develop their creativity .

3. Art and Music: Exposing students to art and music helps develop their creative abilities. Drawing, crafting , and creating musical works expand their thinking.

4. Problem Solving: Asking students to solve small problems in everyday life encourages them to think creatively. For example, improving a situation or teaching them how to do something in a new way .

5. Reading and creating stories: Having students write or read short stories can help develop their imagination and creativity. It is also helpful to encourage them to create new characters and events when creating a story .

6. Working in groups: Sharing creative ideas and working together increases students' creativity. They combine different ideas and create new, unique ideas . In this way, developing the creative abilities of elementary school students helps them to actively participate in the learning process and form new ways of thinking.

Creativity in technology classes means encouraging students to generate new ideas, use existing materials in new ways, and use technology in innovative ways. Technology classes are a great place to develop creativity , giving students the opportunity to work with a variety of devices, materials, and programs. The following methods can be used :

1. Develop a creative approach through project work.

Asking students to create small projects in technology classes can help them develop their creative thinking. For example :

Creating electronic devices (drawing pictures, making electronic devices);

Creating projects based on robotics or programming;

3D modeling and printing.

2. Working with new materials.

ISSN: 2692-5206, Impact Factor: 12,23
American Academic publishers, volume 05, issue 04,2025
Journal: https://www.academicpublishers.org/journals/index.php/ijai

Allowing students to explore a variety of materials and technologies develops their creative thinking. For example, by working with plastic, rubber , metal, and other materials, they learn to create new devices .

Applying technologies to real-life situations .

students the applications of technology in everyday life, for example, talking about smart home technologies, eco-friendly technologies, or innovations in medicine, inspires them to create new ideas.

4. Solve problems and create innovative solutions.

In technology classes, offering students the opportunity to solve various problems, such as preserving the environment, saving energy , or improving transportation systems , encourages them to develop creative and innovative solutions.

5. Programming and coding

Programming technologies, such as Scratch or Python, allow students to turn their imaginations into programs. Through programming, students learn to express themselves creatively.

6. Integration of art and technology

By integrating art and creativity in technology classes, such as 3D drawing or video editing, students are engaged in creative work.

7. Creating interactive programs and applications.

students to create their own interactive applications encourages them to think creatively. To do this, students can learn to create mobile apps or websites.

8. Teamwork and collaboration.

students with the opportunity to work in teams, share creative ideas, and find solutions together. Through this, they fully demonstrate their creative potential .

9. Use of technological innovations.

Teaching students to work in areas such as virtual reality (VR), 3D modeling, robotics, and artificial intelligence helps introduce them to new technologies and develop their creative thinking.

In conclusion, technology classes provide students with excellent opportunities to develop their creative skills. These classes not only provide technical knowledge, but also help students develop their innovative thinking and problem-solving skills. By developing creative skills , students are prepared to create new opportunities and solve future technological problems.

ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-5206, Impact Factor: 12,23
American Academic publishers, volume 05, issue 04,2025

Journal: https://www.academicpublishers.org/journals/index.php/ijai

List of used literature:

1. Kulboyeva DA Formation of creativity of primary school students. // International journal of social sciences & interdisciplinary research. ISSN:2277-3630. India . Impact factor (SJIF:2022) : 7.429 . Vol. 11, No. 10. October 2022. pp. 93-95 . https://www.gejournal.net/index.php/IJSSIR/article/view/967
2. Kulboyeva D. Pedagogical basis for the development of creativity in primary class students. // "Results of modern scientific research" international scientific and current research conferences. USA. January 30, 2023. p. 156-158. https://orientalpublication.com/index.php/iscrc/article/view/1088 .
3. Kulboyeva, D. (2020). The importance of technology in the formation of creative abilities of primary school students. Innovations in primary education .
4. Shiyanov E.H. Humanization of professional stanovleniya pedagoga //Sov. pedagogy. - 1991. - No. 9. — S. 80-84.
5. Khaitova, NF (2021). History of gamification and its role in the educational process. International Journal of Multicultural and Multireligious Understanding, 8(5), 212-216.
6. B. Abdullayeva , A. Kholikov , D. Farsakhonova and b . “ General” pedagogy ” “ Innovation - Ziyo ” LLC printing house department , T -2021 .