



DEVELOPMENT OF CREATIVE THINKING OF PRIMARY SCHOOL STUDENTS

Qo'chqarova Mahmuda Adxamjonovna

**Lecturer At The Department Of Primary Education Methodology, Fergana State
University, Uzbekistan**

Nazirova Sevara Bahtiyorjon Qizi

Student, Fergana State University, Fergana, Uzbekistan

ABSTRACT: - The article deals with the development of children's creative thinking in elementary school. The role of the teacher in the formation of the creative abilities of primary school students is described. The methods of interaction between the teacher and students for the development of creative potential are revealed.

KEYWORDS: Creative thinking, creativity, creativity.

INTRODUCTION

Currently, one of the paramount importance is the problem of developing the creative abilities of the individual. Determining the direction of their work, many teachers seek to choose the most effective activities. One of these types is work on the development of children's creative abilities, which can manifest themselves in thinking, communication, and characterize the personality as a whole.

A very important period in the development and formation of personality is the initial period of learning. It is this age that lends itself most to the upbringing and development of the creative abilities of the child. Imagination, fantasy, creative thinking develop, curiosity is brought up, the ability to observe and analyze phenomena, make comparisons, generalize facts, draw conclusions, practically evaluate activities is formed. Children begin to show activity, initiative, they develop and

“DEVELOPMENT OF CREATIVE THINKING OF PRIMARY SCHOOL STUDENTS”

differentiate interests, inclinations, and the needs that underlie creativity are formed.

Creative abilities are understood as the individual psychological characteristics of the child, which do not depend on mental abilities and are manifested in children's fantasy, imagination, a special vision of the world, their point of view on the surrounding reality. Taking into account the fact that it is possible to develop creative abilities in all children, regardless of their level of intellectual development, we can say that the need to work in this direction is extremely valuable.

In children, creativity develops gradually, passing through several stages of development. These stages proceed sequentially: before being ready for the next stage, the child must necessarily master the qualities that are formed on the previous ones. Creative thinking directly depends on the level of development of the type of thinking that has a peak of development at a certain stage. Consequently, from childhood it is necessary for the child to develop both creative thinking and critical thinking, making sure that they are in balance, accompany and periodically replace each other in any mental act. Studies of children's creativity make it possible to single out at least three stages in the development of creative thinking: visual-effective, causal, and heuristic.

To determine creativity, the following parameters are distinguished (according to the Torrance model):

- fluency of thought (number of ideas put forward);
- flexibility of thought (the ability to switch from one idea to another);
- originality (the ability not only to produce, but also to express original ideas, to invent something new);
- curiosity;

- the ability to take risks (children do not yet feel embarrassed when expressing any ideas, even if they are ridiculous);
- speed of thinking;
- divergent thinking;
- rich imagination.
- The development of creative abilities in primary school age proceeds most effectively under certain conditions.
- Conditions for the effective development of creative abilities of younger students:
- situations of choice are created, the learning process includes tasks that are performed taking into account the imagination;
- co-creation is organized in the children's team in order to manifest and develop the creative abilities of each;
- technologies for the development of creative thinking are used;
- systematic monitoring of diagnostic results.
- Every child has different kinds of gifts. Of course, not all children have the ability to compose, imagine, invent. Nevertheless, the talents of each person can be developed. Incentives are needed for their development.
- Ways to stimulate creativity:
- providing a favorable atmosphere;
- benevolence on the part of the teacher, refusal to criticize the child;
- Enrichment of the child's environment with a wide variety of new objects and stimuli for him in order to develop his curiosity;
- encouraging the expression of original ideas;
- Giving children the opportunity to actively ask questions and speak out.

Creativity is a complex mental process associated with the character, interests, abilities of the individual.

A new product received by a person in creativity can be objectively new (a socially

“DEVELOPMENT OF CREATIVE THINKING OF PRIMARY SCHOOL STUDENTS”

significant discovery) and subjectively new (a discovery for oneself). The development of the creative process, in turn, enriches the imagination, expands the knowledge, experience and interests of the child. Creative activity develops the feelings of children, contributes to the optimal and intensive development of higher mental functions, such as memory, thinking, perception, attention, which in turn determine the success of the child's studies.

METHODS FOR ACTIVATING CREATIVE THINKING

1. Brainstorming method. (Problem setting, proposal and discussion of ideas, decision making.)

The goals of the method: to teach children to generate ideas, while not requiring children that each of their ideas be correct and rational; feel free to express your ideas in public; teach children to fantasize; support a timid child by praising his idea, even if it is weak; evaluate the overall activity of children.

2. Method of control questions. (Formulation of the problem, drawing up questions, forming a solution in the process of answering questions, choosing the best solution.)

Our thinking largely consists of asking questions and answering them. A question is a form of thinking in which the need for information is expressed. Asking questions is about mind control and providing feedback between people. Strong thinking is, in particular, the ability to ask questions to the point. Thought is impossible without a question. The path from the question to the answer is the work of thought. It is in order to develop thinking that it is recommended to teach children to ask questions correctly.

3. Development of fantasy and imagination.

These are types of thinking, the ability to mentally represent what is in memory. Imagination is the ability to mentally create new ideas and images of possible and impossible objects based on real knowledge. Fantasy is the creation of new, but unreal, fabulous, yet impossible situations and objects, but also based on real knowledge.

The development of students' creative abilities is important at all stages of schooling, but the formation of creative thinking in primary school age is of particular importance. The formation of a child as a creative person is possible by applying non-standard approaches to learning, involving him in a variety of games, extracurricular activities and creative evenings. Currently, many creative tasks have been developed that will help the child reach their full potential. The main task of the modern teacher-educator remains to teach the child to think creatively.

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“DEVELOPMENT OF CREATIVE THINKING OF PRIMARY SCHOOL STUDENTS”

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