



## DEVELOPMENT OF DIVERGENT THINKING IN STUDENTS BY TEACHING METHODOLOGY OF STUDY LESSONS

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### ABOUT ARTICLE

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**Abstract:** In this article, we were able to determine the specific features of the purpose, content and process of students' creative activities. Specific forms, methods, and means of developing students' creative activities were determined in the course of individual-oriented education. The content of the process of developing students' creative activity skills is manifested as the content of individual-oriented learning situations, which serves to develop students' creative activity. The process of formation of creative activity in elementary school students is organized as specific educational situations and embodies the mechanisms of student personality development. As a result of introducing students to educational situations that develop creative activity skills, it is noted that they experience the formation of a positive attitude towards the educational process.

### INTRODUCTION

Creative, that is, creative activity, is a broad concept that ensures the development of the society as well as the individual. Creative activity of a person is manifested in his daily life. Creativity in the life of society science and ensures the emergence of new findings and inventions in art. As a result, new social programs will be created. Creativity (creativity) (lat. creation - creativity, creativity) - the ability to create something new, unique, create an artistic form, a mental process that leads to thinking, ideas and solutions; creative ability, which describes a person's readiness to create and accept new ideas.

Creativity is directly related to the creative abilities of a person. 2 types of methods are used in the study of creativity: 1. Study of a person's creative abilities using less developed methods of diagnosis. Among them, observation, conversation, analysis of the results of creative activity, and biographical methods

can be included. 2. Researching creativity using rigorously developed methods. Dj. Guilford distinguished 16 signs of creativity in the 50s of the last century. The following signs are not determined by intellectual tests: 1. Speed of thought - ideas that arise in harmony with time, the ability to move from one idea to another unique idea, the ability to create ideas that are different from standard ideas. 2. The ability to develop hypotheses and logically insignificant situations that do not motivate its creation. 3. Curiosity - sensitivity to problems in the world. Dj. Guilford based all this as a description of divergent thinking [3.191-204-b]. Divergent thinking occurs when problems are discovered and discovered, but the person does not have the ability to solve them. Convergent thinking consists of simple logical solutions that rely on already known solutions. In this case, the teacher brings the tasks into a certain form. Many specialists have researched the problems of creative ability and the development of creative abilities of a person. However, almost no scientific research has been done in the field of creativity diagnosis. Only D.B. Bogoyavlenskaya's research has put forward some ideas in this direction. He singled out "intellectual initiative" as the main indicator of creative ability. Bogoyavlenskaya evaluated the intellectual initiative as an intellectual ability and the motivational composition of the individual. This ability is manifested in solving the tasks that a creative person has set for himself in the process of continuous mental operations. Based on the ideas of D. B. Bogoyavlenskaya, the concept of the scope of creative thinking was created. This creates an opportunity for students to generate creative ideas without external influences and to generalize them theoretically. Today, when the scope of information is expanding, the need to form creative thinking and creative activity in students is increasing. Undoubtedly, in the process of carrying out any activity, it is important not only to acquire a certain amount of knowledge, but also to acquire the competencies of using them in practice. Most scientists have evaluated creativity as a factor that evaluates individual independence. Creative activity arises as a result of teaching students. The creative abilities of elementary school students have the following components: creative thinking, creative perception, and the use of methods of organizing creative activities.

The development of creative activity in students takes place in the pedagogical process. For this, first of all, it is necessary to enrich the personal experience of students. The transition of a person from emotions to creative activity is realized as a result of identification of creative thinking and behavioral patterns. Also, the student's personal development represents his creative activation. The result of such activity is reflected in the creative works of students organized on the basis of their own initiative. The formation of creative activity in students depends on certain conditions: the conditions belonging to the first group are conditions related to the student's development and self-development. The conditions that belong to the second group are pedagogical activities aimed at forming the creative activity of elementary school students, that is, conditions related to the work experience of the teacher. Conditions belonging to the third group are of a social nature, and include family conditions, developmental situations, the environment and social realities that serve the formation of creativity in students. In order for the specified conditions to acquire a pedagogical character, it is necessary to bring them into the educational process, directing them to the goal, to solve educational, educational and developmental tasks, and to use these conditions effectively in the organization of pedagogical relations [1.54 - p. 59]. Conditions belonging to the first group are selected based on the unique characteristics of the student: 1) psychophysiological characteristics of students as the leading representative system; 2) students' abilities, as well as their innate characteristics as creativity; 3) sensitive stages of the development of creativity in connection with the age characteristics of students. The uniqueness of the conditions belonging to the first group is shown in the following: 1) It is known that people differ from each other

in their levels of vision, hearing, hearing and sensitivity. Such characteristics of students are manifested through their actions, and it is difficult to change them even in highly organized pedagogical processes. The uniqueness of each person's experience determines the level of his perception of the world. This is explained by differences in information perception, thinking and behavior. Undoubtedly, such differences can be seen in practice on the basis of increasing the effectiveness of the pedagogical process. For this, it is important to facilitate the learning process for students, to ensure that they perceive the world with the help of educational materials. It should be emphasized that the person-oriented approach not only improves the level of knowledge acquisition of students, but also expands the possibilities of creativity by increasing creative activity. 2) In pedagogical activity, it should be taken into account that innate talent, that is, talent, has a special effect on the development process and guarantees the student's future achievements. New pedagogical technologies serve to form creative activity in students. However, it does not fully ensure the development of this activity. It is somewhat difficult to separate the influence of social and natural factors in specific pedagogical conditions of formation of creative activity among students. 3) Along with individual characteristics, age characteristics are also important in the formation of creative activity in students. That is why it is necessary to develop logical thinking in creative students.

The formation of creative activity of a verbal character in elementary school students is mostly based on figurative thinking. As a whole, the integration of image perception in a child serves the development of connected perception and thinking in them. A child's need and interest in creativity arises from preschool age. In primary classes, it stabilizes as a result of systematic pedagogical activity. Creativity related to the age characteristics of students has directions related to the educational subject. During the sensitive period, students develop a certain level of individuality and creative abilities. During this period, the progress or lag behind the personal development of the pedagogical influence has a negative effect on his development. That is why teachers should use the means of forming creative activity in students, knowing well the specific features of the sensitive period. Conditions belonging to the second group depend on goal-oriented pedagogical activity. Two important directions of such activity can be distinguished. Firstly, the pedagogical activity in this direction consists in forming creative activity in order to develop creativity in students. Secondly, methodologically ensuring the pedagogical process aimed at the formation of creativity in students, that is, the content of educational programs, teaching methods, tools, forms, measures aimed at the formation of creative activity in students enrichment with. Both pedagogical directions should be provided with the following pedagogical conditions: 1) Directing the pedagogical process to the personality of the student in order to ensure freedom of creativity. Including creating a positive image of creative thinking and forming relationships, teacher's creativity, creating a comfortable creative environment. 2) To ensure students' independent activity in the educational process in order to form creative activity in students. That is, in order to strengthen the existing level of creative activity, to expand the possibilities of identification of students, to create conditions for their creative self-development, to accelerate the development processes of students. 3) Creating a safe creative environment for students. For this purpose, establishing relationships based on mutual trust in the classroom, achieving positive results, creating success situations, etc. [5.13-15-b]. We will analyze the following conditions from a pedagogical point of view: 1) Experts who thought about the freedom of creativity paid special attention to the following: freedom and discipline. If students' creative activity is encouraged, they will carry out learning activities based on their personal initiative. Students take objects and ideas and describe different approaches. If they strive for independent learning as opposed to group thinking, they develop a tolerance for ideas. In such a

situation, there are no special problems related to behavior. Behavioral styles are formed by themselves, in this place creativity arises in students and they do not have moral problems. It is known that the teacher's reputation is important for elementary school students. They follow the teacher, look up to him with confidence, and perform each of his tasks with determination. That is why the teacher's creativity is an important factor for students to show their creative potential. 2) The analyzed theoretical cases are of particular importance for ensuring students' development opportunities and creative activities. In order to ensure students' creative activity, it is necessary to effectively use the possibilities of modern pedagogical technologies in addition to relying on historical experiences. 3) A child is formed as a person in the process of education.

The role of the teacher in the formation of creative activity in elementary school students is incomparable. According to the requirements of personalized education, the primary school teacher acts as an equal partner and facilitator with students in the learning process. In the process of primary education, the teacher's intervention in the work of students can reduce their creative potential in rare cases. Basically, the pedagogue's cooperation with a group of students, a class team or each student serves to form creative activity in them. As a result of the teacher's humane attitude towards students, mutual trust, respect, and cooperation are formed among them [4. 15]. As a result of mutual cooperation and strengthening of trust between students and teachers on the basis of mutual respect and trust, certain personal qualities, including activity, are formed in learners. As a result of cooperation between students and teachers, parents, people in the environment, creative activity is formed in elementary school students. If the educational activity in the classroom is not formed on the basis of the requirements of a person-oriented education, students' desire for relationships outside the educational process will increase. They start looking for partners from outside. Facial expression, speech, artistic ability, clarity and expressiveness of movements, eye gaze, spiritual closeness and mutual understanding, trust, readiness for creative cooperation, which are observed in students, contribute to the formation of creative activity.

It is important to create pedagogically supportive relationships that help to form creative activity in primary school students. In pedagogical processes encouraging creative activity, the teacher cannot give orders and instructions, make demands, or force students. The student's search for ways of creative self-expression should be supported by the teacher. All examples of works created by students should be accepted regardless of their content, form, and aesthetic equipment. During the formation of creative activity, students' work should not be compared and evaluated, and they should not be punished for mistakes. It is desirable to create a pedagogically and psychologically comfortable environment based on mutual trust and respect for the formation of creative activity in students.

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