

THEORETICAL IMPORTANCE OF DEVELOPING CREATIVE ABILITIES OF PRIMARY STUDENTS IN THEIR LEARNING ACTIVITIES

Arakulova Mohinur Yunus kizi

Jizzakh State Pedagogical University

mohinur@gmail.com

Abstract. The modern period of social development is characterized by changes that affect all spheres of human life. With the development of socio-economic changes, problems arise that require new approaches to solving increasingly complex problems. Society's need for people who have not only thorough and in-depth knowledge, but also the ability to independently, creatively and unconventionally solve existing problems is growing.

Keywords. Student, educational activity, creative abilities, education, behavior, talent, motivation, design, artistic creativity, knowledge.

Аннотация. Современный период общественного развития характеризуется изменениями, затрагивающими все сферы жизни человека. С развитием социально-экономических преобразований возникают проблемы, требующие новых подходов к решению всё более сложных задач. Растёт потребность общества в людях, обладающих не только глубокими и разносторонними знаниями, но и способностью самостоятельно, творчески и нестандартно решать существующие проблемы.

Ключевые слова. Студент, учебная деятельность, творческие способности, образование, поведение, талант, мотивация, проектирование, художественное творчество, знания.

Introduction. The social imperative of society directs Russian pedagogy and school practice to the development of creative personalities and the development of students' creative abilities. This raises the problem of reassessing the traditional concept of learning as a process of recreating and mastering past experience. Many educators and psychologists (R. M. Granovskaya, Yu. S. Krizhanskaya, I. Ya. Lerner, T. D. Martsinkovskaya, A. M. Matyushkin, etc.) note that insufficient attention is paid in the current education system to a whole layer of human experience - the experience of creative activity. Studies show that the traditional educational process is primarily filled with the reproductive activity of students, intended to memorize and repeat the information received.

This trend in education has a particularly negative impact on children of younger school age, as it undermines their ability to develop sustainable motivation and focus on learning. This can lead to the loss of future creators, since such education creates a consumer with more creative power, who is not able to express creative ideas when faced with new conditions or situations.

We see the way out of the current situation in the creation of an educational system in schools that would serve to develop each student as a subject of his own life, a person capable of independent creative activity.

Special comprehensive programs have been developed for the education of gifted children, in which the development of all aspects of creativity is provided in conjunction with the intellectual and personal development of children, meeting their individual needs. However, it is well known that gifted children make up no more than one or two percent of the total number of students in ordinary schools.

Methods: There is also the pedagogical experience of various innovative institutions: the author's school of V.A. Karakovsky, the school-complex of personality self-determination (E.A. Yamburg), the "New Russian School" (L.N. Pogodina), the agricultural school (A.A. Katolikov), etc. This experience has shown, in particular, the differences in the pedagogical process that are emphasized in traditional teaching and learning, in particular: the degree of physical inactivity (in some cases inappropriate) and intellectual development of 6-7 years old and, as a result, the need to educate children with different levels of development and giftedness in the same class;

- different levels of adaptation to the peer group, which is associated with the specifics of preschool education;
- a significant influence of the parent group on the educational process of the school (positive and negative), etc.

All these circumstances led us to the idea that even in normal conditions of school education, the teacher should create conditions that stimulate the development of the student's creative abilities, since the task of knowledge and skills acquired in a ready-made form is not the ultimate goal of education, but a means, a means, a field for the creative activity of each individual.

The solution to this problem is to improve the educational activities of schoolchildren and the general It requires special attention in the primary grades, where the foundations of its development are laid.

We turned to theoretical and practical research on the development of creative abilities in primary school students.

Results: Science has accumulated extensive experience in research on the theory of creativity - M.S. Gafitulin, D.I. Kirnos, A.M. Matyushkin, Ya.A. Ponomarev, Z.I.H. Stolovich, P.K. Engelmeyer and others. The ideas of applied psychology and diagnostics of creativity were developed by both Russian scientists - J.S. Vygotsky, R.M. Granovskaya, Yu.S. Krizhanskaya, V.L. Lyudis, T.D. Martsinkovskaya, N.B. Shumakova, L.I. Shragina, N.B. Shcheblanova, N.P. Shcherbo and others, and foreign researchers - E. Berne, A. Newell, J. Rogers, P. Torrance, G. A. Simon, S.J. Shaw and others.

The vast pedagogical experience of A. S. Makarenko, V. A. Sukhomlinsky, K. D. Ushinsky, as well as modern educators - Sh. A. Amonashvili, I. P. Volkov, E. I. Ilyin, S. N. Lysenkova, V. F. Shatalov, M. P. Shchetinin, P. M. Erdniev - proved the need for a creative approach to the work of the teacher himself for the successful development of creative qualities in children. The works of V. A. Bukhvalov, A. S. are of great interest.

Granitskaya, V.V. Guzeev, V.A. Levin, B.M. Nemensky, G.A. Tsukerman, N.E. Shchurkova set out the issues of using new forms and methods in pedagogical practice.

Many aspects of creative development not only in children, but also in teachers have become the object of special pedagogical research. (For example, studies by G. G. Gorelova, N. A. Tomina, A. V. Usova, N. M. Yakovleva, etc.).

However, despite the increasing attention to the development of students' creative qualities, issues such as the content, structure, organization of the creative activities of primary school students, the levels and criteria of creative abilities of primary school students are not sufficiently covered in the scientific and methodological literature.

Based on the study of the experience of primary schools and the analysis of scientific psychological and pedagogical literature, the following contradictions were identified:

- the need to develop the creative abilities of students in primary school and the insufficient development of this issue theoretically and practically;
- the need to develop the creative personal qualities of primary school students and organize an educational process focused on the reproductive activity of students;
- the need to introduce systems for organizing the process of creative activity in primary school and their insufficient development;
- the lack of organizational conditions for the organization of appropriate systems for the development of students' creative activity and their active implementation;
- the need to use effective forms and methods of developing creative abilities and the insufficient readiness of primary school teachers to apply them in practice.
- The development of creative abilities in primary education in modern schools is still not fully supported, since the general teaching practice is the modeling of students' activities by teachers. Teachers often offer children activities that are based on imitation and do not require creativity or initiative. In such conditions, such important qualities of divergent thinking as originality, fluency, flexibility, accuracy and other abilities that determine the readiness of a person for creative activity are not sufficiently developed in children.

Discussion: One of the important directions in solving the problem of developing creative abilities is to create conditions in primary grades that ensure the effective development of these abilities: imagination, divergent thinking, independence, motivation.

The development of creative abilities requires organizing the teacher's activities in such a way that it takes into account the specific characteristics of the mental activity of each student, helps to broaden his worldview, and teaches various types of creative activity.

We will not discuss in detail the various types of creativity in primary school - scientific, practical and artistic, since a complete and systematic description of these various types of creative activity is beyond our scope. Our goal is also not to describe the methods of working with primary school students in each of the above types of children's creativity. Our goal was only to highlight the conditions that contribute to the effective development of creative abilities, which in turn contribute to the development of creative activity. Our study also tried to identify the specific features of the activities of teachers to develop the creative abilities of primary school students.

The results of theoretical and experimental research confirm the hypothesis and allow us to draw the following conclusions:

The problem of developing creative abilities requires a solution. Its relevance is due to the need of society and the school as a whole for independent creative individuals, as well as the insufficient development of this issue in the theory and practice of primary school.

The development of creative abilities in primary grades largely depends on the general theoretical views of scientists about the essence of concepts. Based on the analysis and generalization of psychological and pedagogical literature, we define creative abilities as psychological characteristics of a child prone to development, on which the readiness of the individual for creative activity depends. These include: divergent thinking (fluency, originality, accuracy, flexibility), imagination, independence, motivation for various stages of creativity. The stages of the creative process of primary school students are: a) accumulation of knowledge and skills in clarifying the concept and formulating the problem; b) consideration of the problem from different angles, development of options; c) implementation of versions, ideas, images; d)

testing the options found, their selection. The product of creativity is “something new”, original, “never been”; it can be a “thing” of the material or spiritual world, a method of activity of both the subject of creativity and other people, knowledge, etc. For the educational process, it is very important to take into account the subjective novelty of the product, that is, its novelty not for society, but for students. Speaking about talent and creative abilities, we believe that the key to the formation of a creative personality is a person's motivation and life goals. Summarizing the above discussion of the types of creativity, we believe that the following types exist in primary grades: "scientific" creativity - theoretical research, that is, the student's search and discovery of new rules, laws, theorems, etc.; practical creativity - the search for a practical solution, that is, the search for ways to apply certain knowledge in a new situation; design; artistic creativity - the artistic depiction of reality based on creative imagination, including the creation of literary works, drawings, musical works, etc. The creative process has several levels. In the educational process, all students should be prepared for secondary creativity, which is manifested in the further development of the material that students themselves know.

Conclusion: In the current conditions of education, the role of the school in preparing each student for independent creative activity is increasing.

For the development of the creative abilities of primary school students, it is important that the teacher's activity consists of the following interrelated components: goal setting; content definition; selection of organizational forms; selection of methods and means; and analysis of activity. Goal setting is a system-forming factor in the teacher's activity.

REFERENCES

1. Артеменкова Л.Ф. Педагогические условия развития диалогического общения детей старшего дошкольного возраста в условиях современного дошкольного образовательного учреждения: Автореф. дис. ... канд. пед. наук. – Карачаевск, 2002. 24 с.
2. Кравцова Е.Е. Психологические проблемы готовности детей к школе. — М.: Педагогика, 1991. 150 с.
3. Краткий тест творческого мышления. Иллюстрированное издание.: Пособие для школьных психологов. — М.: Интор, 1995. 45 с.