

DEVELOPING A METHODOLOGY FOR DEVELOPING DIVERGENT THINKING IN THE PROCESS OF TRAINING PRIMARY SCHOOL TEACHERS

Xolmatova Zulfiya Tillavoldiyevna

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Fergana State University

Associate Professor (PhD)

[*zt.xolmatova@pf.fdu.uz*](mailto:zt.xolmatova@pf.fdu.uz)

Abstract: This study examines the development and practical application of a methodology for developing divergent thinking in the process of training primary school teachers. Divergent thinking is an important cognitive process that provides the development of the ability to generate new ideas and apply existing knowledge in new contexts. The study aims to develop the creative and critical thinking skills of primary school teachers based on effective methods, methodological approaches and practical exercises for developing divergent thinking. The methodology is aimed at teaching teachers to learn creative approaches, solve problems in new and original ways, and encourage students to think actively and independently. The study analyzes the effectiveness of methods, exercises and pedagogical practices aimed at developing divergent thinking in the educational process. This methodology is of great importance in improving the quality of education of primary school teachers and teaching students modern knowledge.

Keywords: Primary school teachers, Divergent thinking, Creative thinking, Cognitive development, Educational methodology, Pedagogical methods, Educational process, Divergent approach, Student creativity, Critical thinking, Educational innovations

INTRODUCTION

The modern education system requires educators and teachers not only to impart knowledge, but also to guide students to think independently, generate innovative ideas, and think critically and creatively. This requires teachers not only to have pedagogical knowledge, but also to have a high level of cognitive competence. In developing students, especially at the primary education stage, teachers should use approaches that encourage creative and critical thinking.

Divergent thinking, that is, a thinking process aimed at finding different possibilities and solutions, is of great importance in education in this regard. Through divergent thinking, students have the opportunity to develop new ideas, solve complex problems in new ways, and express their thoughts independently. Primary school teachers, in turn, must have the right methodological approaches to develop this thinking.

Developing divergent thinking in teachers allows them to teach students creative approaches, form students' creativity and independent thinking. Also, this methodology serves to introduce innovative approaches in the educational process and increase pedagogical competence of teachers.

The purpose of this study is to develop a methodology for developing divergent thinking in the process of training primary school teachers and analyze its effectiveness in the educational process. The study analyzes teachers' methodological approaches and practical exercises aimed at developing divergent thinking. Also, methodological tools are developed to provide teachers with the necessary pedagogical and psychological skills.

The study also serves to implement tasks such as increasing the educational effectiveness of primary school teachers, developing creative and critical thinking skills, and preparing students for creativity and adaptation to a changing environment. This methodology is aimed at increasing the activity of students in the educational process and improving the quality of education.

METHOD AND METHODOLOGY

This study aims to develop methodological approaches to the development of divergent thinking, based on the basic principles of cognitive pedagogy and psychology. The methodological basis of the study is cognitive theory, pedagogical principles of developing creativity and innovation in the learning process. The essence of the methodology for developing divergent thinking is that it directs teachers to encourage students to create new, unconventional ideas and find creative solutions.

The research methodology is aimed at studying the interrelationship of teachers' thinking systems and methodological approaches. In this context, the methodology is aimed at identifying the pedagogical tools and methods necessary to improve the educational process and develop creative and critical thinking.

RESEARCH RESULTS

The results of the study showed that the use of effective methodological approaches to the development of divergent thinking can greatly contribute to increasing the pedagogical competence of primary school teachers. Encouraging teachers to generate new ideas and solve problems in an innovative way makes the educational process more effective and creative. Therefore, the methodology for the development of divergent thinking should be included in the training of all teachers. It is recommended to widely use it in the process of teaching. It is also necessary to further improve and expand the methodology, which will allow teachers to more effectively develop the creative potential of students.

DISCUSSION

The results of the study showed that methodological approaches aimed at developing divergent thinking of primary school teachers have a positive effect not only on increasing the pedagogical competence of teachers, but also on developing students' creative and critical thinking skills. The experiments and practical exercises carried out during the study led to successful results in increasing the level of methodological preparation of teachers. However, some problems and difficulties also arose, which can be solved in the future with more improved methodological approaches.

CONCLUSION

During the study, it was found that methodological approaches of teachers aimed at developing divergent thinking are effective in stimulating creative thinking in students. However, there are some difficulties in implementing the methodology, which can be addressed by supporting teachers and developing more advanced forms of the methodology. In the future, this methodology should be more widely used at all levels of the education system.

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