



THE DEVELOPMENT OF CREATIVE SKILLS OF PUPILS OF PRIMARY EDUCATION IN THE PROCESS OF ORGANIZATION OF CREATIVE ACTIVITY

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ABSTRACT

The article describes the effectiveness of developing creative skills and the effective ways of organizing the creative activity of pupils of primary education.

KEY WORDS: *creative activity, teaching, learning, primary education, learning process, teacher, pupil activity, collaborative learning.*

INTRODUCTION

Today in all educational institutions of our country, all conditions were created for young people to have high spirituality, independent and free thinking skills, to master the achievements of modern science, world-class classrooms, information and communication, modern laboratory equipment. The task of preparing the specialists in the field is to take advantage of the wide range of opportunities created by the use of modern information and communication technologies, advanced pedagogical technologies to develop pupils' ability to receive, process, think independently, work, and develop intellectual and creative abilities. The organization of an effective educational process ensures the need for the development of a highly qualified specialist who meets the highest moral and ethical requirements. The system of continuous education has been created in the country, and the process of primary education is an important stage in the development of the pupil's personality, perception of the environment, acquisition of knowledge, skills and abilities, the formation of scientific imagination. In an elementary school pupil, the learning process occurs as a result of creative activity. In the process of completing the given task, the pupil feels the need for purposeful, planned, normative and criteria-based, self-conscious activity in order to be explored, to show his creative activity. This means that the pupil acquires knowledge about the objects of the environment and about them; the creation of educational effectiveness requires reliance on previous types of activities.

MATERIALS AND METHODS

The problem of developing technology for the formation of creative activity in primary school

pupils is one of the multifaceted pedagogical-psychological social tasks and one of the urgent tasks for the social development and progress of society. *Creativity* - occurs in different situations of activity. Curiosity, inspiration, aspiration, etc., involve the process from the highest appearance of creativity in the human mind to its manifestation. An individual's need for creative activity implies a new, previously unrealized creative aspiration in the activity. Any buds of creative activity in primary school pupils cannot be perfected outside of education, activity. Revealing hidden talents in children in the educational process, creating opportunities for them to show their activities from an early school age, developing their creative abilities is a guarantee of developing high-potential, socially active, sharp-witted, resourceful and competitive personnel in the future. This corresponds to one of the priorities of our state - the idea of raising a comprehensively developed person.

The formation of creative activity of pupils of primary education is an important component of the educational process. The age and psychological characteristics of pupils, who are active and leading subjects of primary education, as well as the peculiarities of fine arts, labor, music and physical education, require a creative approach from the teacher. The task of the school and the teacher is not only to educate the pupils but also to develop their abilities. The importance of academic work in developing skills is enormous. An elementary school teacher can find out what skills their pupils have, their aspirations for reading, and their level of mastery of the learning material, their ability to remember and apply their knowledge in assignments, their problem-solving skills, and their written and



oral skills. Also, the following qualities: intelligence, quick and accurate memory, thinking, ingenuity, developed imagination, initiative at work, independence and its productivity can be some indicators of children's abilities. The teacher should encourage the children in every way in their performance and creativity in every work with them. There is no need to rush to help a pupil when he is in trouble. The difficulties should be gradually increased. An elementary school teacher puts a pupil with high creative ability at risk among learners; rich imagination; development of intuition; philosophical thinking; speed of thinking and organization of action; possessing the speed of thinking; accept and respond to different situations at the same time; high artistic values, the ability to create innovation; it is important to identify specific original ideas based on qualities such as the ability to advance and focus on developing these qualities in the learning process.

Creative activity also consists of the following internal components:

- Ability to complete learning tasks;
- Striving for independent activity;
- Conscious performance of tasks;
- Structured reading;
- Trying to increase their personal capabilities, etc.

An elementary school teacher is required to follow a number of principles in the formation of creative activity of pupils:

1. Individualization of education.
2. Development of education.
3. Creating favorable conditions for activities.
4. Creating opportunities for pupils to demonstrate their abilities in activities.
5. Effective use of opportunities for extracurricular activities.
6. Apply the developmental principle of education.

The primary school teacher teaches several subjects, he/she should also take into account the following in developing the creative activity of his/her pupils:

- To determine which of the subjects pupils are most interested in and their abilities;
- Development of thematic plans and programs for working with children of creative activity, including the level of complexity, creativity, research, teaching materials, problems, assignments on academic subjects;
- Development of individual work plans for the formation of creative activity of pupils.

RESULTS AND DISCUSSIONS

When designing a lesson plan, it is important for the teacher to take into account the following activation situations that will have an effective effect on the development of pupils' creative activity:

- Participate in discussions;

- Ask questions to your peers and the teacher;
- Interpret peers' responses;
- Evaluate peers' responses and written work;
- Help those who are left behind;
- Explain to empty learners what they do not understand;
- Independent choice of hand- made task
- Find solutions to multiple choice cognitive tasks;
- Create situations for self-examination, analysis of one's own knowledge and practical behavior;
- Completion of cognitive tasks using a complex of known actions.

We have tried to develop guidelines for primary school teachers on the development of technology for creating and conducting learning situations for the development of creative activity of pupils and list it as follows:

1. The main educational object of the sought situation (thing, concept, event, process, tradition, item, etc.). Identify the object and the problem that is of interest to the children; helping children find their personal inner connection with the object of study directs them to think about how to prepare for issues that are personally important to them. This provides personal experience and educational outcomes for pupils.

2. Children are given a problem or task whose solution is unknown. Completion of this task will be effective only when there is an educational upsurge in the classroom and pupils show their activity by completing the task.

3. The definition of the assignment may be the result of discussing the problem as a group. The task described by the children is not only interesting, but will be achieved only if it is new to the teacher.

4. Creating the opportunity for the pupil to personally solve a situation (task) that has arisen or created - is the main stage of the heuristic situation. At the same time it is necessary to determine the sign of creativity from any educational outcome.

5. Demonstration of examples of educational work of pupils: poems, stories, assignments, descriptions, symbols, pictures, projects, etc., discussed in groups, the organization of exhibitions, mutual written reviews, lectures.

6. To be able to substantiate with examples of educational creations, pictures, narrations, descriptions, opinions of scientists, information in textbooks, personal knowledge and imagination.

7. Organization of children's activities on comparison, comparison, classification of creative samples. When pupils identify their own views or patterns of creativity, they are helped to understand the reasons for the change in their views. The development of educational situations is ensured.

8. Thinking, analysis of pupils' understanding of the methods used in cognition, the problem that



arises and ways to solve it. Help pupils identify the results they have achieved individually. Identify team-created learning outcomes. It is possible to prepare the ground for independent and creative thinking of pupils through the use of various creative tasks designed to form creative activity of pupils in primary school reading lessons.

The following are examples of forms of organizing such tasks:

1. Encourage pupils to be creative. A teacher who prepares pupils for creative activities should first and foremost arouse pupils' interest in the learning material being presented. In what way can he engage pupils in stating the main topic?
2. Effective use of cited images, comparisons and adherence to their norms.
3. Always express an idea in a complete sentence and with emphasis on important points.
4. Be polite and alert.
5. Use the following phrases: "imagine", "imagine", "fly creatively ..." and so on.
6. Trying to maintain visual contact - trying to look at the audience (30 seconds per participant).
7. It is advisable to always encourage every response and suggestion. In short, it is important to create different conditions for the development of creative activity of pupils in the process of primary education.

CONCLUSION

The development of creative activity of pupils of primary education has a specific psychological and pedagogical characteristics, which include the creation of problematic situations related to the development of pupils' mental activity, purposeful approach to lessons, taking into account pupils' abilities, interests, desires and wishes, ethics, knowledge system and focus their skills on mastering different forms and methods of activity. Creative activity develops on the basis of the formation of such qualities as the creative activity of the individual, cognitive activity, organizational activity through three types of education, which lead to effective results through non-traditional forms and methods of education.

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