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THE ROLE OF FOREIGN EXPERIENCES IN THE DEVELOPMENT OF CREATIVE ACTIVITY IN PRIMARY SCHOOL STUDENTS

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ANNOTATION

It is important to develop teaching technology , develop didactic - methodological foundations, develop pedagogical conditions, content and structure, development criteria and levels of formation, improve the effectiveness of form, method, means, Model, quality of teaching, as well as develop theoretical and practical foundations for improving the methodological training of teachers in an educational institution. In the era of modern renewal, spiritual growth, the upbringing of mature, educated, creative readers in every possible way is a dapr requirement. Based on the above points, the role of Primary School students in the development of creative activity is of great importance.

Keywords: creative activity, didactic-methodical, creative reader, literacy.

Particular attention is paid to the intellectual development of the individual on the basis of an individual approach to the organization of education in developed countries of the world. In particular, the issue of intellectual development with an individual approach to students was developed by American Scientists as part of Pueblo-plan, Nort-Denver-plan, Batavaya-plan, Dalton-plan, Howard-plan, Jena-plan, Trump-plan and Keller-plan. Scientists from England, Germany and South Korea have covered this problem in a special scientific way. In England, each school receives financial support from the state to support gifted students, in Germany there is an educational program for gifted students called "German School Academy". In the countries of Korea, Thailand, Singapore and Southeast Asia, educational institutions are operating in the presence of universities designed to provide an in-depth education to gifted students. Analysis of foreign experience shows that the experience of creating individual educational programs for students in primary classes, where subjects are taught methodically deepened, is widespread. The subjects taught in depth are widely spread in countries with developed experience of creating an individual training program for

Primary School students, applying in practice, individual training plans are created and introduced into practice. That is why it is important to study experiences in this area.

In the process of research, it is important to develop the technology of teaching , developing didactic - methodological foundations, pedagogical conditions, content and structure, development criteria and levels of formation, improving the effectiveness of form, method, tools, model, quality of teaching, as well as improving the methodological training of teachers in an educational institution. In the era of modern renewal, spiritual growth, the upbringing of mature, educated, creative readers in every possible way is a dapr requirement. Based on the above points, the role of Primary School students in the development of creative activity is of great importance.

The educational system the need to carry out the educational process within the framework of new standards and programs in an outdated manner pedagogical technologies are considered as a holistic complex dynamic process, and its interactive qualities, educational parts, functional description and continuity put consistent research as a necessity. Reforms in bringing educational processes to a new level in our republic from primary education, normative foundations were developed for the development of students ' need for the assimilation of knowledge, spiritual and moral qualities based on national and universal values, and the material technical base was improved.

Priority was given to the issue of further development of the Republic of Uzbekistan- in the strategy of action - to educate young people who are physically healthy, spiritually and mentally developed, think independently, are loyal to the Motherland, have a solid life perspective, deepen democratic reforms and increase their social activity in the process of development of civil society. As a result, the methodological capabilities of Primary School students to improve their strategies for designing creative activities will expand even more

Focusing on the experience of developed countries, reforms to achieve progress began, first of all, from the educational sphere. Because any country that considers education and upbringing of the younger generation as a priority will undoubtedly achieve the strength of the foundation of the future.

In our country, from the first years of independence, special attention has been paid to the radical reform of the education system, great work has been carried out on the acquisition of modern knowledge and Professions at the level of world standards by our children, growing up as physically and spiritually mature people, bringing to the surface their abilities and talents, intellectual potential, But in a time that is changing rapidly today, the sharp competition in the world market and the growing demand for highly qualified personnel necessitate the reform of this industry as well.

Even in our country, which has entered the next stage of development, over the past two years, important measures have been implemented aimed at radical reforming the educational system in accordance with the content of updates carried out in all spheres of our society.

In particular, in order to radically improve the activities of school educational institutions, to study the most advanced foreign experience, to create a modern system in all respects, the Ministry of education of halq is established, measures are being implemented to provide the system with qualified personnel, to cover kindergarten-age children in preschool institutions in the near future on the basis of

The purpose of education is formed in accordance with the needs of society. Therefore, the educational goal should be appropriate and balanced. In the scientific literature, it is emphasized that the purpose of education is to form the skills and abilities of the correct, clear, appropriate use of the possibilities, develop logical-creative thinking, increase communicative literacy, instill a national idea, form Oriental Education, spiritual enrichment of the individual. Based on the educational goal, students are improved their culture of communication through independent thinking, increasing oral and written literacy, developing logical thinking. And on the basis of the educational goal, spiritual, ideological, refined upbringing is given. In the process of language learning, it becomes possible to bring closer to the cultural and moral values of the people.

Scientific research has shown that Japanese children differ from children from other regions in their abilities in terms of calculation and literacy in the world. It is important to find answers to questions about what the secret of the uniqueness and peculiarities of the Japanese educational system is determined by. For example, how long does it take to multiply 15 by 19? Of course, it takes no more than a minute. But in Japan, this action can also be performed by young children. Because Japanese children do not know numbers by heart and do not memorize. Their specific methodology is the "game method". In this country, students are taught in primary education to solve a problem or issue on their own through play and to teach each other.

Japan sets itself two tasks: the first – enrichment, the second-the introduction of Western technology into Japanese production. The educational ladder includes children from 6 to 15 years old. 6 years of primary education and 3 years of Junior High School, organizing 9 years of compulsory education, education is free.

The following generally accepted international standards were used in the standard project structure:

- Document of the Council of Europe - base competencies for continuing education — on the structure of pan-European standards (Key competencies forlifelong learning-a European Reference Framework).
- International Student Assessment Program of the organization for Economic Cooperation and Development (Organization for Economic Cooperation and

Development (OECD) (software forInternational Student Assessment (PISA) standards).

- International Center for the study of trends in mathematics, exact and Natural Sciences (Trends in International mathematics and science study Center (TIMSS) standards of the International Association forthe Evaluation of educational results (IEA).

Mathematical literacy in the system of continuing education in our country refers to the skill of students to show and apply mathematical knowledge, skills. The presence of practical mathematical knowledge of students in everyday matters also affects their activity in social relations. After all, "as our great-grandfather Abdullah Avloni said, this issue is really a matter of either salvation, or destruction, or bliss, or disaster, and a matter of issues that never lose their relevance and importance, so to speak."

The French education system has an ancient and rich history. The main goal of education is to ensure the comprehensive development of an individual, prepare him for independent activities, teach students to entrepreneurship, business and factor in the conditions of market relations, and thus acquire a profession. In France:

1. Public schools.
2. Private schools.
3. There are intermediate schools.

In France, children between the ages of 6 and 11 are involved in primary education schools. Primary school is free and compulsory.

Study in elementary grades is carried out in 3 stages:

1. Preparatory stage.
2. Elementary course (this stage lasts 2 years).
3. Deepened stage.

Students take exams only for admission to pedagogical, Polytechnic Institute, higher administrative schools. In addition, the predisposition to this profession is also tested separately .

In Germany, the preschool education system is an important stage. Compulsory education belongs to children from 6 to 18 years old, that is, this process takes 12 years. There are also gymnasiums in Germany. They include grades 5-13. Grades 11-13 also perform the task of preparing for higher educational institutions. The attest of maturity about graduation from the gymnasium allows you to study at a higher educational institution. In the German education system, vocational education is important, since the demand for highly qualified workers is strong. Diplomas of vocational schools do not give the right to enter higher educational institutions. This requires completion of 1-year preparatory courses. The German education system equally attracts primary students and young scientists. Its distinctive feature is characterized by the combination of old university traditions and modern achievements of science.

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