

## METHODS OF FORMING THE CREATIVE SKILLS OF PRIMARY CLASS STUDENTS AND ITS ESSENCE

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### **Annotatsion**

This article talks about the development of creative ability and creativity, talent of elementary school students. How to interest primary school students in creativity is described. At the same time, methods of forming creativity are also explained.

**Keywords:** elementary school student, creativity, ability, evolution, school, development, inspiration, feeling, psyche, motivation, temperament, individual.

### **Annotatsiya:**

Ushbu maqolada boshlang'ich sinf o'quvchilarining ijodiy qobiliyatini rivojlantirish va ijod, iqtidor haqida so'z boradi. Boshlan'ich sinf o'quvchilarini ijodga qanday qiziqtirish kerak va ularni qay tartibda rag'batlantirish kerakligi bayon qilingan. Shu bilan birgalikda, ijodkorik qobiliyatini shakllantirish usullari ham yoritib berilgan.

### **Аннотация:**

в данной статье говорится о развитии творческих способностей и творческих способностей, таланта учащихся начальной школы. Описано, как заинтересовать младших школьников в творчестве. При этом объясняются и методы формирования креативности.

**Tayanch so'zlar:** boshlang'ich sinf, o'quvchi, ijod, qobiliyat, evolyutsiya, maktab, taraqqiyot, ilhom, hissiyot, ruhiyat, motivatsiya, temperament, individual.

**Базовие слова:** начальная школа, ученик, креативность, способность, эволюция, школа, разработка, вдохновение, чувство, психика, мотивация, темперамент, индивидуальный.

## **INTRODUCTION**

Today, forming the creative abilities of school-aged children and expanding their imagination from a young age is the need of the hour. Because time is advancing day by day. Analysis of the problem of development of creative abilities is determined by the specific content. Often, creative ability in the everyday mind is determined by various types of artistic activities, the ability to draw beautiful pictures, write poems, compose music. However, the disclosure determines the consideration of creative abilities, their structure and

characteristic features, the concepts of "creativity" and "ability". Creativity can be divided into two types. That is: temporary creativity (ability) and continuous creativity. If we take poetry writing as an example, almost everyone writes poetry, and those who write poetry when some emotion arises in their heart are called amateurs. The main development of creative abilities in everyday life is carried out through play. In the game, children will probably like games that are able to determine the most interesting range of activities for children. We can use almost all surrounding objects and situations as a means of developing creative abilities. Creativity means creating. Therefore, the main goal of the child's lessons is to teach him how to describe and understand what he discovered in the end. Sometimes, we unknowingly develop children's creative abilities through play and communication. However, consistency and method are necessary for successful development. Every student should express his desire to write poetry. Of course, the teacher has a big role in this. Because it is up to the teacher to motivate them, to guide and encourage them according to their interest. Our pedagogic mentors are not only those who teach, teach children to read and write, and think, but at the same time, they should also be psychologists. Because, what kind of nature is the child, what should be the main focus of their imagination, mind, and attention, what features and qualities they are most suitable for and interest in, and communicate with the child accordingly. He will need to know what methods to use in the lesson.

A well-known local researcher of the problem of creativity A.N. Luke (25), based on the biographies of famous scientists, inventors, artists and musicians, emphasizes the following creative abilities:

- 1) the ability to see the problem where others do not;
- 2) the ability to turn off mental operations, replace several concepts with one, and use symbols that have more and more capacity in terms of information;
- 3) the ability to use the skills acquired in solving one problem in solving another problem;
- 4) the ability to perceive reality as a whole, without dividing it into parts;
- 5) the ability to easily connect distant concepts;
- 6) the ability of memory to produce the necessary information at the right time;
- 7) flexibility of thinking;
- 8) the ability to choose one of the alternatives to solve the problem before examining it;
- 9) the possibility of introducing newly perceived information into the existing knowledge system;
- 10) to be able to see things as they are, to be able to distinguish what is observed from what is brought by interpreting;
- 11) ease of creating ideas;
- 12) creative imagination;
- 13) the ability to clarify details, improve the original idea.(1)

At this moment, we will consider the 12th type of creative ability based on this set of creative abilities.

Based on the analysis of different approaches to the problem of development of creative abilities, the main directions of development of creative abilities have been determined. Junior school students; applying methods of organizing and encouraging creative activity, developing imagination and developing thinking qualities.

Philosophical encyclopedia defines creativity as follows: "Creativity is an activity that involves new things never before seen." (2)

Pedagogy defines "creativity as the highest form of human activity and independent activity." Creativity is evaluated by its social significance and originality (newness). According to Vygotsky, the highest expression of creativity is still available to a select few geniuses of mankind, but in the everyday life that surrounds us, creativity is a necessary condition for existence. Some of the unusual and new lies must also originate from the creative process of a person. (3) Creativity is the activity of a person to create new material and spiritual blessings. Human thinking, memory, imagination, attention, and will take an active part in it. All his knowledge, experience and talent are shown. Creativity is the peak of desire. We should not rule out that creativity goes hand in hand with the evolution of our world and that we have creative inspiration.

"I think that writing comes into the world as a state of mind in a person, before he writes down his handwriting. Maybe in adolescence, maybe in childhood.

In childhood, the sun is brighter, the grass is thicker, the rains are more abundant, the sky is bluer, and everyone seems extraordinarily interesting. All these qualities and imaginations are the innocent moments of childhood.

Pushkin gave a clear and simple definition of "Inspiration": "Inspiration is the stimulus of the soul to perceive feelings vividly, to quickly understand concepts" (4).

Children of primary school age like artistic creations, well-written children's poems. This allows the child to reveal his personality in the most complete form.

Formation of creative ability of elementary school students can be done in the course of the lesson. It is enough to read the tasks, poems and stories given in the class of mother tongue and reading literacy in an expressive manner, to awaken some kind of exciting feeling and imagination in the minds of students. When assigning tasks to students, it is necessary to choose a task that encourages them to think creatively.

If a student is interested in creativity in a certain direction, the teacher should give directions and work individually as much as possible.

Creativity is considered a combination of many qualities, and the question of the components of human creativity is still open, although there are currently several hypotheses on this problem.

If we divide creativity into three main groups, each group requires individual activities. That is:

- 1) abilities related to motivation (interests and inclinations);
- 2) abilities related to temperament (emotionality);
- 3) mental abilities.

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R.Strenberg (58) emphasizes that the creative process is possible when there are three special intellectual abilities:

Synthetic ability to see problems from a new perspective and avoid the usual way of thinking;

Analytical ability to evaluate whether ideas are worth developing further;

Practical-contextual ability to convince others of the importance of an idea. (5)

Based on these trends, we can conclude that the formation of creative abilities in elementary school students depends on the teacher's teaching, guiding the student's interest, and using methods that encourage students to think during the lesson. . If these skills are embodied in the teacher, they will bear fruit in the students in 3-4 months. The purpose of forming the creative abilities of students is to expand their thinking and imagination, to show their creativity and to start their own activities based on a new idea.

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