



## Development of Creative Abilities of Primary School Students in the Process of Extracurricular Activities

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**Abstract:** This article describes the ways to improve the technologies for developing the creative abilities of elementary school students, the ways and effectiveness of developing students' creativity based on interactive methods and games in the educational process.

**Key words:** Elementary class, creative ability, technology, creativity, improvement, creativity, education, problem, problem-based education, heuristics, heuristic education, intellectual.

Before talking about the topic of the formation of the creative activity of Primary School students, let's dwell on such terms as "creativity", "creativity". Today we find such terms as "creativity", "creativity" in scientific, methodological literature, textbooks. It is no coincidence that these terms appeared on the pages of literature. The dictionary meaning of the word "creativity" "comes from the words: "create", "discover the news". "Creativity" - appears in various situations of activity. Interest, inspiration, aspiration and others involve the process of manifestation of creativity from its appearance in the human mind in the highest way. Creativity is a process of human activity that creates qualitatively new, material and spiritual wealth. Creativity expresses in itself the ability of a person, manifested in labor. On the basis of knowledge of the laws of the objective universe, there can be labor creativity, as if satisfying various social needs, creating a new reality. Types of creativity are determined by creative activity: volitional, organizer, scientific and artistic labor, etc. Opportunities for creative activity depend on social relationships.

The formation, conditions of the creative activity of its students in primary education is understood, first of all, as the process of emergence, implementation and development of these conditions.

They consist of:

1. Knowledge, skills and abilities that students should acquire in this regard in the formation of their creative activity;
2. Relationship of practice with theoretical knowledge in the formation of creative activity ;
3. Training on the formation of creative activity, heuristics, creation of problem situations;
4. Technological approaches to the formation of creative activity of students;

These conditions are implemented as follows:

- to what extent the program has mastered materials;
- mastery of basic concepts and rules regarding topics;
- ability to independently complete assignments on the chosen topic;
- awareness of the main problems in the studied topics;

- be able to use educational items and technical means, information technology when completing assignments;
- be able to set goals that will be achieved on the subject;
- be able to recommend its option and judge.

Teacher during the motivation of Primary School students to creative activity:

1. Encouraging students to think figuratively;
2. Burro expression of specific problems;
3. Expression of thought, always with a completed sentence, as well as with an emphasis on important areas;
4. Be sympathetic and discerning;
5. The use of the following vocabulary: “assume”, “imagine”, “take a creative flight” and so on.

The use of interactive techniques and games in the development of the creative activity of Primary School students. What do Elementary School students need interactive techniques and games? How are these techniques and games related to the course process, as well as their effectiveness? We will clarify the considerations mentioned above by one-on-one examples. In the formation of the creative activity of Primary School students, in addition to heuristic and problem learning, it is advisable to use scientifically based interactive techniques and games aimed at cognition. Here we will briefly touch on” heuristic “and” problem education”.

Education is the process of imparting knowledge, the formation of skills and abilities, the main means of preparing a person for life and work. In the process of education, information is obtained and upbringing is carried out. Education in a narrow sense refers to the concept of teaching. Heuristics means the Greek meaning” heuriska “ – “I will search”,” I will find “ -” I will open”. The content and purpose of heuristics teaching is the design (construction) of its own independent thought by students, the purpose and content of education and the process of its organization, diagnosis and understanding is heuristic education and reading. The situation in heuristic teaching is a key element in teaching. Such a situation activates from the reader's ignorance, the purpose of which is to allow the reader to establish the birth of a personal idea, hypotheses, schemes. In heuristic teaching, the result of education cannot be stated. Different answers can be obtained from each reader. In heuristic teaching, the student assimilates the previous knowledge he received, then applies it in his project through creative mastering. Here follows the motto of striving for the future by studying previous knowledge.

The word” problem “is an Arabic word, and a difficult – to-solve issue means such meanings as” puzzle”,” puzzle”.

Problem education is education that triggers the thinking process of students and has a positive effect on their abstract thinking, analyticsynthetic activity. Because this technology requires the student to find a solution to the learning material described on the basis of the problem. Readers will have to explain the materials not ready-made, but by comparing new facts and phenomena for themselves, relying on previously known knowledge to them. The learning process is carried out by gradually growing their independence, achieving high activity of students ' thinking.

In the educational process, interest in the application of interactive methods and information technologies, games related to the lesson in the educational process is increasing and further improving day by day. One of the reasons for this is that until then, in traditional education, students were taught only to acquire ready-made knowledge, the use of modern technologies and the self-search and independent search for, independent thinking and study, analysis of the knowledge they acquire even teaches them to bring their final conclusions themselves.

At the end of the XIX century, the German scientist K. Gross tried to systematically study games, the German psychologist K. Büller studies games as a satisfying activity. L. S. Vygotsky, A. N. Leontyev believes that the games were theoretically tied to their orientation to certain activities according to the social nature, and if they studied it, then D. E. Elkonin characterizes the management of personality behavior as a content and interprets it as an improving activity. But the only most important main feature of the game is its importance in education. In games, the child's behavior is formed and socialized freely. Intellectual creative games also play an important role in the development of creativity activities. In the game, goals and objectives are set to develop the communicative quality of the individual, develop intellectual literacy, intelligence, educational ingenuity in decision-making, identify potential students as having knowledge of folk creativity and encourage them.

In order to develop the intellectual level of younger students, it is possible to organize such games in the classroom and extracurricular activities. Of course, the importance of various didactic games, techniques and methods in organizing the process of forming the creative activity of Primary School students, concentrating their attention in one place, making their memory more solid, being able to think independently deserves attention.

Didactic games are placed based on their content, according to the classification made. An example of calm games can be given: "I will check myself", "Story", "who is he?, What is it? There are games such as", "tapogon", "wrong sentence", "find letters", "continue", "Rebus", "mysterious word". For example: if we explain the game "story", then in this game the teacher will write a few words on the board. Readers independently compose a story on these words. In the process of composing a story, readers, together with the vocabulary, are formed the skills of correct structuring of sentences, correct pronunciation of sounds and independent thinking. Students are encouraged from time to time, gaining their self-confidence. It is permissible to use this game in native language lessons or extracurricular activities, in circles.

In the process of forming the creative activity of Primary School students, in reading lessons, although not scientifically, they learn by reading works of different genres in practical terms. Reading textbooks mainly include works of the genre, such as a story, fairy tale, poem, parable, proverb, narration and Riddle. In the 1st grade, the focus is more on reading and memorizing Proverbs correctly, while in the 2nd grade, students may be required to say Proverbs corresponding to the content of the text. In grades 3-4, proverbs are regularly studied both in special lessons and in the process of studying a work of art. The purpose of studying proverbs in these classes is to form the worldview of students, improve the skills of correct and conscious reading, achieve a complete perception of the meaning of each word in a proverb and a holistic proverb. It is necessary for readers to master the skill of being able to independently find proverbs and sayings from within the read text, to learn with their help to make the correct judgment on the works read. The story is a small-scale work of art, in which a certain event in a person's life, important aspects of life are summarized and described. The story content is a suitable genre for elementary school students. Younger students are more interested in the behavior of heroes, appearance, portrait image, stories about events. Therefore, introducing children to the story will lead to an explanation of its plot.

Readers, due to their interest in the spirituality of the heroes, begin to have a certain understanding of the light and dark sides of life. In them, a love of beauty and elegance, a feeling of hatred for evil are formed throughout the course of acquaintance with stories and its analysis. Narrative analysis as a literary type requires the vision of work based on its specific characteristics and function. Each word, phrase, sentence in it serves to express the writer's opinion. The text of the story should be a source not only for the study of its content or artistic characteristics, but also for expressive, literary, conditional or creative reading of analysis, the use of problematic methods.

**Conclusion.** In conclusion, primary school students are considered the foundation of learning, since this class requires the development of creative activity in students. Therefore, the need to develop creative and creative activities of students has become a problem on the agenda. Currently, in the development of creative activity for students of grades 1-4, it is important to pay attention to the age characteristics of students, to conduct classes in an unconventional way in the effective organization of education, to use innovative techniques in classes. The development of the creative activity of students serves to make them mature in every possible way. The use of interactive techniques and educational games, modern information and communication technologies in elementary grades helps students to think independently, to connect with life what they have learned in classes, to increase their interests, while expanding the range of creative research and logical thinking. Thus, in the formation of creative activity of Primary School students, in the teaching of such works as fairy tales, stories, Proverbs, parables, poems as mentioned above, before memorizing the poem, The teacher bites the core, understands this said information in students, hypotheses and serve to form the creative activity of students.

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