



Practical Development of Creative Thinking in Younger Students in the Learning Process

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Abstract: In modern psychology, in connection with the growing attention to the problems of human development, even the very definition of creative thinking is debatable. The article reveals the concept and essence of creative thinking.

Key words: creative, ability, creative ability, non-standard tasks, methodology, logical thinking, development.

Goals and objectives

The main goal of educational work is the development of creative (creative) abilities in children, the formation of a culture of thinking and the positive qualities of a creative person who can solve non-standard problems in various fields of human activity.

Main goals and objectives:

- develop perception, memory, attention, imagination, activate mental activity, cause a positive emotional state;
- develop dialectical, systemic and creative thinking;
- to develop cognitive abilities and creative abilities and fantasy, individual interests and inclinations of schoolchildren.

The main forms of lessons: conversations, game situations, creativity lessons (drawings, crafts, children's stories), individual and group classes, defense of fantastic projects, physical education sessions with imitation of movements.

In the classroom, there is a frequent change in activities, while the principle "from complex to simpler" is observed during each task, dynamic pauses are held. Many younger students need to develop sensory and motor skills, so the classes include exercises to develop graphic skills, fine motor skills of the hand.

Basic methods of work: individual, group, collective lessons.

Reflection at the end of the lesson includes a discussion with the children about what they learned new and what they liked the most, each student analyzes his attitude to the classes, whether he succeeded in creative work.

Teaching tools used in the classroom: drawings and photographs, cards, handouts, toys, fairy tales and stories of writers from different countries and peoples, proverbs and sayings, tongue twisters, riddles, crossword puzzles, puzzles and charades, information and communication technologies.

Task system: creative tasks are given not only in creativity lessons, but are also included in other lessons in a certain sequence, in a logical relationship, in complicating relationships, elements, increasing the level of students' independence in their implementation. The content of the proposed material is closely related to the program. Creative developmental tasks can be performed both frontally and independently.

Tasks are divided into 4 groups.

The 1st group includes tasks aimed at the formation and development of the ability to compare the proposed objects.

The ability to compare is practiced when comparing two figures, two numbers, examples, objects, words, phenomena, and then a group of numbers, a group of examples, a group of objects, a group of words. Tasks to highlight the different and similar. To perform such tasks, the student must not only have a certain stock of concepts and terms, not only establish certain connections, but also show observation, as well as the ability to analyze the data obtained in the process of observation.

The 2nd group includes tasks aimed at developing the ability to conduct analysis. Tasks are used to identify various features of objects, highlighting those that are essential for a given concept. Performing creative tasks of this type, students analyze the conditions, single out those that are significant in the proposed situation, correlate the given and the desired, identify the links between them.

This group includes tasks to perform the classification of objects, numbers, expressions, non-standard tasks, to develop the cognitive abilities and abilities of children, puzzle tasks.

When solving such problems, the following skills are formed and developed: 1) independently analyze problems, approach each task creatively; 2) plan the train of thought; 3) look for new solutions.

The 3rd group includes tasks aimed at the formation and development of the ability to make generalizations. These tasks are aimed at developing the skills to carry out sequential mental operations: compare groups of objects, identify and generalize the features characteristic of each group, and compare them.

The group includes tasks to find the missing figure, object, object, exercises to establish patterns (such tasks require students to be able to observe, analyze the acquired skills and generalize them); assignments to clarify cause-and-effect relationships, during which students must conduct a series of logical reasoning and draw certain conclusions from them, assignments for finding an "extra" object, number, expression,

The 4th group includes tasks aimed at achieving a new result. The inclusion of the tasks "think up", "compose", "change", "choose", "complete" creates the opportunity to involve students in creative activities that are within their power.

Creative developmental tasks can be performed both frontally and independently. In the educational process, it is advisable to use such tasks for oral work, for introduction to a new topic, for consolidation and generalization.

The program is designed for 4 years of study (1 hour per week).

1 class

In the first grade, educational work is mainly aimed at fulfilling two important tasks:

1. Reconfigure children from play (preschool) to active school learning activities, develop their mental work skills, teach them how to learn.
2. The development of mental mechanisms (attention, memory, imagination, observation) and logical thinking. But since children come to school with different levels of general mental development, they may not only lack the rudiments of logical and visual-figurative thinking, but visual-effective thinking may also be insufficiently developed, the formation of which should normally be completed

by the time they enter school. . Therefore, work is underway to complete the formation of visual-effective thinking.

Grade 2

In the second grade, educational work is aimed at developing logical thinking and, on its basis, causal thinking, at developing creative imagination and fantasy. In addition, in the second grade, work continues on the development of general cognitive abilities and intelligence (see the explanatory note to the 1st grade program), as well as (but at a higher level) on the analysis of the qualities inherent in a creative person.

3rd grade

In the third grade, students reinforce the skills of causal thinking. The main attention is paid to the development of controlled fantasy, for which the scheme of talented thinking is used at this stage to a greater extent to control the creative process.

Stimulation of the development of fantasy TM in students is also facilitated by "travels to the land of fairy tales", which are aimed primarily at the development of associative thinking.

Topics that introduce children to typical methods of resolving contradictions are aimed at the development of dialectical thinking.

In the third grade, students also begin to master the basics of functional analysis.

4th grade

Strengthening the skills of dialectical thinking. Development of systems thinking.

If the material is given not in separate tasks, but in a system, consistently, then this will bring a much greater effect and there will be a better result in mastering the program, in developing psychophysical qualities than standard lessons on the topic.

Therefore, having reviewed and analyzed the program material, it is possible to allocate 1 hour per week for a creativity lesson by combining and grouping some topics around the world, mathematics, reading, technology and fine arts, which children learn faster.

Younger students show special interest and activity when they are given something new, interesting, more complex, when they need to "think up", "guess", they also become interested if they feel that they succeed.

And if at the beginning of the school year some students are embarrassed to speak in public, read poetry, perform physical exercises with movements, then after a few months they are happy to perform at class concerts, dance and sing, draw, showing not only independence, but also a creative approach.

Each child has his own, unique traits that can be recognized early enough, and if these qualities are skillfully and timely developed, then mental activity can be raised to a certain level. It is possible to develop creative thinking in all children, including children with mental retardation.

Application

Materials for research and development of creative abilities of students

1. Studying the originality of the drawings

Objectives: to study and develop the ability to create meaningful objects by adding and developing details; development of abilities for non-verbal development of details and originality, imagination and imaginative thinking.

Task: each child is offered 10 cards, which depict various contour figures (a simple geometric shape - a circle, a triangle, a square; or a complex one - clouds, drops, blots, etc.). Children can, like magicians, turn these figures into any pictures. To do this, they need to add whatever they want to the figure to make a beautiful picture. The execution time of the task is not fixed.

To evaluate the results of the task, it is necessary to find an indicator of originality. To do this, you need to count the number of images in the child's drawings that would not be repeated either by him or by other children.

If a child has drawn from 7 to 10 original drawings, this corresponds to a high level. 5-6 original drawings is the average level. If you drew 4 or less - this corresponds to a low level.

2. Research on the ability to generate multiple responses

Objectives: research and development of the ability to generate multiple responses; respond differently to the same situation.

Task: children are given any word, and they select the words that they associate with this word.

The time to complete the task is 3 minutes. (Light, fast.)

3. Studying the flexibility of building a graphic image

Objectives: study and development of flexibility when working with figurative information; development of the ability to use existing objects for different purposes; development of abilities for non-verbal development of details and originality.

Assignment: each student is given a sheet of paper with identical outline images drawn in two rows. Using these contours, come up with and depict as many different objects and things as possible. You can add any details to the figures and combine the figures into one drawing[8].

The time to complete the task is limited to 15-20 minutes.

The main indicator of creative thinking in this task is the number of ideas reproduced by the child. Counting them, you need to pay attention to the number of subject topics depicted. Each new topic is evaluated with a new score.

High level - 7 or more points; average level - 6.5^{1.5} points; low level - less than 4 points.

4. Learning figurative memory

The course of the study: the student is shown a table with 16 images for 20 seconds. The images must be remembered and reproduced on the form within 1 minute (or write down, or tell).

Stimulus material: table.

Norm: 7-10 correct answers.

5. Drudles

Doodle is a puzzle game. Drawing, on the basis of which it is impossible to say exactly what it is. You can see dozens of different situations in this image. There is no single correct answer. This drudle can be anything that is attributed to him. And the answer doesn't have to be realistic. It is enough for him to be funny, interesting and a bit like what is shown in the picture.

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