



Features Of The Formation Of Creative Activity In Primary School Students

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ABSTRACT

The specifics of the formation of creative activity in primary school students, methods of conducting current and final reflex exercises for students to understand the essence of their personal creative activity are given.

Keywords:

Talent, education, process, creative activity, didactic, assignment, thinking, class

It is known that the education of gifted children and their comprehensive development is one of the important tasks of the educational process. To solve this task, it is required to examine the specific pedagogical and psychological directions of the formation of creative activity in primary school students. Because the formation of creative activity in primary school students is carried out in a certain pedagogical process and has a clear content, purpose, tool, methods and techniques. To do this, first of all, it is necessary to thoroughly understand the creative activity and its composition, which is formed in students.

The development of creative activity in students depends on the educational materials provided to them, as well as didactic tasks that are compiled on the basis of these materials. An analysis of curricula, textbooks, educational and methodological manuals compiled for elementary grades showed that the formation of creativity in students largely consists in writing conditionally defined tasks, for example, essays and statements, conducting questions and answers, drawing pictures, making certain items. Most assignments are focused on seeking answers based on students' intuition. Creative tasks aimed at solving emerging conflicts are

practically not found in elementary school textbooks. Also, tasks of a modeling, design, independent research nature are also practically not allocated a place in primary school textbooks. Heuristic exercises that serve to form creative activity in primary school students, algorithms that encourage problem solving are also not found. The formation of creative thinking and creative imagination in their students is in demand from students in the international research programs PIRLS, TIMSS and PISA. Including A. Ismailov, D. Norboeva. and the head. The methodological manual "evaluation of reading literacy of Primary School students in PIRLS International Studies" [1; 13-14-b] shows the mechanisms for the formation and assessment of these skills.

In order for students to understand the essence of their personal creative activity, it is necessary to conduct current and final reflex exercises. For example, on page 25 of the current 4th grade textbook "reading", creative assignments on the topic "What Remains of Odom" by Joseph Khos Khojib: 1). Give examples of goodness and kindness.

2). What did the author mean when he said that you need to collect total goodness in living?

3). Bring two truths that Joseph Khos Hajib

insists on an uninitiated person.

1. _____

2. _____

4). What Remains of Odom from his wisdom What opinion did you come to?

Similar reflection questions form creative thinking and creative imagination in students. In order to determine the degree of formation of creative activity in students, educators are required to analyze and accurately assess each creative task performed by them. In order to form creative activity in primary school students, it is necessary to form communication skills in order to socialize them. For the effective formation of creative activity, it is necessary to first create creativity, creative inclinations in students, and then this activity will find its expression in the products created by them. Observations and experiments of advanced educators show that creative activity in students does not arise in an adequate way in the process of primary education. The formation of creative activity in students directly depends on biological and social pedagogical factors. The formation of creative activity in primary school students takes place in two directions:

1) the first manifestations of creative activity as a general creative capacity are those that do not specialize in a particular area of human vital activity. As a symbol of creativity at this stage, the creative activity of adults, that is, teachers and parents, acts as a model. This activity serves as the main mechanism for the formation of creative activity in primary school students.

2) and in students 13-15 years old, specialized creativity is formed.

The formation of creative activity is intense in students aged 7-10 years. Creative activity during this period will have its own limit at a certain level. A solid memory in students and a desire for creativity are the basis for the formation of creative activity.

Creativity has a high level of visibility in relation to intelligence, the basis of the formation of which are certain factors. Creative activity, like intellectuality, will not be innate, it

is in the process of Education

is formed. In this, depending on how much the talents and abilities inherent in each student are supported by those around them, the reader will realize their strength.

The basis for the formation of creative activity is primarily communication with adults. Communication between people who have creative activity and people who show their creativity at a low level is the reason for the emergence of contradictions. V.N.Druzhinin [2] comments that the formation of an intellectual range is the basis for the formation of creative activity in students. Its essence lies in the fact that the achievements of the individual, including creative ones, serve to determine the level of general intelligence of the individual. Highly developed intelligence is the source of achieving creative achievements. And the scale of creative activity depends on the inclinations and competencies of the individual. Not being interested in the results is a sign that the intelligence in students is low. However, in the process of education, their intellectual capabilities expand, which in turn leads to an increase in creative activity, an increase in interest in the results of activities. And when creative activity reaches its peak, the individual's interest in the results increases, the level of creative activity decreases due to intellectual tension [2; 126-b.].

We managed to identify two types of methods for the formation of creative activity in primary school students. They were: we tried to study the creative personality with the help of low - formed techniques-observation, conversation, analysis of the results of creative activity, study of the biography of the individual, on the basis of which we proceeded to research consistent techniques for the formation of creative activity.

The structure of creative activity of Primary School students as a holistic integrative unit embodies worldview-based, inclined, meaningful-process, emotional-volitional and analytical parts. Also, a special place in the structure of creative activity is occupied by the analytical activities of students. The specific features of the purpose, content and process of students 'creative activities in

the process of personality-oriented education, the content of the process of developing students' creative activities in the process of developing their own forms, methods, means, skills of creative activity as the content of personality-oriented educational situations, which serve to develop creative activity in students.

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