



Pedagogical Prerequisites for the Formation of Creativity of Elementary School Pupils

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Annotation: the article is devoted to the problems of the development of a creative personality. Recommendations for the development of creative abilities of students and the development of the intellect of a younger student are highlighted.

Keywords: development, training, educational activity, creativity, system-activity basis, abilities.

We live in an age of scientific and technological revolution, and life is becoming more diverse and complex. It requires from a person the mobility of thinking, a creative approach to solving large and small problems. It is easier for a person with a creative mindset not only to change professions, but also to find a creative “zest” in any business, get carried away with any work and achieve high labor productivity. Currently, much attention is paid to preparing the younger generation for creative activity in all spheres of society. The main goal is to focus on educating a person who is active, creative, aware of the global problems of mankind, ready to participate in their solution. In other words, we need people who are able to find a way out of a problem situation, who think outside the box, make non-standard decisions, who can think creatively. In this regard, the role of the school in the education of active, enterprising, creatively thinking citizens of our country is increasing.

In science today, it is generally recognized that the source of the formation of a creative personality is involvement in activities. This is the main way of human development. A factor that ensures the formation of abilities. Any activity is a process of achieving a specific goal set by a person, which involves a certain motivation, awareness of the need associated with its satisfaction. Creative activity is also a process of achieving a goal. But the main thing here is not the pursuit of its achievement, but the realization of abilities, the disclosure of creative potential.

In the pedagogical plan, teaching creative thinking in problem situations appears along with the need to transfer the social experience of such thinking. Education, as G.P. Shchedrovitsky fills the gap in social activity associated with the need and inability to copy its practical side. As a result of training, samples, means and methods are assimilated, used in the construction of a new activity [1].

However, creative activity is characterized by its uniqueness, originality, therefore, from the assimilation of samples, one has to move on to the creation of appropriate particular problem situations. How, then, to combine human development in any activity, in solving any problems, and development in problem-based learning, taking into account modern ways of overcoming problem situations in production activities? Due to the fact that learning activities are carried out in the context of learning, and learning is based on the mechanisms communication, educational communication is taken as the source material. It is “obvious” to the learner at the highest level, as a



result of which the processes of problematization are first recognized in communication, and then in educational activities as a whole. Together with the construction of the educational process, the content of which is the formation of the ability to think in educational activities, all traditional pedagogical problems and ideas, including the ideas of problem-based learning, are included in the field of attention. However, our efforts were concentrated, first of all, in the direction of reflexively conscious learning, which provides students with awareness and mastery of the form of activity and thinking.

The theoretical analysis of the problem of the formation and development of the creative abilities of younger schoolchildren involves the solution of two fundamental questions. Firstly, the reflection of the essence of the formation of creativity in the content of primary general education; secondly, the use of the scientific and pedagogical potential of primary education for the development of creative abilities of primary school students. We will try to characterize the features of solving the above problems at the present stage.

In the context of the formation of students' creative abilities, primary school teachers face the problem of choosing ways to further develop systems and technologies of primary education. As the results of the study of best practices show, it is conditionally possible to single out the integration of several, in our opinion, main ways:

- 1) personal orientation of the content of education, which involves the development of personal abilities of younger students, taking into account their interests, inclinations, personality traits;
- 2) strengthening the activity component of the content of education;
- 3) ensuring the activity of the younger schoolchildren themselves in the process of developing creative abilities that are correlated with the content of the studied disciplines.

The basis for the formation of creative abilities remains the full development of the intellect of a younger student. In the conditions of primary general education, for the full development of the child, it is necessary to form his cognitive, empirical and emotional-sensory knowledge. "However, in the process of arming with knowledge and education of younger schoolchildren, it is also necessary to form their creative abilities, their humanistic foundations" [2].

In the latest pedagogical research, it is noted that the process of educating the creative abilities of the personality of students achieves its goal if the process of self-development of the personality is activated and intensified. "This approach is in full accordance with the principle of educational activity, organized by the teacher in the field of primary education and upbringing." Student-centered pedagogy is implemented subject to certain theoretical provisions. In the context of our study, it is very important to combine the ideas of personality-oriented pedagogy with the principles of an active approach. The ideas of the activity approach in the study of the personality of a junior schoolchild in the psyche were argued and developed by M.Ya. Basov, A.N. Leontiev, S.L. Rubinstein and their students. The activity approach is considered "as the position of generation, functioning and determination of the structure of the psychological reflection of the individual in the process of activity." An analysis of scientific sources shows that the activity approach is based on the following principles: the principle of development and historicism, the principle of objectivity, the principle of activity, the principle of the unity of the structure of the external and internal activities of the individual, the principle of systemic analysis of psychology, etc.

The essence of the activity approach is the personal adaptation by the junior schoolchild of working conditions in relation to himself and the development of the basis of this individual style of productive creative behavior. The activity approach involves the manifestation of creative abilities



at two levels - general education and productivity. This division takes into account in the conditions of primary education in the organizational division of the learning process:

- 1) to ensure the assimilation of knowledge;
- 2) on the formation of the ability to use this knowledge in practice and thereby acquire and expand creative abilities in a particular situation.

The teacher should create such a situation in the lesson so that the child has a desire to act, take part in solving the problem situation, answer the question posed, and do the work independently. In the absence of such stimuli of interest in educational knowledge during monotonous and monotonous work, according to S.I. Arkhangelsky, "one can observe the emergence of such foci of inhibition, which increasingly spread to all points of the brain, including those that were excited, as a result, a state of boredom sets in, lack of interest and desire to understand incoming information" [3].

The teacher in the learning process must manage the student's activities, form his permanent need for creative thinking. Considering the essential aspects of creativity from the standpoint of dialectical materialism, creativity can be defined as the process of creating a new expressing the creative transforming labor of a person, inextricably linked with his cognitive activity, which is a reflection of the objective world in the creation of a person.

In the process of creativity, objects and phenomena of the objective world are not only reflected, but the goals, conditions, and causes of the emergence, existence of these objects and phenomena are also known. Therefore, creativity can be viewed as a process of complex objective-subjective relations between creators and objects of creativity, as a unity of cognition and transformation. This, in turn, is a cognitive component of the worldview, which is so necessary for the formation of the qualities of the child's personality. In other words, we can consider creative activity that leads to a new result, a new product. And, consequently, the result of thinking will be creative only if it could not be obtained by simple logical actions according to the algorithm. Creativity should be considered as an activity that requires sustainable motivation in the process of which socially significant personality traits are formed, i.e. it represents in various aspects: what is created, how it is created, and how it develops.

AND I. Lerner singled out the following features of creative activity: independent transfer of knowledge and skills to a new situation; handling new problems in familiar, standard terms; introduction of a new function of a familiar object; the ability to see an alternative solution; the ability to combine previously known methods of solving a problem in a new way; the ability to create original ways while solving known others. We consider the following signs of creativity to be the most important:

- 1) creativity as the highest form of independent activity;
- 2) creativity as a result of activity, characterized by novelty and value for the subject and society;
- 3) creativity as a multidimensional synthesis, the dialectical unity of the conscious and the unconscious, the rational and the irrational.

Psychological science defines creativity as a generic trait of a person, characteristic of his activity. By definition, Ya.A. Ponomarev, "...creativity is a necessary condition for the development of matter, the formation of its new forms, along with the emergence of which, the very forms of creativity change." Many scientists consider creativity as the main principle of human development. In the psyche the child reveals the most important characteristics of a creative personality. And yet, it is impossible to put an equal sign between the creative activity of children and creativity in the context of human culture, however, just as one should not underestimate these creative



potentialities. The great pedagogical skill and art lies precisely in subtly connecting the living immediacy of the child's vision, experience, and thinking with the directed mastering of knowledge, skills, and ways of comprehending reality. The self-development of the child and the implementation of certain, consciously set goals in pedagogical actions should organically merge [4].

As our experience shows, specific types of creative activity can be successfully implemented if the following pedagogical conditions are observed: regular active updating, (repetition), clarification and addition of basic, essential and necessary knowledge, creating a situation for the conscious application of general techniques and a way of mental activity; independent setting of the educational goal, differentiated assistance of the teacher in the independent activity of students and encouraging evaluation of results; encouraging students to ask questions, to put forward proposals, hypotheses, to express doubts, criticisms, etc.; stimulation of collective, moral relations in the group, such as comradely mutual assistance, initiative, responsibility.

For the successful management of the creative activity of students, it is advisable to use certain learning situations. They are created and pedagogically managed by the teacher and include creative generation, application of knowledge, techniques, methods, arguments, beliefs, as well as technical and artificial: means in the following forms: students analyze their learning activities, identify its constituent components (learning tasks and ways of solving, actions of control and evaluation); analyze the motivation of their learning behavior, see in it separate components (motives, methods, goals, results, emotions), evaluate them, set new goals, correlate them with motives; consciously cooperate with others, build the right communication and manage their behavior; the student is able to exercise various forms of control: final by the final result, procedural-step-by-step, operational, predictive - mental selection of stages of solving a learning problem, etc.

The variety and level of creative activity increase as independence, initiative and a sense of responsibility grow in the course of involving all members of the team in the educational and labor process.

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