

DEVELOP DIVERGENT THINKING IN ELEMENTARY SCHOOL

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ANNOTATION

This article discusses the development of divergent thinking in primary school lessons.

Keywords: Humanity, purity, spirituality, culture, divergent, creative thinking, Levin, fiction, patriotism.

ANNOTATSIYA

Mazkur maqolada boshlang'ich sinf o'qish darslarida divergent tafakkurni rivojlantirish haqida fikr-mulohazalar bildirildi.

Kalit so'zlar: Insonparvarlik, poklik, ma'naviyat, madaniyat, divergent, ijodiy fikrlash, Levin, fantastika, vatanparvarlik.

АННОТАЦИЯ

В данной статье рассматривается развитие дивергентного мышления на уроках начальных классов.

Ключевые слова: Человечество, чистота, духовность, культура, дивергентность, творческое мышление, Левин, художественная литература, патриотизм.

INTRODUCTION

At all stages of the development of society, the human heart from an early age is characterized by such qualities as goodness, nobility, humanity, humanity, intelligence, morality, diligence, patriotism, honesty, purity, eloquence, kindness, knowledge. enrichment has been the norm of human maturity. Because a perfect person has a high level of spirituality. A person with a high level of spirituality knows and follows the history, customs, values, traditions and culture of his people.

Successful formation of creative thinking in young school students is possible only on the basis of the teacher taking into account the main features of children's creativity and solving the central tasks of developing creative thinking.

Divergent tasks are rarely used in traditional schools. Orthodox education usually does not aim to develop non-standard thinking skills in a person, so different tasks are of particular importance: divergent thinking is essential for creative activity in basically any field.

Levin V.A. the main distinguishing features of children's creativity were clearly felt: children's fiction is boring and the child does not react to it critically; the child is a slave to his own poor imagination. The main factor that determines a child's ability to think creatively is his or her experience: the creative activity of the imagination is directly related to the richness and diversity of a person's past experience. As mentioned above, the most important task here is to

shape creative thinking. In order to develop students' ability to solve mathematical problems creatively, it is necessary, first of all, to develop their mathematical outlook, to create a real emotional basis for imagination.

A distinctive feature of the creative thinking of schoolchildren is that the child is not critical of his own creative product. Children's ideas are not governed by any ideas, criteria, requirements, so they are subjective.

The development of creative thinking is inseparable from the formation of performance skills and abilities. The more diverse and perfect the skills and abilities of the students, the richer their imagination and the more realistic their ideas will be.

The above cognitive processes play a major role in developing the creative activity of young learners. Therefore, in order to effectively develop the creative activity of a young student, it is necessary to develop his cognitive processes.

The repetition of a child's creativity in different situations leads to the accumulation of experience in creative activity. It is designed to ensure that the child is ready to look for ways to solve new problems, to change reality creatively. The specific content of the experience of creative activity and its main features are: the independent transfer of knowledge and skills to a new situation; seeing a new problem in a familiar situation; see the structure of the object and its new functions; independently combine certain methods of activity into new ones; find different ways to solve the problem and alternative evidence; it is known to build a fundamentally new way of solving the problem.

Indicators of creativity in school students can be considered by psychology in terms of creative features: novelty, originality, separation, abandonment of the template, breaking traditions, surprise, expediency, value.

A distinctive feature of children's creative activity is the subjective novelty of the product of this activity. In its objective sense, a child's "discovery" may be new, unusual, but at the same time it can be done with the help of the teacher, in his opinion, under his direction. and therefore there will be no creativity. And at the same time, the child can suggest a solution that is already known, applied in practice, but without copying what is known, he thinks.

We look at the experience of young school students in a two-pronged way: a process and an activity that engages students in the creation of something new subjectively based on the application of acquired knowledge, practical skills, and competencies. as a result. actualization of personal functions in different situations. At the same time, our research is limited to the study of literary creative activity and the identification of pedagogical conditions for the development of the personality of young students.

In our work, we relied on the ideas of Ya.A. Ponomarev: "The creative nature of the child always finds a way to express itself. The teacher has only to predict and provide those pedagogical conditions. the student's creative ability is most fully realized "

In order to learn and develop children's creative abilities, it is recommended that they use simple creative tasks that do not require large special training sessions from the teacher. It is enough and good enough to answer or consult a psychologist! Tasks can be applied in any order, you can make additions and changes. The main thing here is to involve the guys in the creative game process.

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