

PEDAGOGIC-PSYCOLOGIC ASPECTS OF INCREASING YOUNG PUPILS' CREATIVE THINKING SKILLS DURING TEACHING PROCESS

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ANOTATION

This article is written about the main problems of increasing young pupils' creative thinking skills and their solvings. In this article there are thoughts about the value of measures which are organised for developing pupils of primary classes and for improving their intellectual-creative ability.

Keywords: intellect, creative activity, creative ability, creative possibility.

INTRODUCTION

The economical, cultural, social, scientific-technological development of The Republic of Uzbekistan mostly depends on the people who have intelligence, creative, and their improving activities and as well on their knowledge. In our society the unmatched role of the education in the developmet of all branches is taken into consideration, perfecting the maintenance of the system of education, and efforts to bring it into line with the requirments of the times are in full swing.

One of the most important and urgent tasks of our independent state is to educate the mentally mature, morally pure, physically strong, spiritually rich generation in today's society. The development of the society depends on the development of deep-thinking, intelligent individuals, in which society ensures the development of human intellect, and man develops society with such developed abilities.

It is worth noting that there are psychological aspects to the development of creative ability. such psychological aspects include the development of human consciousness, the emergence of intelligence, issues of emotional intelligence, gender and intelligence, lack of intelligence, issues of the structure of the intellect, the history of intellect, etc. from the above considerations we are convinced that the development of intellect is one of the psychoiological problems. The study of human mental development is not only one of the most important tasks facing science today, but this problem has been in the focus of thoughtful, enlightened scientistssince ancient times. Even the subject attracted the attention of eminent philosophers and scientists who lived and worked in the ancient world. In their view "nuo" is the highest, as well as the most intelligent, structure of the human soul, so that Plato and Aristotle emphasize that the knowledge of the universe and being is the most acceptable. For the same reason, "kus" is interpreted as the highest stage of "mind" cognition. The problem of intellectual activity in the science of world psychology, as we know, is given special attention. Therefore, many reductions have been made in foreign psychology to study this problem. It was clear to everyone that the Russian psychologist D.B. Bogoyavlenskaya had determined that there werer 3 levels of intellectual activity.

1.Reproductive 2. Heuristic 3. Creative

We will try to reflect below on creativity, which is a high level of intellectual activity. Because this thing is very little studied in psychology. But is an important facet, encompassing the concept of creativity in general and the past or present features of the process in the past. As a result of this process, a person or a group of people creates, discovers, creates elements of innovation that did not exist before. X. Ye. Trik identifies 4 areas of creative learning and skills to interpret each of them.

1. Creativity as a result
2. Creativity as a skill
3. Creativity as a process
4. Creativity as a human's peculiarity

Eminent psychologists Man Fersoi, K.Taylor and others enter the circle of the first approach. They define 3 properties of the creative outcome. Quantity, quality most researchers consider the result to be the only criterion of creation, sometimes they express disbelief as an antithesis to this idea, they look at it with suspicion. In particular, Teylor, Slit and other scholars point out that the creative result is related to creativity in some respects about the most defined aspects, while the precedents are focused on describing the overall results of the work being tested. In the study of creativity as a process, the levels and types of several stages of therapeutic ideas are emphasized. Psychologist Uolles had been researching the creative process since 1926. The author emphasizes the existence of 4 stages in the creative process.

1. Psychological preparation for the situation
2. Maturing with any personal, cognitive, motivational facts
3. Inspiration for the situation that has arisen
4. Verify the validity of the problem or situation.

The qualitative effectiveness of all work on the development of creative potential, which is carried out today, is not at the level of demand. In accordance with the requirements of society and the state, it is necessary to work on the development of intellectual potential of students during their education in secondary schools which requires the use of psychological technologies in the educational process, the creation of a completely new system of education at the level of modern requirements. It is a complex process to apply a psychological approach to the educational process in order to develop the creative potential of each student based on his or her individuality. But this is a requirement of the period. Applying a particular sophisticated pedagogical or psychological method is the most convenient and effective method of designing the process itself, rather than the complex process of fully understanding it logically and applying it in practice. That is, each student needs an individual approach. The system of education aimed at primary school students requires a teacher to take a special approach to educational methods in the development of creative abilities of young people, a through study of the methodology and the current situation, to bring a creative environment to the process. The main reason for this is:

- The existence of a threat of full success or failure in the process of intellectual creative work;

- One of the life situations in which an elementary school student collides and sometimes struggles with success or failure for many years is to determine if the idea is going to turn out the way he or she thought it would;
- That elementary school students often think based on their own perspective, the breadth of their imagination, and their inability to analyse this reasoning in relation to the positive or negative aspects of existence.

The following should be taken into account in shaping the process of developing the intellectual potential of primary school students:

- 1) The process of shaping and developing intellectual capacity must be as technocratic as possible. To do this, it is necessary to implement psychological and pedagogical technologies;
- 2) It is necessary to scientifically substantiate and develop appropriate technologies for the formation of intellectual potential in the educational process;
- 3) In the initial state of the educational process, which forms the intellectual potential, it is necessary to accurately analyse the socio-psychological environment and to develop a perfect tactical process.

In the process of formation of the personality of the primary school student – the creation of technologies for the assimilation of socially accepted norms of morality, norms of behaviour, spiritual and enlightenment values – in many respects serves to ensure the final result. Here we also pay attention to the socialization of the individual:

1. Initial assembly or adaptation phase. In doing so, the social experience is mastered, adapted and accepted by the student.
2. Stage of individualization. This creates a desire for students to work on themselves independently and to express their independent opinion in the implementation of independent work and independent thinking, positive and critical thinking in relation to the norms of public behaviour.
3. Integration phase. The student tries to find his place in society, to enter the life of the society, to be recognized by others in a positive way, to express himself in a positive way in the activity, that is, the desire to introduce himself as a person comes to the fore.

- It should be noted that if the creative pursuit of the individual, the intellectual capacity are accepted by a social group or society, the integration phase will be successful. If the opposite is the case, the following will occur:

- The student develops a mood of resentment and falls into a state of depression;
- He analyses his own actions and tries to change himself;
- The student tries to adapt to the existing environment, restraining such qualities as organization, leadership, self-expression.

Stage of social activity. This stage lasts from the time a person reaches puberty until the end of his life. The process of self-education of a person, that is, the formation of his intellectual potential under the influence of external and internal factors. the socio- psychological environment in the workforce plays an important role in this.

Above we have considered all the factors that directly affect the process of formation of intellectual capacity. Naturally, such a technological approach to the educational process can raise specific questions in order to shape and develop the intellectual potential.

Including how to organize the educational process of students in secondary schools on a technological basis? This question is inevitable. To answer this question, we need to do the following:

1) Creating a database of primary school students. The database should contain all the information about the reader.

2) To carry out a precise analysis of the social environment in the secondary school. The exact level of the environment has a positive or negative impact on the education of the student, the formation of his creative potential. Environmental analysis should be performed as follows:

- Identify the original state of the existing social environment, the actions that develop the creative opportunity;
- To determine the attitude of teachers to the social environment;
- To determine the attitude of students to the social environment, the activities carried out by the school administration;
- Identify emerging and pending issues.

3) Developing a clear plan and program that enhances students' creative activity. Based on the environmental analysis, it is necessary to identify the current work that needs to be done in this plan and program in the first place. In this case, the following should be clearly stated:

- Creative and educational work carried out by educators;
- Intellectual competitions and creative work in the dormitory;
- Work with public organizations, various foundations and sponsoring organizations;
- Work on the formation of ideological immunity in students;
- Negative currents, forming an environment to combat harmful ideas.

4) Creating monitoring of the process of developing students' creative potential. By forming a single monitoring of all work performed, it is possible to directly observe the process. It is also possible to analyse the unity of the process.

5) A program to make additional changes to the process. Current adjustments should be made based on the extent to which the work related to the process has been performed as a result of monitoring. It is possible to develop an additional modification program for this purpose. This program has a corrective value and is aimed at further improving process efficiency and work quality.

The importance of education plays an important role in developing the creative potential of primary school students. The essence of the nurturing process to enhance the creative opportunity is that it is characteristic of the process and reflects the relationship. In the process of developing creative potential, students develop moral skills and abilities that will benefit society and meet the ethical requirements of the individual. To achieve this, a systematic, systematic influence is made on the minds, worldviews and itoda of the students. If any of these are overlooked in the process of developing creative potential, it will be difficult to achieve the desired goal. These are the psychological aspects only when it is taken into account will it be possible to form and develop the intellectual and creative abilities of young people. It is important that education is focused on a specific goal in the educational process. The educational process cannot develop young people without shaping their intellectual and creative abilities.

The essence and tasks of any goal-oriented educational process that develops students' intellectual potential is developed by the educator and a series of methods are identified:

1. It is planned to awaken and develop the qualities that shape the creative potential of students.
2. Theoretical and practical resources will be sought to create ways to develop these qualities or to increase the creative potential.
3. Which and where it is planned to use theoretical and practical resources that will serve a specific purpose.

The implementation of such a planned work will develop the intellectual potential of young people in the educational system, increase the intellectual and physical activity of society and people.

For primary school students, in order to properly develop their intellectual and creative potential, we divide them into two groups by identifying measures for students to carry out creative activities:

1. A group of intelligent students.

- 1) Intellectual games such as «Intelligence», «Talent», «Opportunity»
- 2) competitions for the best dictation, mathematics, musician, artist, etc.;

2. A group of creative and talented youth

- 1) Conducting competitions in the names of «The best poetry, painting, photography, embroidery, suzana, etc.
- 2) To hold competitions of teams of «Cheerful and clever» clubs.
- 3) Conducting competitions in the names of «The best nurse, accountant, cook, seamstress, etc.»
- 4) Creating clubs such as «Young artist», «Young musicologist», «Young reader», «Young author»
- 5) Organizing creative evenings and exhibitions of creative youth;
- 6) Development and implementation of a set of events on the occasion of national holidays, international and national holidays.
- 7) To organize theatrical performances of holiday evenings dedicated to the birthdays of our great thinkers;
- 8) Independently create artistic compositions dedicated to a particular theme;
- 9) Popularization of a set of creative works.
- 10) Organizing the Best creative Student Award.

In addition, in order to put into practice the systematic development of the intellectual potential of young people, every educator must monitor the creative activity of students in each lesson.

Below are examples of the use of methods to develop intellectual capacity for primary school students:

Brainstorming exercises: this includes solving various riddles, crossword puzzles, chess and checkers in the form of competitions.

Holding a circle of young writers: this includes a set of activities aimed at improving the creative skills and talents of children.

Agile and adroit sports games: this includes all types of sports competitions.

Poetry and ghazal competition: this method involves children not only writing poems and ghazals, but also reading them well.

Cheerful and clever competitions: through this competition children's interest in art, theatre and painting will be increased and their intellectual skills will be assessed.

Improving the work of the teacher-student: the work of the pedagog-teacher, in which the students who do the best work to implement this method are very pleased and grateful, will be popularized.

Of course, it is worthwhile to appreciate the creative talents and skills of young people, to reward them with various gifts and honors. The mindset of a child of primary school age is clear-mindedness, in which he thinks about what he perceives or imagines. Therefore, when talking about abstract events for a child, it is expedient to compare them with the events that he has previously mastered.

By interacting with others, the child develops a spiritual outlook: now they begin to evaluate their actions as "good", "bad".

During this period, along with play, other types of activities become more important in the life of the child, the initial labor skills are formed: drawing, making various objects from clay, sand. They also perform simple tasks given by adults. Involving them in work to the best of their ability gives good results.

The age of schooling according to the physical and mental characteristics of the child in the primary school (this age is recognized by several thinkers as the first "age of maturity").

In accordance with the Law of the Republic of Uzbekistan "On Education", all children in the Republic from age of 6 and 7 begin study in general secondary schools. By reading activities that was semantic, continuous, and organized on a mandatory times basis. Although it is difficult for a child to transition to such "responsible work", he gradually begins to adapt to such conditions.

Elementary school students are interested in knowing the essence of what is happening, even if they have certain ideas about social existence. The educational process organized in the school ensures the content of the qualities necessary for the mental activity of the child.

The brains of small school children grow rapidly and changes in its structure. They have well-developed lungs, but the airways and diaphragm are empty, so that the body's oxygen supply deteriorates when young students are immobile for long periods of time.

Such features of physical growth require a careful approach from the teacher towards younger students. It is important to keep them free from nervousness. These young students are required to exercise more, be outdoors, get enough rest, and sleep. Those around him should take care of it. They should be careful to sit straight around the table, on the desk, to lie flat on bed (preferably not soft), to stand upright. We need to keep them from making a risk move during the game.

The teacher should try to satisfy their cravings and develop these interests on that basis.

These foundations shown are directly necessary for the proper formation and development of the creative potential of primary school students.

The thinking of elementary school students becomes figurative. Therefore irony and cutting do not work for them. Training should be organized using visual aids, tools. Their mood is influenced by their reading achievements, grades, as well as the positive work they do. Therefore, the attention given to him by the teacher has a special value for the child. If his

every move causes the teacher to object, then the desire to study disappears. Discouraged from school education, begins to lie out of fear of the teacher. If this happens again and again, cowardice and deceit will remain his main characteristics. The teacher's reprimand is reasonable and should not tarnish the child's reputation. Elementary school students tend to be in different relationships, there is no stagnation in communication with their peers, they prefer to play with more than one peer.

In the implementation of the educational process, a specific goal is set, laws are adopted, programs and activities are developed, plans are set, and they are implemented at the current level of demand. Hence, the design of education, the project, the construction of a particular pedagogical system is a pedagogical technology. From this point of view, "personality formation" is also a project of a certain pedagogical system. That is, there is a purpose, content, methods, forms and means of education of a harmoniously developed person, which is also a unique technology.

The development of children's intellectual potential in the primary grades depends on the methods of education.

Researches show that it is not possible to create a single comfortable, optimal learning environment for students with different individual typological characteristics. However, problem-based learning, the use of non-traditional teaching methods, is important in increasing the effectiveness of mastery.

In short, the mental and creative development of man depends in many respects on the development of the human psyche. Normal development of human senses, clarity and depth of perception, scale, volume and stability of attention, productive, creative and independent thinking, and other such processes are very important in the creative development of the child.

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