

FORMATION OF CREATIVE THINKING IN STUDENTS THROUGH PRIMARY CLASS LITERACY LESSONS

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ABSTRACT

This article discusses the formation of creative thinking in students through literacy classes of teachers in primary grades.

Keywords: literacy, elementary, students, speech, logical thinking, student, advanced skills, work with textbooks.

INTRODUCTION

By the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, "It is our hope that our youth will grow up to be independent thinkers, have high intellectual and spiritual potential, and become people who are not inferior to their peers in any field on a global scale. "we will mobilize all the strength and capabilities of our state and society to make it possible" adds[1]. There is a great meaning in what the great enlightener Abdulla Avloni said, "Language and literature are the visible life of every nation that shows its presence in the world." In fact, the communicative function of language between people means that it is important in society.

A person can convey his thoughts to other people verbally and in writing. These forms of speech are interrelated and have similar and different aspects according to their functions. Life itself demands that both of them should be mastered by members of society. Speech is spoken aloud and intended to be heard. It serves as a means of communication during the speech process of people. Written speech is recorded on stone, wood, leather, metal, paper, etc. through permanent signs that are perceived based on sight. Writing is a powerful tool for people to exchange ideas and acquire knowledge. Written speech connects generations and is preserved for a long time. Thanks to writing, human thoughts and knowledge acquired by mankind are transmitted from generation to generation.

In the curriculum of primary classes, the mother tongue, reading is said to be an important factor in enriching children's vocabulary, developing connected speech, developing literary and aesthetic thinking, forming speech culture, and ensuring the effectiveness of speech. These tasks are performed through the study of grammatical topics, observation and analysis of exercise texts, and special lexical-grammatical exercises.

The main goal of teaching the mother tongue is determined by the role and function of the language in society. Language is a means of communication, because the speaker expresses his thoughts through language, and the listener understands the thought realized through language means.

Alphabet prepares students for speaking and listening. Thought is realized through language, so everyone needs to know language and how to use it. Knowing the language is not only mastering the Grammatical rules and definitions, but also being able to use the rich possibilities of the native language in practice, that is, being able to express thoughts in oral

and written form correctly, clearly and literately. To achieve this, special attention should be paid to working on vocabulary in alphabet lessons.

The meaning, pronunciation and spelling of the word are taken into account in the work of the dictionary. The main goal of working on them is to help students use them in speech when the need is felt, to ensure that they understand the speech of others. For this, the teacher should carefully look at the meaning of each word used in the alphabet lessons and in the educational processes: excursion, mutual conversation, various activities, and determine which of them require special work.

Words and their meanings are introduced in literacy classes in order for students to master the vocabulary of the language as follows:

1. Introducing students to unfamiliar words and phrases.

Students may be encountering the words and phrases in the textbook for the first time. Although this word is not a new word, the meaning of which the student does not know, it is a new word for the student. For example, in the 1st grade "Alifab" textbook, habib (friend), dar-parda (a window with a transparent paper instead of a mirror), proud (haughty, proud - humble), kamal (relatively mature, to fall, to find maturity - to become hazan), ruin (abandoned ruin), brother (friend, brother, relative), comrade (together in military service, together in the organization), warlord (commander, head of army), they come across words like zeb (decoration, beauty, husn), qasr (luxurious palace, mansion).

The meaning of such words can be explained by expanding them by giving synonyms, explaining them with words with the opposite meaning, solving the meaning by creating a sentence, and creating an understanding through pictures. This kind of work makes students more sensitive to the meanings of words.

2. Introducing students to new meanings of words. Students may understand one meaning of polysemous words but not the other. Children cannot learn all the meanings of words at once. Mastering their meaning is carried out step by step. In the 1st grades, students learn one or two meanings of a word with many meanings.

3. Work on the meaning of words that are rarely used in the students' language.

Some words related to literary language are rarely used in students' speech. The reader does not understand the meaning of this word well enough. Instead, he uses colloquial, archaic or slang words. In order to replace them with book words, the teacher needs to create a situation that forces them to use them in speech, to create a need. For example, quiet - peaceful - calm - calm, from the heart - from the heart, hour hand - hour miles, garmdori - pepper, minute - minute, district - district.

In order to activate the use of words, students are also focused on replacing some words with others. In the 1st grade, students who are creating oral stories based on pictures are required to have different speech units and not to repeat each other's words. For example, Shirinsukhan - sweet, nasim - morning wind (wind), tanbehberdi - scolded, zilal water - clear water, small - wonderful, tik - fair, nafis - gentle.

In the textbooks, figurative expressions that affect the child's emotions are used a lot, working on them in accordance with the purpose makes the student's speech attractive, brings their speech closer to the literary language.

4. Work on new word meanings. Sunday is rarely used in dictionaries. If Sunday words are separated from those related to children's life and used under the combination "It's good to know", the student's speech will develop over time.

5. Introducing the meaning of grammatical terms. First of all, the correct pronunciation and spelling of grammatical terms are taught. After that, its content will be revealed based on examples, and then through teaching and exercises, students will be able to fully understand the meaning of the term.

It is also necessary to explain the terms of subjects taught in the formation of creative thinking in primary school students. Explaining the meaning of terms helps to better understand the meaning of this word. For example, by explaining the meaning of the term subject, students will learn that the subject is used in a broad sense, that all things, events, and concepts in nature are called subjects.

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