GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ)
ISSN (E): 2347-6915
Vol. 9, Issue 12, Dec. (2021)

THEORETICAL AND PRACTICAL FUNDAMENTALS OF DEVELOPING THE CREATIVE ABILITY OF PRIMARY SCHOOL STUDENTS

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ANNOTATIONS

This article is about the theoretical and practical foundations of developing the creative abilities of primary school students. Based on the above, we can conclude that the psychological aspect of the development of creative ability involves goal-oriented activities related to the identification of motivating motives, goals of creativity, specific features, as well as thinking operations, subjective analysis of logical processes underlying them.

Keyword: primary school, creative ability, development, psychology-pedagogy, methodology, mathematics.

INTRODUCTION

In the world today, the issue of students' collective and individual research, study, development of creative abilities is relevant, that is, to increase the productivity of success achieved through understanding in the activities of students, a number of important attitudes have been expressed towards how students should be able to work together creatively.

Creating a level playing field for the quality of teaching students around the world, the introduction of innovative pedagogical technologies in the educational process is an urgent task. Researchers in the field of creating innovations in education today teach students how to solve non-standard problems in mathematics, provide schoolchildren with accurate information about such problems, develop students' creative thinking. recommendations and suggestions, developments, textbooks, manuals, scientific pamphlets are published. Special attention is paid to the work of in-class and out-of-class activities in the organization of activities for future teachers to develop the creative abilities of students[7].

The society we live in is constantly improving and evolving. In the context of such a rapidly developing society, the epoch itself is harmonious in all respects, at the same time, ready for any changes and innovations, able to adapt to rapidly changing social life conditions, unaware of any problems and issues that arise it requires educating people who are capable of solving in the traditional way[3]. After the independence of our people, great changes have taken place in the socio-political, economic, spiritual and cultural life of the Republic. Most importantly, people's minds have changed, and so have their outlook on life. Such potential changes have taken place in the field of education, as well as in other leading areas[9].

It is no secret that today the development of science and technology is developing very rapidly. In this regard, in the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis on January 24, 2020, he said: In order to continue and raise it to a new, modern

level, a number of reforms have been carried out in our country.

The correct and effective use of such information, innovations and changes in the educational process requires from today's teacher scientific potential, skills and a high level of pedagogical skills. Therefore, the task of educating students with modern scientific and technical knowledge and understanding, providing quality education, giving the first lessons of harmonious development of young people in all respects and the correct formation of children's worldview preschool education institutions and schools[13].

Therefore, it is gratifying to note that in our country the education of the younger generation is given special attention and care. To this end, the strategic directions of modern education in our country have been carefully developed, all conditions have been created for students to fully implement their personal plans, to fully demonstrate their abilities, scientific and creative potential[6].

Reforms aimed at reforming the general secondary education system in the country, providing qualified personnel, targeted use of international best practices, introduction of modern pedagogical approaches to the educational process, strengthening the teaching and methodological support, expanding opportunities for students to develop independent thinking skills. There is also a need to improve methods that focus on student creativity[8]. The concept of development of the public education system of the Republic of Uzbekistan until 2030 includes "improvement of teaching methods, gradual implementation of the principles of individualization in the educational process, deep study of foreign languages, computer science, mathematics, physics, chemistry, biological sciences." Priorities have been identified, such as "radically improving the quality of education in schools by expanding the practice of creating specialized classrooms and schools, with a focus on learning." In our country, the task of educating the individual in all respects is a priority[10].

Therefore, the documents adopted by the head of our state and the government to help young people to master the field of science, to constantly improve the process of education and upbringing have been strengthened as a clear task and a leading goal. President of the Republic of Uzbekistan Shavkat Mirziyoyev chaired a video conference on August 23, 2019 on the development of public education, improving the skills and prestige of teachers in society, raising the morale of the younger generation.

The need to create a modern and rational system of education, update teaching methods, educational standards, textbooks and manuals, the use of advanced foreign experience in education, and the importance of relying on national traditions and values in education. was highlighted." As a result, a number of achievements have been made in the field of education. After all, the main goal and focus is on training professionals with a high level of general professional culture, social activism, independent thinking, the ability to easily cope with various tasks. In other words, by developing students' creative abilities, individualizing the educational process according to their interests and aspirations, ie individually, taking into account the specific characteristics of each student. special emphasis is placed on education. Therefore, to date, the organization of educational processes that serve to gain creative experience, expand the level of knowledge, expand the range of aspirations, which is important in the self-realization of students in the educational process. trying to find an active method

and techniques. Of course, if this is not done, it will not be possible to train a person who will be able to realize himself in the next stages of continuous education[11].

Talent, with its combination of general and specific qualities, is the product of the opportunity for creative achievement. Talent is a prerequisite for mastery, but they differ to some extent. Talent is the product of great, creative and long-lasting work, and work is the source of the necessary set of life experience and skills. The condition of creativity is the existence of a set of life experience, necessary skills and abilities. We are all proud that our young people are becoming a decisive force for today and tomorrow, who are rightly able to take responsibility for the future of our country.

In this regard, the improvement of methods and teaching aids for the development of creative abilities of students, increasing attention to the practical, applied and natural-scientific directions of mathematics, the wide use of its potential, logical-based approach to teaching mathematics the development of a structural model is important.

J. Piaget identified the main genetic stages of mental development. The period from 2 to 4 years of age is characterized by the development of thinking that is symbolic and comprehensible. From the age of 4 to 7-8 years, intuitive (visual) thinking is formed, which leads to action. From the age of 7-8 years to the age of 11-12 years, specific actions are formed. At this stage, the means of cognition available to the child are not sufficiently 'formal', have not yet been sufficiently refined and separated from the material for specific purposes. It therefore allows the subject to implement content that is content-independent and consistent with the desired content[14].

J. Piaget argues that in the preschool and school-age child, first the means of separating actions from objects (e.g., the property of reciprocity) are formed, and then the logic of these separations and the performance of actions with certain things are formed. This is achieved through things and events. Initially, logic is formed as thinking, and mathematics is its formal continuation. In developing his theory, J. Piaget argues that the development of child psychology is spontaneous in nature, that is, it reflects the development of the psychological qualities instilled in him from the beginning. External influences may intensify, accelerate, or slow down some changes, but these are not causes of development.

The degree of formation of logical thinking is largely determined by the formation and coordination of appropriate mental activities that form the primary basis of practical activity. The second direction is related to the research of P.P.Blonsky, L.S.Vigotsky, S.L.Rubenstein, A.N.Leontev, P.Ya.Galperin, D.B.Elkonin, V.V.Davidov and others. These authors believe that the emergence of logical factors in an individual's experience occurs through the transmission of knowledge and logical experiences in communication and learning. In this case, intellectual activity should be involved in the educational process as a special subject[17].

In Russia in the 1920s and 1930s, the principles of psychological theories of the interrelationship of education and development were formed. This theory was first developed by P.P. Blonsky and L.S. Vygotsky, and then in 1940–50 by S.L. Rubinstein, A.N. Leontev, P.Ya. .Zaporozhets et al. The basic law of this theory is the recognition that human development is determined by his mastery of patterns of socio-historical experience. As time goes on, the role of goal-oriented influence of education and upbringing grows. LS Vygotsky's theory of the

"nearest developmental zone" opened up a promising way to study the child's thinking in the process of development through the education and upbringing that organized it. The organization of this process has a significant and direct impact on the quality of a child's intellectual development.

This view was developed in the scientific research of VVDavidov. Evidence about the formation of the child's intellect from 2 to 11 years of age allows him to conclude that at this time the properties of objects represented by the mathematical concept of "relationship-structure" are not only "foreign", but also the latter are part of children's thinking[14].

The results of research conducted by psychologists (P.Ya.Galperin, D.B.Elkonin, V.V.Davidov, L.V.Zan-kov) in the 50s and 70s showed that the formation of certain mental functions of children, in particular, allowed to describe the peculiarities of its development. P.Ya. Galperin developed a theory of the gradual formation of mental activity and concepts. According to this theory, the transfer of any activity to the mental plan includes substantiation, the creation of a conjectural scheme of activity, the development of activity on a material and materialized basis, an external speech about "himself" and the internal plan[15].

Studies conducted under the direction of D.B. Elkonin have shown that if the main content of education in the primary school was empirical knowledge, then the teaching method would not be so active and effective, they would not have a decisive influence on the formation of new basic mental education in the student. In this case, education remains only the development of exercise and mental processes, which are associated with the acquisition of empirical knowledge and whose development is characteristic of the earlier stage of development[3-5].

This requires them to be specific in their teaching, based on the fact that education includes elements of play and focused learning, the emerging form of thinking - a sign of newly mastered visual-practical and visual-figurative development - sign functions, elements of logical thinking. Psychology considers creative ability as an active activity of the subject, identifies motivating motives, goals, significance of specificity, specific features of logical thinking, studies the operations of thinking in terms of the subject's concept based on the logical principles underlying them[12].

In other words, the essence of creative ability is defined as a type of thinking that consists of performing actions with insights, reasoning, and conclusions using the laws of logic. In all programs, the same blocks that can be reliably expressed in the form of "classification", "definition", "consideration" as the main blocks are clearly visible. These basic logical actions cannot be fully formed without the initial work done with the signs of the objects. Given these blocks, given the expediency of continuous formation of logical skills throughout the school teaching period, and the need for links between different stages of education and the age characteristics of primary school students 'cognitive activities, we separated the knowledge and skills to be formed from primary school[16].

According to this plan, primary school students should have the following logical skills: in the 1st grade to distinguish important features of objects, concepts, make simple groupings on given symptoms, make simple conclusions, distinguish species and compare species to gender, species-to-gender concepts. building relationships; Grade 2 - make simple groupings on the given symptoms, make direct conclusions from the claims made in Grade 3, describe the

concepts of gender relations and differences by type; In the 4th grade - grouping of objects, objects, concepts in different ways, division into classes; draw conclusions from the claims and choose the correct one from several conclusions; understand the essence of logical words used in everyday speech, substantiate answers.

In our view, the list of logical skills compiled by M.Akhmedov and TKKamolova requires clarification and correction. Because in the list of TK Kamolova the understanding of logical words and their correct use are included in the third grade, although the analysis of modern textbooks in mathematics for grades 1-2 shows that even in the first grade the following logical words occur:

1) "all", "desired", "any", etc. a quantifier of generality represented by words;

2) “and”, “or” conjunctions and similar words.

These words are found not only in mathematical sentences, but also in simple sentences. In mathematics, they are used in a strictly defined sense, but in school textbooks from mathematics, this definition is only intended.

The result is conflict; textbooks give clear (unexplained) meaning to logical words and connections in first grade, we are only advised to form an understanding of these words in third grade, which in turn allows the student to understand and use these words in a simple, vital sense that often differs from their mathematical content. In the list of Malanyuk and Kamolova, a type of logical skill such as comparison skill is not involved in a bright way, while a math program for first grade requires the student to perform appropriate actions. Thus, the following questions remain open: how to form logical skills in sequence; how to achieve maximum effectiveness through a system of exercises; what skills and to what extent a primary school student should be formed when moving from class to class.

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