



DEVELOPMENT OF CHILDREN'S CREATIVE THINKING

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Abstract. In this article, works of art expand the world view of elementary school students, encourage them to form their thoughts independently, and help develop their personal interests.

Keywords: Introduces people to new worldviews, ideas, and cultures.

The characters, events and images of the work encourage a person to think creatively. Expands imagination and inspires new ideas. The requirements for reading skills in grades 1-4 are clearly defined. At the beginning of the 70s of the 20th century, textbooks were created that were closer to life in terms of content and methodical apparatus. Reading books allow students to distinguish between works of art, to determine what kind of images the writer has used to reflect his life events, to read independently and to analyze the work, from class to class. In elementary grades, the work of art is analyzed based on the following important methodical rules:

- 1) Analyzing the content of the work and forming correct, fast, conscious, expressive reading skills are part of the same process.
- 2) Explaining the ideological basis and theme of the work, its images, plot, composition and pictorial means will serve the general development of students as individuals.
- 3) Relying on students' life experience is the basis of conscious perception of the content of the work and a necessary condition for its analysis.
- 4) Studying in the classroom is considered as an effective means of activating students' cognitive activities, expanding their knowledge about the environment, and forming the foundations of a scientific outlook.

One important factor to consider when analyzing a work is its emotional impact on readers. It is necessary to analyze the text to make the reader think, to determine whether his life experience corresponds to the evidence recorded by the author. Teaching students to work on a work of art implies providing education by forming and growing the skills of literary and aesthetic analysis in them. Analyzing the text of the work helps to understand the author's thoughts, feelings and conclusions, evokes a reaction to the events expressed in the work. The analysis of the work requires the teacher to direct the students' activities to a certain goal. Work on a work of art in elementary grades is divided into three main stages:

The first stage (first sinter). The main task of this stage is to introduce the exact content of the work and visual means of expression based on the overall perception of the text.

The second stage (analysis). The task and content of this stage is to determine the connection of the development of events, to determine the behavior of the participants and its main features, to reveal the composition of the work, and to evaluate the behavior of the characters.

The third stage (second synthesis). The content of the work of this stage is to compare and evaluate the characters, to summarize the important characteristics of the participating persons, to determine the idea of the work, to evaluate the work of art as a source of knowledge about the world and as a work of art (what information did we get, what does the work teach, how does the author clearly express his thoughts and impressions and effectively conveys, etc.) consists of If the work is analyzed according to the purpose,

the students will be more active, because the analysis of the work is a creative process for them. By analyzing the language of a work of art, students develop a sense of love for their native language, the ability to consciously read a work of art, prepare the ground for a deep understanding of the idea of the work, and develop students' speech.

In the 2nd grade "Reading book" the fairy tale "Trumpet King" is described with the help of artistic means, such as "the deer is closing in like a black cloud", in the fairy tale "Kuychi Terak" "the branches of the poplar are sounding like a trumpet, and the leaves are rustling and dancing" a lot. Working on them not only develops the student's speech, but also teaches them to think and reason. Fairy tales and stories use similes and animations. It is necessary to teach students to interpret them, find them from the text, and use them in their speech in retelling. The "Silver Winter" section from the 3rd Grade Reading Book also uses many animations in the "Winter" text. For example, "everywhere the cold wanders", "now the seeds are sleeping peacefully". There are many benefits to using animation and similes in elementary school fiction. For example:

1. Develops imagination. Children develop their creativity and imagination by imagining that animals, plants or objects speak or act like people in fairy tales.

2. Increases interest. The animated characters and similes draw children deeper into the story, make the story more interesting and understandable.

3. It enriches the language. The use of animation and similes increases children's vocabulary and teaches them to understand and use artistic expressions.

4. Teaches moral values Concepts such as good and bad, right and wrong are conveyed to children in a more clear and interesting way through animated images in fairy tales. For example, in the fairy tale "Wolf and Sheep", the angry and violent nature of the wolf is expressed through animation. Through this, children draw conclusions about mutual relations and understand the story more easily.

In the methodical literature, three methods of analyzing the text of the artistic age are distinguished: a holistic study of the work of art following the author, study by means of images, and thematic-problematic study. In elementary grades, text-based analysis is used, that is, the teacher analyzes the work based on the text of the work. Without changing it, it conveys its meaning and charm to the readers. Problem analysis method can

also be used in elementary grades. For example, when studying the story "Babur and Humayun", the students should ask "Are what Babur said appropriate?", "Could a situation like the one in the story happen?" it is appropriate to ask such questions. It is appropriate to ask the students problematic questions such as "Are what Babur said appropriate?", "Is it possible for a situation like the one in the story to happen?" selective reading used in the analysis of the work, reacting to it, the different types of relationships also create a debate.

In conclusion, it can be said that in elementary grades, in the analysis of the text of an artistic work, in general, in the study of artistic works, methods and methods that have a strong influence on the student's personality and ensure the assimilation of knowledge suitable for their level can be used, and types of analysis. Developing children's thinking skills is not only a part of the educational process, but also the main foundation for their success in life. It allows children to develop the skills of independent decision-making, problem solving and innovative approach to life situations.

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