

CURRENT STATE OF DEVELOPMENT OF INDEPENDENT CREATIVE ACTIVITY OF PRIMARY CLASS STUDENTS

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Abstract: In this article, the development of independent creative activity of elementary school students is discussed in detail.

Key words: elementary school, mustayl, creativity, activity, development

Today, in the scientific and methodical literature, we meet such terms as "creativity" and "creativity". It is not for nothing that these terms appeared in the pages of literature

The dictionary meaning of the word "creativity" is similar to the words "to create", "to discover something new".

Creativity appears in various situations of activity. Curiosity includes the process of inspiration, aspiration, etc., from the emergence and manifestation of creativity in the human mind in the highest way. In a person, the need for activity is an aspiration that has not been previously set as a goal in the activity, and is not considered a solution tool.

Creativity is the process of human activity that creates qualitatively new, material and spiritual wealth. Creativity represents the ability of a person manifested in work. Work can be creative as it creates a new reality that satisfies various social needs based on knowledge of the laws of the objective world. Types of creativity are determined by creative activity: inventor, organizer, scientific and artistic work, etc. Opportunities for creative activity depend on social relations. Today, the educational reforms carried out due to independence depend on the training of highly qualified personnel who have a creative approach to their work and contribute to the rapid development of science, technology, art, and production. Accordingly, it is important and necessary to educate every student in the spirit of creativity based on the students of social development.

Psychologist and scientist N.D. Levitov proved that creative activity is created based on the following criteria[1]:

- independence of thinking;
- assimilation, speed and consistency of educational material;
- the speed of mental reasoning (ingenuity) in solving non-standard tasks;
- to be able to distinguish the important from the unimportant by going deep into the essence of the phenomena being studied.

In primary education, the conditions for the formation of students' creative activity are first understood as the process of emergence, implementation and development of these conditions.

They are:

1. The knowledge, skills and qualifications that students should acquire in this regard when forming their creative activities.
2. The relationship between theoretical knowledge and practice in the formation of creative activity.
3. Exercises on the formation of creative activity, heuristics, creating problem situations.
4. Technological approach to the formation of students' creative activity.

These conditions apply as follows:

The following requirements are set for the knowledge, skills, and abilities that students should acquire in the formation of their creative activities.

- to what extent the program mastered the materials;
- mastering the basic concepts and rules of the subjects;
- being able to independently complete tasks on the chosen topic;
- to understand the main problems in the studied topics;
- to be able to use educational materials and technical tools, information technology in the performance of tasks;
- to demonstrate one's ability and to be able to develop it;
- able to set achievable goals, make plans and evaluate results;
- to be able to prove one's opinion when studying subjects;
- being able to recommend one's own option, etc.

These requirements give the teacher the opportunity to learn about the students' interests in learning, their educational activities, individual tendencies, and help to determine the structure of the educational process in this regard.

On the basis of the above requirements, priority directions for the purposeful organization of problem-based education are determined.

A goal-oriented approach means a specially organized structure of the learning process or the system of educational content, methods and forms aimed at the development of creative activity.

One of the main tasks of pedagogy is to create conditions that ensure the comprehensive development of creative activity of all children. In addition, it is necessary to identify students who show deep interests, aspirations and abilities in certain fields, and to create all opportunities

for their further development. For this, it is important to create conditions for the development of creative activities of students of primary school age.

Adjectives about knowing:

physiological qualities: being able to see, hear, sense, and feel the studied object with the help of education; education of enthusiasm, enthusiasm;

intellectual qualities: curiosity, cleverness, rationality, intelligence, logicity, awareness of reasoning, ability to find analytical, synthetic analogues, use of various forms of proof, enthusiasm;

thoroughness, intelligence, inquisitiveness in problems, inclination to experiments, ability to ask questions, be able to see contradictions, be able to describe problems and hypotheses, be able to perform theoretical and practical research, have methods of solving various tasks, make conclusions and generalizations, the variety of thinking of the immediacy of action;

having cultural norms and traditions reflected in personal activities; to be able to prove one's knowledge and obtained results;

ability to choose in choice situations;

the ability to express one's understanding or lack of understanding regarding any problem that arises;

to be able to understand and evaluate the point of view of others, to make a meaningful dialogue or controversial speech;

being able to see the studied areas in a systematic way; to search for relations of objects, their causes, problems related to them; to know the correct approach to determining the essence of any object and phenomenon (nature, culture, politics, etc.);

to be able to choose the main one among the objects, to look for the interdependence between them; being able to see new functions and connections of known objects; the ability to search for the reasons for the origin of the object, the meaning of the object, the ability to find its source;

to acquire knowledge, basic knowledge, qualifications and skills in the studied subjects;

targeting the main problems of the studied knowledge;

to be able to compare the results of education and the results achieved by classmates, distinguish their similarities and differences, redefine or process personal educational results

the ability to search for the reasons for the origin (appearance) of cultural-historical similarities, to be able to determine its structure, to find connections with similar ideal objects, to create a system of ideal objects, to classify them culturally-historically based on the established principles and criteria be able to understand the system of connections of analogies with relevant real objects;

the ability to realize the acquired knowledge in the form of spiritual, material and activity.

Thus, heuristic education, at least three integrative abilities of the student; creative ability relies on cognitive and action skills. So, heuristic education refers to the student's comprehensive capabilities in the implementation of activities and actions aimed at ensuring the effectiveness of education.

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