



DEVELOPMENT OF CREATIVE ACTIVITY OF ELEMENTARY SCHOOL STUDENTS

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Abstract

Analyzing the theoretical foundations of the problem of developing the creative activity of elementary school students, we came to the conclusion that the selected problem can be effectively solved in the implementation of the pedagogical process. What do we mean by pedagogical conditions for the development of creative activity of primary school students.

Key word

Education, technology, creation, creativity, creativity, philosophy, science of logic, mathematics, psychology

As another factor in the formation of students' creative competence, it is possible to mention the impact on students' cognitive functions, the differences between the types of thinking and brain development indicators of students in different educational institutions. The results of studies and analyzes show that information about the surrounding world thanks to technology activates all aspects of the human brain and develops their visual and figurative thinking. The other side of the issue is that students gain self-confidence and ability to overcome adversity, increase their interest in learning, and help parents.

When children are just starting to learn mental math, mentors tell them the history of the technique and the origin of the abacus. Parents and kids alike will find out why this simple but highly effective verbal math tool helps them develop self-confidence and multitasking skills rather than just solving math problems. Most scientists believe that geniuses are born geniuses. Practice shows the opposite. News reports about children with high mental potential are appearing more and more often. There is nothing surprising about this. If a child develops both hemispheres of the brain, any child can make incredible achievements in reading or creativity. Incomparable science and technology will help him in this.

In fact, as a traditional tool, abacus and mental abacus have made many appearances on stage. China and Japan are the countries that mainly use this tool. The United States and England have both abacus and mental abacus competitions, and even China has world abacus and mental abacus competitions. The use of the word abacus appeared millions of years ago, that is, before 1387. "Abakus" comes from the Greek word *ábach* (*abax*), which means something without a base, and vaguely refers to any piece of a rectangular board or board. Alternatively, without reference to ancient texts for etymology, it means "dust-covered rectangle" or "dust-covered drawing board (for mathematical use)". The exact form of the Latin word probably reflects the genitive form of the Greek word (*ába formos abacos*). And the definition of dust (a rectangle covered with dust or a drawing board covered with dust (for mathematical use)) is said to be unproven.

Analyzing the theoretical foundations of the problem of developing the creative activity of elementary school students, we came to the conclusion that the selected problem can be effectively solved in the implementation of the pedagogical process. What do we mean by pedagogical conditions for the development of creative activity of primary school students.

There are many definitions and interpretations of these terms in the theory and practice of pedagogy. As a philosophical category, the term "conditions" means its relationship to the emergence of a phenomenon,

without which it cannot exist. Conditions refer to the totality of the objective world, which acts as a definite thing in itself. This term can be understood as follows: "conditions are an important component of a complex of objects (things, their state, interactions), the existence of which must necessarily exist."

Based on this, we will analyze this term in pedagogical and psychological literature.

It cannot be said that every writer and every critic understands the creative activity of Abdulla Qahhor equally.

Creative activity does not consist only of writing novel after novel, poem after poem, series after series of poems, stories, essays, articles.

The writer's creative activity should come from the demands, duties, inner satisfaction and passion of the writer.

As O'tkir Hashimov said, "We all know very well that all the subjects in the elementary grades are written in the white notebook of the child's heart, i.e., on the cortex of the cerebral hemispheres."

V.I. Andreev explains that pedagogical conditions are "the conditions of the educational process that are the result of the purposeful selection, design and application of components, methods (techniques), and organizational forms of education to achieve certain didactic goals."

L. I. Savvani writes in his works that pedagogical conditions are considered as external objects and internal conditions that determine existence, activity and development, effective problem solving.

M.I.Eretsky defines pedagogical conditions as a factor that contributes (or opposes) to the manifestation of pedagogical conditions associated with the influence of factors.

According to M.E. Duranov, pedagogical conditions are the environment in which pedagogical factors are implemented.

L.P. Beloglazova, A.S. Fedurin, E.V. Nikonovich, N.I. Ryabova discussed the problem of developing creative abilities of young schoolchildren. But until now there is no integrated system of working with children on this issue. Thus, using literary reading classes ("school 2100" educational system), the problem of developing creative abilities of high school students was determined: creating a work system for the formation of creative abilities based on the psychological characteristics of young students.

We endorse the views and opinions of E.V. Yakovlev and N.A. Yakovleva in our research. Because they understand pedagogical conditions as a complex of pedagogical processes aimed at increasing its effectiveness.

Thus, we understand the pedagogic conditions for the development of creative activity in students and the complex creation of a series of pedagogical processes, and we think that their implementation is aimed at increasing the level of development of creative activity of primary school students. For example, the availability of pedagogical conditions opens the possibility of rapid achievement of the goal as follows:

- the clarity of the set goals, the results to be achieved;
- understanding that the pedagogical process is implemented through a set of conditions that are interrelated with its function and improvement.

It can be seen that in our ongoing research, if a complex of conditions is implemented, the process of developing the creative activity of elementary school students will be effective, because random, inconsistent conditions cannot effectively solve the purpose of the research.

Analyzing the problems of developing the creative activity of elementary school students in extracurricular activities in the current advanced and modern conditions, the following pedagogical conditions have been allocated that will help us to increase the level of creative activity development in students:

- a) development and implementation of the program "I am learning creative thinking" aimed at the development of creative activity of primary school students during the educational process;
- b) improving the qualifications of pedagogues aimed at developing the creative activity of elementary school students in class activities and extracurricular activities based on the "Creative teacher" program;
- v) preparing and supporting the development of creative activities of elementary school students with parents on the basis of the "Teaching in cooperation with parents" program;
- g) organization of science circles and clubs in general education institutions that take into account the interest of students of each primary grade.

The head of our state, by attracting pedagogues who know their work thoroughly, qualified and can

approach each child individually, by forming their thoughts and thinking correctly from infancy, in the future, to educate a well-rounded generation with high level, knowledge and spirituality, to educate the young generation who emphasized that special attention should be paid to the development of the primary education system, which is the main link.

In order to solve these tasks, primary school teachers need to be able to clearly feel the integrative nature of primary education and the integrative direction of their future professional activities, both in terms of organization and content. The need to integrate primary school teachers in the development of creative activity is one of the main conditions that determines the effectiveness of the comprehensive formation of conditions for creative activity.

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