



## **CRITERIA FOR DEVELOPMENT OF CREATIVE THINKING ABILITY OF PRIMARY CLASS STUDENTS**

**Zhangil ESHPULATOVA**

*Teacher of Termiz State Pedagogical Institute.*

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<b>Received:</b> 4 <sup>th</sup> August 2023 <b>Accepted:</b> 4 <sup>th</sup> September 2023 <b>Published:</b> 8 <sup>th</sup> October 2023	In this article, concepts about creativity are given, and recommendations are given for the development of creativity in primary school students. Factors, principles and means of improving creative thinking skills of primary school students, ways to control creative thinking skills of primary school students are shown .
<b>Keywords:</b> Education, Methodology, Thinking, Creativity, Sign, Exercise, Thinking, Creativity, Thinking, Freedom.	

**INTRODUCTION.** Creativity ( lat., ing. " create " - creation, "creative" creator) is the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor. A person's creativity is manifested in his thinking, communication, feelings, and certain types of abilities[1].

When developing creativity in children, it is necessary to pay attention to the following:

- 1) encourage them to ask a lot of questions and support this habit;
- 2) encouraging children's independence and strengthening their responsibility;
- 3) creating an opportunity for children to organize independent activities;
- 4) pay attention to children's interests.

The following factors hinder the development of creativity in a person:

- 1) avoiding risk ;
- 2) allow rudeness in thinking and behavior;
- 3) underestimation of personal fantasy and imagination;
- 4) subordination to others ;
- 5) think only of success in any case. Special attention was paid to the fact that one of the important factors influencing the methods and means of developing the creative ability of primary school students is teacher-student cooperation. It is known that the educational process has a two-way character and consists of equal relations between the teacher and the students. The teacher who leads this process is responsible for the correct organization of the educational process, the correct implementation of educational goals and educational results[2].

**ANALYSIS AND RESULTS.** But this cannot be the basis for the wrong idea that the educational process takes place under the complete control of the teacher .

The demand of the present time is to achieve a positive result with the help of a cooperative relationship, not by subjugating someone. It should not be forgotten that the formation of students' activities in the educational process is not only a mechanism for mastering the fundamentals of science , but also focuses on the formation of general socio-cultural abilities of a person[3].

In our opinion, the educational situation is a variable system that organizes the educational process, and it consists of two parts: - cooperation between the teacher and the students; - cooperation of students with each other. The cooperation between the teacher and the students begins with the teacher's support to the students. It gradually becomes active and turns into learning activities. As a result, the relationship between the teacher and the students moves to a cooperative position. The analysis of materials shows that knowledge acquisition is productive only when logical tasks are performed in cooperation.

In scientific sources, it is accepted to call such an organization of education as a situation of productive activity in cooperation. According to the analysis of pedagogical literature and the results of our creative experiences [www.pedagoglar.uz](http://www.pedagoglar.uz) 44-issue 7-set May 2023 Page: 40 it is appropriate to point out 2 main principles of organizing a situation of productive educational activities in cooperation : 1 .The principle of consistency of content in education. According to him , when a person organizes his activity based on a certain goal, the continuous formation of this activity is noticeable. 2. The principle of connection between teacher-student cooperation and independent creative activity. Cooperation with students in the educational process is of great importance. The extent to which students are devoted to education depends on the teacher's ability to create this cooperation[4].

increases the students' interest in science , encourages them to spend all their energy and



enthusiasm. This is a form of interaction in which the student sees himself not as an object of pedagogical education, but as an independent and freely acting person. The teacher's approach to the students as if asking for help while clarifying some information on the studied subject deepens the cooperation activity. Turning students into learners and educators is not only a condition for successful teaching and learning process, but also an important condition for raising them to become well-rounded people in all respects.

and education in the process of education and upbringing . Sh.A. Amonashov emphasized the need to establish a cooperative relationship with the student in the educational process and says: "The student's educational and cognitive activity is not only through interesting educational material and various methods of explaining it, but also through the pedagogue's regulated according to the nature of treatment in the educational process. In an environment where there is love, trust, cooperation, and respect, the student easily learns the tasks[5]. A student who sees that his achievements, independent thinking, and creative research are highly valued begins to strive to complete more complex educational tasks. [www.pedagoglar.uz](http://www.pedagoglar.uz) 44-issue 7-set May 2023 Page: 41 Primary education is one of the types of education that leaves a deep mark on the life of every child , and at this stage of education the pedagogue teachers are given a lot of responsibility. That is, the method of developing the creative abilities of elementary school students still requires special study.

Students do not become creative by themselves . His creative ability is formed by consistent study and work on himself over a period of time and gradually improves and develops. By working with students, taking their every point of view into account and making students feel it, teachers can help students to be creative. The teacher gives the students problematic problems and situations, and the student's creative approach to finding a solution to the problem helps to develop his emotional and volitional qualities. Currently, many educational teams of educational institutions are actively testing domestic and foreign educational technologies[6]. Therefore, an important component of the teacher's professional skills is the readiness to evaluate the effectiveness of new pedagogical technologies. A modern teacher should be able to determine whether the proposed new technologies match the needs and capabilities of a particular educational institution.

Some aspects of the problem of directing elementary school teachers to innovative activities based on a creative approach by Russian researchers-scientists A. Boyko, A. Alexiuk, theoretical study of the personal approach to pedagogical activity, effective

teaching of the talented young generation of teachers the integrative qualities of upbringing are highlighted in the works of V. Bondar, S. Goncharenko, VIYevdokimov, L. Kadchenko, V. Kovalev, A. Lipenko, OR Penkova, BVShcherbina, Slastenin and a number of other scientists[7].

However, in the mentioned works, only certain issues of preparation of elementary school teachers for innovative professional activity are considered.

Based on the relevance of the problem under consideration, it can be said that the theoretical and methodological aspects of the innovative activity of elementary school teachers based on creative approaches are not developed to a certain extent, as well as the need to improve the modern education system[8].

Taking into account the complexity and variety of the problem under study, this idea can be implemented only within the scope of creative ability through the following theoretical recommendations[9]:

1. It is his integrative quality , which is manifested in the dialectical unity of all structural components, features, connections and relations.

2. It is logical to consider the system of formation of readiness of elementary school teachers for innovative activity as a sub-system of general pedagogical training aimed at forming teachers as subjects of educational innovations in pedagogical educational institutions[10].

3. The process of preparing elementary school teachers for innovative activities will be effective if it is implemented in the conditions of technological approach .

4. The conceptual basis of the technology of developing the preparation of pedagogues for innovative activities based on creative approaches is the basic rules of the innovative and person-oriented approach to the professional and pedagogical training of teachers.

It should be implemented in pedagogical universities in accordance with the principles of integrity of professional activity, individual approach and step-by-step development in the conditions of their general pedagogical training. This is achieved by individualizing the innovative training of elementary school teachers, separating the cycle of interrelated stages in it, each of them having a specific purpose and appropriate content, methods and forms of work[11].

The process of preparation of elementary school teachers for innovative activities should act as an acceptable system integrated into the educational process through the development and implementation of modern technologies.



The subjective nature of cooperation between primary school teachers and students, individualization of the teaching process, creation of conditions for the formation of critical, creative thinking and worldview, creative professional thinking of primary school teachers and the use of interactive pedagogical technologies can be achieved by[12].

In order to meet the new socio-cultural order, the modern teacher must be ready for innovative activities. At the same time, according to experts, the organization of training subjects of innovative educational activities should have its own characteristics depending on the level of fundamental changes.

It will be effective if the main rules of training primary school teachers to introduce educational innovations are based on a targeted approach and aimed at mastering the methods of developing and implementing an innovative development program of an educational institution[21].

Preparation of elementary school teachers for the selection and implementation of educational innovations allows to solve identified problems, ensures the formation of their critical thinking[13]. The process of introducing educational innovations of primary school teachers should be planned as follows:

- development of the concept of innovative development of education in universities ;
- development of a strategic plan for the introduction of modern teaching technologies in the practice of a higher educational institution;
- development of measures for the implementation of the training process.

is to be ready for any, even unexpected situation, to be able to adapt, to create appropriate conditions for the comprehensive development of the potential of the student. The novelty of the teacher's educational activity is how much he understands the meaning of using certain innovations in practice, he should search for them before using them, and make the right choice.

indicators of innovative activity should be noted in the literature analyzed during the research :

- updating the educational content, teaching methods and forms, self-control, analysis and evaluation of their activities, cooperative teaching activities, etc. in the higher education institution;
- comparing the compliance of the final results with the planned ones when evaluating the effectiveness of the educational process. Practical work shows the greatest difficulty in evaluating the criteria and indicators of innovative activity and forming incentives for the innovative potential of the teacher. Criteria are a means of judgment, the basis of which is the characteristic of evaluation[14].

The criteria for evaluating the innovative activity of the teacher serve as a specific condition for the effectiveness of the educational process[20]. The use of innovations in the educational process is considered as a method of solving problems in the process of non-traditional situations during the operation and development of the educational process. Evaluation criteria help to transfer innovative changes from the organizational level to the content level, that is, to acquire new qualities for innovative technologies, to change their essence[15].

on the management of innovative activities is to provide specially focused support to teachers and help teams to solve typical problems of organizing creative work. Among these problems, it is necessary to identify the main ones and determine ways to solve them. Usually, innovation occurs when an idea with a new content is born, as a result of attempts to solve a traditional problem in a new way, as a result of a long process of gathering facts and understanding, encouraging its participants and from a creative position. involves changing[16].

In the process of higher education, innovations are divided into two main types, corresponding to the reproductive and problem orientation of activity:

1. Innovations are modernizations that change the educational process, aimed at achieving guaranteed results within its traditional reproductive direction.
2. Innovations in education are changes aimed at changing the process, ensuring the nature of research, organizing educational activities.

The conducted studies show that in order to effectively ensure the process of implementation of the teacher's pedagogical activities, as a teacher-expert, as a teacher-pedagogue, as a teacher-researcher, and finally, as a teacher-innovator must rely on at least the following two main factors:

acquisition of reflexive-analytical and active-practical skills and qualifications.

- 2) Reorienting all forms of professional education to the task of supporting him as a specialist-teacher in pursuit of continuous professional growth, regular training of the teacher[17].

The achievements of the teacher in his educational activities are a significant factor in the development of a person. In the process of engaging in innovative activities, developing innovative activities, creating important, new, noteworthy things, the teacher himself grows, because the growth of a person in the process of creative activity is considered the most important situation[19].

The concept of innovative pedagogical activity means a new approach to teaching and learning. This is primarily the use of new methods of effective



interaction between students and teachers, leading to the achievement of the intended results, innovative education includes the search for and application of new ideas, the teacher develops and implements new methods and independently chooses solutions.

It is an opportunity for students to work on themselves, to study independently, and to increase their internal needs. The concept of "creativity" is related to the concept of "creativity". However, the concept of "creativity" has not found a proper differentiation in relevant dictionaries and is not sufficiently defined in the psychology of creativity [18]. Despite the fact that in dozens of scientific works different aspects of creativity are approached and covered at different levels, until now there is no single solution to the problem itself or to the practical questions related to it. Summarizing the above points, we came to the conclusion that creativity and creativity do not mean exactly the same thing. Because creativity means inventing something, drawing, etc.

**CONCLUSION.** In conclusion, it can be said that the self-development and self-expression of each student, assimilation of knowledge, is directly related to his creativity.

comes from "needs", orientations and "I" concepts. It is a requirement of the time that the student's creativity is manifested in all types of pedagogical activities. The student's creative activity forms a general conclusion that it is primarily related to ability.

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