



## CHILDREN'S CREATIVE SKILLS

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### Annotation

This article provides the necessary information and resources on the role of teachers in the formation of children's creative abilities. Teachers and parents can get answers to their questions.

**Keywords:** ability, talent, activity, creation, individual, pedagogy, creativity, temperament, character, curriculum, law, environment, process, condition.

### What is an ability?

We will get enough answers to the question that concerns everyone. Ability is an individual's mental characteristics that reflect the ability of a person to perform a particular activity and the subjective conditions for the successful performance of his work. The great American educator John Dewey said that "teaching people to think" is the main task of the education system. Indeed, in order to be successful in many fields, no matter what profession one is in, one needs to be literate, to understand and think about the essence of what one is studying. In the age of scientific and technological progress, life is becoming more diverse and complex.

This requires mobility, flexibility of thinking, quick orientation and adaptability to new conditions, and a creative approach to solving big and small problems, rather than the usual stereotyped actions of a person. The cultural values accumulated by humanity are the result of human creative activity. The future development of human society will be determined by the creative potential of the younger generation. Creativity is the individual qualities of a person that determine the success of any type of creative activity. Creativity is a combination of many qualities. Psychologists believe that the components of creativity are as follows.

1. Ability to see the problem out of sight.
2. Ability to replace multiple concepts with one and use symbols that have more and more capacity in terms of information.
3. Ability to apply the skills acquired in solving one problem to another.
4. The ability to perceive reality as a whole without breaking it down into parts.
5. Ability to easily link long concepts.
6. The ability of memory to deliver the information it needs at the right time.





7. Ability to demonstrate flexibility of thinking.
8. Ability to generate ideas.
9. Ability to create new non-standard ideas, develop creative thinking.
10. Ability to express different opinions.
11. Ability to refine details to enhance an original idea.

The lexical meaning of the word "creation" is similar to the words "create", "discover something new". Creativity, on the other hand, arises in different states of human activity. The highest forms of creativity in the human mind are interest, inspiration, aspiration, etc. In general, Pedagogy defines "creativity as the highest form of human activity and independent activity." Creativity is valued by its social significance and uniqueness (novelty). Scientists say that the properties of "creative ability" can not be formed at once. Therefore, this training is a long-term and purposeful process. The social environment in which school children are formed should not be overlooked. In addition, it must be formed in an active state. Therefore, the development of creative abilities depends on the opportunities provided by the environment for each person to realize their potential and potential. The formation of creative activity of primary school students means the development of the following processes. They are as follows:

1. The knowledge, skills, and competencies that students need to acquire in shaping their creative endeavors;
2. Conducting classes on the formation of creative activity;
3. Technological approach to the development of creative activity of students;
4. The interrelation of theoretical and practical knowledge in the formation of creative ability.

In the first process, the knowledge, skills and abilities that students need to acquire in shaping their creative activities include:

- Adequate knowledge of the topics of the working program;
  - Learned the basic concepts and rules of the subject;
  - Be able to independently perform tasks and assignments on a given topic;
- thoughts of repetition;
- Be able to express their opinions and prove the connection while studying topics.

These processes help to improve teachers' interest in learning, their learning activities and, most importantly, their creative potential. It is also important to know the general types of temperament and methods of studying the characteristics of the child in order to know the individual characteristics of the child.



Examples of the qualities of creative ability are: inspiration, enjoyment, interest in innovation, figurativeness, sensitivity, creative ability, initiative, intelligence, originality, independence of thought, emotion and free thinking.

Creating an environment that is ahead of children's development.

Whenever possible, the child should be surrounded by such an environment and a system of relationships that encourages his or her most diverse creative activities and develops what is most capable of developing at the same time. Give the child a chance to complete the task on his or her own or help him or her by giving advice rather than ready-made answers and solutions. When choosing an activity, give the child more freedom in alternative situations. In order to successfully develop a child's interests, parents need to know what their child is interested in and only then influence the formation of his or her interests.

It is important to note that regardless of the children's interests, do not focus on the area in which you want to see your child. He should be positive and emotional about what he is interested in. The sense of belonging to the adult world that emerges in such situations creates a positive environment for the child's activities and contributes to the emergence of interest in these activities. It ensures that the child is constantly open to new things, seeks inconsistencies and contradictions, tries to form new questions and problems in the brain. This is the basis of creative activity.

Everything that surrounds us and is created by human hands, unlike nature, the whole world of culture - all this is the product of creative imagination. Childhood is a sensitive period for the development of imagination. In the 1930s, L.S. Vugodsky proved that a child's imagination develops gradually as he assumes a certain experience. Therefore, it is necessary to expand the child's experience to create a sufficiently solid foundation for creative activity. The more a child sees, hears, learns,





and learns, the richer his imagination will be. Imagination begins with the accumulation of experience. The richer a person's experience, the more material he has in his imagination.

Parents and teachers need to expand their experience to create a solid foundation for children's creative activities. This includes a variety of excursions, adult stories about the surrounding reality, the laws of nature, reading fiction, visiting exhibitions, museums, visiting creative circles, experimenting with objects, listening to music, love for nature. helps to throw. As a result of getting acquainted with art, the images of the imagination in children become more complete and brighter.

The most important direction in the development of a child's imagination is the formation of imagination. Parents can guide the child on a variety of issues so that the imagination develops and does not fade. Appears in creative games from a very early age. A boy imagining himself driving a car, holding the steering wheel in his hand; a girl who plays with a doll and imagines herself as a mother, a child who takes on the role of a father, a sailor - all these are real examples of creativity. They repeat what they see in their games, that is, they imitate the actions of adults. And yet, these elements of a child's previous experience are never repeated in the same way as they are actually shown in the game.

Thus, the game has a creative processing of experienced impressions, their combination and the construction of a new reality that meets the needs and inclinations of the child. Therefore, parents can write a fairy tale with their children, changing its ending. The imagination formed in such cases also helps the child in other activities.

At the heart of human creative abilities are the processes of thinking and imagination. Therefore, the main directions of the development of creative abilities in young children are the development of an effective creative imagination, which is characterized by such qualities as the richness of the produced images and directions.





To do this, to draw the attention of parents to the creation of conditions for joint family

creativity, the closest environment for the child is a kindergarten, school and family. It is here that he first forms the right attitude to creative activity. Both in kindergarten and at home, the child should feel like a member of a community that is close by. He needs to know that his work is part of a big and exciting job that will bring joy to everyone. Certain factors hinder students' creativity and their development. Therefore, in the pedagogical process, the teacher should try to eliminate the following factors:

- Avoidance of risk;*
- Underestimation of students' ideas and fantasies;*
- *Dependence on others;*
- *In any case, focus only on success*

## Conclusion

The problem of creative abilities and their development based on theory and practice is one of the current problems of pedagogy and psychology. Given the early manifestation of creative abilities, as well as their impact on education and the environment, we can conclude the following. The field of study is considered to be medical law. Therefore, primary school teachers should work on the hidden and untapped talents and abilities of children, using modern technologies and leadership skills to shape and improve them. support for teachers and students will give.

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