



MAIN ACTIVITY CRITERIA IN THE DEVELOPMENT OF IMAGINATION OF PRIMARY SCHOOL STUDENTS

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Announcement

In this article , primary school teachers refer to the following as key performance criteria in developing students ' imagination . They can be divided into scientific (mathematical, linguistic) and creative (musical, literary, artistic) types, which are mentioned in the psychological literature. The readiness of future primary school teachers to develop students ' imagination differs from each other in its brilliance, and also in its degree of generalization.

The generalization of perceptions is that in students, the images tend to look general in particular.

Keywords: Cross -sections , memory , mechanical reproduction , analyzers can see, hear, feel, smell .

Introduction

Systematic work is being carried out in the education system in our country to ensure that young people grow up to be fully mature, knowledgeable, courageous, enterprising, demanding, inquisitive and talented. In particular, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev in his Address to the Oliy Majlis on January 24, 2020, commenting on the issue of youth, said: and we need to pay special attention to strengthening their sense of pride. "[7] Primary school teachers consider the following as the main activity criteria in the development of students' imagination . They can be divided into scientific (mathematical, linguistic) and creative (musical, literary, artistic) types, which are mentioned in the psychological literature. The readiness of future primary school teachers to develop students ' imagination differs from each other in its brilliance, and also in its degree of generalization. The generalization of perceptions is that in students, the images tend to look general in particular. It is accepted to divide the assumptions into individual and general





according to the degree of generalization. Individual imaginations, unlike general ones, are more individualistic and precise in their visuality. However, individual perceptions are also generalized to a certain extent, as they are considered to be a summary image of the perception of many objects and phenomena of the surrounding world. In imaginations, a movement is

made from the individual image of perception to the generalized one, which is followed by thinking. Cross-sections can have different levels of generalization. A generalized image of a class of similar events and objects will have different forms that give a different image of the generalized image of the surrounding world, a reconstructed image of the imaginary generalization of thought. Of particular importance are the types of generalizing developments that characterize the imagination, not the memory of the imagination, leading to the creation of an artistic image in which modification, not recollection, is the primary.

Imagination is a necessary meaningful component of reflecting the world in speech. Speech development occurs based on the experience of feeling rich. As man and the people around him possess speech, they establish a connection between the image of the word and the image of the object defined by that word. A word that does not call for image or conceptual knowledge means nothing. The formation and implementation of perceptions is ensured by the complex interaction of the first and second signaling systems. These unconditional assumptions could not be expressed in speech.

Imaginations are images of memory only if they restore the perception of the image of the imagination in the form of the image that previously appeared. When the imagination arises or is formed using what is perceived in a previously modified form with no relation to what was previously perceived, the imagination is an imaginary image, not a memory image. Memory perceptions are divided into types according to the analyzers (sight, hearing, sensation, smell) that predominate in them, as well as the content (mathematical, geographical, artistic, etc.). Psychological literature shows individual differences in memory perceptions and their role in the activities of individuals.

Based on the results of his research, Yu. Mahmudov showed that in some people vision, in others - hearing, in others - the perception of movement plays a major role [68]. Correspondingly, three types of people were identified. However, as Yu. Mahmudov noted, these species should not be understood as too pure. We are only talking about a certain predominance of certain types of imaginations. Often the predominance of two types of imagination at the same time is observed.

Imagination is not a mechanical reproduction of perception. Imagination is a process.





The imaginary image is a dynamic structure. Any new perception of an object leads to a change in imagination. An imaginary image of an object or event in the surrounding world does not usually appear suddenly in its final form. It is replenished, grows, and changes as new traces of time connections are drawn. The change and reproduction of the imagination is determined by the relation of the perceiving person to the object he perceives. Scientists claim that the presence of imagination allows a person to go beyond the limits of the final situation, to avoid the effects of objects that affect his receptors, to cross the limits of time. Without man, the past and the future would not exist. The main role of imagination in the process of knowing the world around us is that with its help reality is restored when it is impossible to perceive it.

Literature

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