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PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF TEACHING PRIMARY SCHOOL STUDENTS TO THINK CREATIVELY

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ANNOTATION
The article is written about the pedagogical and psychological features of teaching primary school students to think creatively. Elementary school students have a very high "field of uncertainty" in their perception of life, because they can solve the problems that constantly arise in front of them only with the help of thinking. The latter compensates for the lack of knowledge and experience and strives to contribute to the complex and changing world in a relatively reliable way.

Keywords: pedagogical, technology, essence, education, student, tool, scientific.

INTRODUCTION

The essence of this process, the signs of its manifestation, the psychological and pedagogical features of the organization of this process are partially reflected in the researches related to the development of thinking of primary school students. However, in most cases, the development of students' thinking and creativity in the educational process is considered only as one of the methods of using their knowledge to acquire new knowledge[2].

One of the most complex psychological problems is to define thinking and to determine the specific features of its development. According to A. Ya. Dudetsky, there are about 40 definitions of thinking, but its nature and difference from other mental processes are questioned. A. V. Brushlinskyi connects the difficulties in defining thinking with the fact that the boundaries of this concept are not clear.

In fact, thinking is closely related to thought processes and consists of different types of knowledge. However, in our opinion, there is a peculiarity of thinking, which is not always reflected in its definitions. Our task is not to give another precise definition, but to reveal this uniqueness of thinking[6].

ANALYSIS AND RESULTS

Creative thinking refers to the type of thinking that consists of thinking and creating images about things and events that are not in our experience and have not been encountered in reality itself. As a result of creative thinking, innovations are created

in the fields of art, literature, and technology, and its images become completely new, original images.

A unique feature of creative thinking is that the image being created does not exist in reality, but a new image. Then, the needs of the society or the person who is dreaming will give impetus to the creation of a new image. Creative thinking appears in words and material things. Dreaming and sweet thinking are future-oriented activities of creative thinking as special types of creative thinking. Therefore, perspective images are created through it[7].

Determining the development of creative thinking as an independent factor, its development was studied on the example of creative thinking of elementary school students. Components of creative thinking of elementary school students include:

creative thinking;

creative thinking;

use methods of organizing creative thinking.

The development of thinking affects elementary school students in the following ways:

1. Physical and intellectual development of children.
2. To create an environment that determines the development of the average student.
3. The child should do the task independently[8].
4. Presentation of high-level freedom textbooks, change of work and change;

In the development of creative thinking of primary school students, it is necessary to take into account the child's age characteristics. The chronological boundaries of the development stage corresponding to the period of primary education of the general education school differ in different countries and in different historical conditions. These limits can be set conditionally in the range from 6-7 to 10-11 years. Their content depends on the officially accepted conditions of primary education[9].

In the process of accepting a child to school, a teacher is assigned a number of tasks while working with elementary school students:

to determine the level of preparation for school education and the degree to which its activity, communication, behavior, and mental processes should be taken into account during education;

eliminate possible gaps and increase the level of school readiness;

to plan future strategies and tactics taking into account the personal thinking of schoolchildren.

In order to solve these problems, teachers need to study in depth the psychological characteristics of the children admitted to the primary school, their family environment, the level of mastery, and the level of their readiness for school.

According to M.M. Bakhtin, the stage of development of elementary school students is qualitatively a unique stage, and the development of higher mental functions and personality is carried out within the framework of the activities carried out at this stage. The involvement of the child in educational activities determines the beginning of the reconstruction of all mental processes and functions[10].

Of course, the formation of the right attitude towards learning by elementary school students makes it possible for education to become a labor that requires strong action, attention, intellectual activity, and self-restraint[20]. If the child has difficulties in this process, if it is difficult for him to understand, he will be upset, he will start to have a negative attitude towards education. In order for this not to happen, the teacher should ensure that teaching elementary school students is not a holiday, not a game, not serious, hard work, but very interesting. Because such a process allows you to learn many new, interesting, important and necessary things. This is where the idea of a new approach to elementary school textbooks appears[11].

Research shows that the higher the ability to create new unusual things in elementary school students, the higher the development of thinking functions. For example, he realizes things that are new to him by thinking and thinking. Paying special attention to the education of children between the ages of five and twelve was considered the most optimal way to develop intelligence, that is, figurative thinking and thinking.

In the process of thinking, elementary school students constantly enrich their minds with impressions about objects, events and their interactions. There are many combinations that create new relationships between events and objects[12].

Like other mental tasks, thinking changes with the age of elementary school students. Activation of the thinking function is observed in preschool and elementary school age students[19]. At first, they begin to show their active work for the formation of restoration (allows to think of fairy-tale images at a young age), and then creative (as a result of which a new image is mainly created) fantasy.

In their activities, elementary school students are not limited to the practical use of mental images of surrounding objects and events, but also express a personal emotional attitude towards them. This is often evident in their creative games. Creative games reflect children's thinking about the activities of adults and their interaction. They feel like they are acting together with older people. They even act as a direct participant in reality[13].

Therefore, it is necessary to create a foundation for children to look at any reality with a positive perspective, along with helping older people to think about positive images of life. Forming positive qualities in children's minds leads to their creativity, creativity, inquisitiveness, fantasy and free creative thinking. All good works, good

deeds, inventions, examples of works of art - all are created as a result of a positive approach to life[18].

The urge to action is related to the child's social thinking, allows to understand the nature of the situation that can be directly perceived, and encourages new activity. It is known from psychological sources that it is impossible to force children of this age to do activities they do not want (writing, drawing, work, active games). They quickly get tired of activities they don't want. If such activities are approached creatively from a practical point of view, and encouraging and motivating signs are included, children will start working diligently and with their whole body. As a result, a positive attitude towards this training is formed. Children are busy, absorb a lot of information and achieve mastery without falling behind in time[14].

It is known from personal experience that when an interesting life event or cartoon characters are discussed, students suddenly start to express different, colorful opinions. In such situations, it becomes known that they know more than their mental capabilities. This begs the question: why don't they speak with such passion when they talk about subjects related to the lesson? Because when they watch cartoons, thinking is clearly manifested[17]. Visual expressions that interest them, rich color samples, and the opportunity to think are fully illuminated. Taking this into account, in the textbooks, in the course of the lesson, children are interested in the same way, they develop their creative thinking, rich color and image samples are used, more topics suitable for their nature and age are given, and the variety of questions and assignments presented on the texts is the basis of such situations in the lessons. . The mental balance of the students is the guarantee of leading them to spiritual maturity[15].

CONCLUSION

According to Farobi, at each stage of the educational process, students acquire knowledge in a unique way by thinking, thinking and feeling. A person has the ability to think and reason from birth, and it develops with the growth of the child. According to the scientist, the result of knowledge is that the concepts that fit the human mind are preserved in the human mind[16]. "The child has a heart with great potential," says Farobi, "he has the ability to understand feelings through thinking. Thoughts are understood by feeling and thinking". While agreeing with the opinion that a person can have the ability to think and think at birth, it should be emphasized that it is formed from a young age and develops as the child grows up.

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