



## **PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING CREATIVE IMAGINATION IN PRIMARY SCHOOL STUDENTS**

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### **Annotation**

The content of terms such as "creativity", "creativity" in this article, the conditions for the formation of creative activity of students in primary education, opportunities to know individual tendencies, the process of proper organization of literacy, literacy qualities of creative activity in the teaching process, the advantages of various creative tasks aimed at forming a creative imagination, ways to arouse interest in the learning material, the use of problem-based learning in literacy classes, the age and level of knowledge of students methods of creating appropriate problem situations, correct and effective organization of literacy lessons, advantages of using problem-based learning elements in literacy lessons are described.

**Keywords:** creativity, creativity, lesson, student, literacy lessons, creative imagination, individual inclination, creative activity qualities, learning material, age feature, creative task, problem learning, problem situation, elements of education, stage, inspiration, aspiration, independence of thought, idea, sensitivity.

### **Annotatsiya**

ushbu maqolada «ijod», «ijodkorlik» kabi atamaları mazmuni, boshlang'ich ta'limda o'quvchilar ijodiy faoliyatini shakllantirish shart-sharoitlari, individual moyilliklarni bilish imkoniyatlari, savod o'rgatishni to'g'ri tashkil etish jarayoni, savod o'rgatish jarayonidagi ijodiy faoliyat sifatleri, ijodiy tasavvurni shakllantirishga mo'ljallangan turli ijodiy topshiriqlarning afzalligi, o'quv materialiga qiziqtirish uyg'otish yo'llari, savod o'rgatish darslarida muammoli ta'limdan foydalanish, o'quvchilarning yosh xususiyati va

bilim saviyasiga mos muammoli vaziyatlar yaratish usullari, savod o'rgatish darslarini to'g'ri va samarali tashkil etish, savod o'rgatish darslarida muammoli ta'lim elementlaridan foydalanishning afzalliklari bayon etilgan.

**Kalit so'zlar:** ijod, ijodkorlik, dars, o'quvchi, savod o'rgatish darslari, ijodiy tasavvur, individual moyillik, ijodiy faoliyat sifatleri, o'quv material, yosh xususiyati,





ijodiy topshiriq, muammoli ta'lim, muammoli vaziyat, ta'lim elementlari, bosqich, ilhom, intilish, tafakkurning mustaqilligi, g'oya, sezgirlik.

### **Аннотация**

содержание таких терминов, как «творчество», «творчество» в данной статье, условия формирования творческой активности учащихся начальных классов, возможности познания индивидуальных склонностей, процесс правильной организации грамотности, грамотные качества творческой активности в учебном процессе, преимущества различных творческих заданий, направленных на формирование творческого воображения, способы вызвать интерес к учебному материалу, использование проблемного обучения на уроках грамоты, возраст и уровень знаний учащихся, методы описываются создание соответствующих проблемных ситуаций, правильная и эффективная организация уроков грамоты, преимущества использования элементов проблемного обучения на уроках грамоты.

**Ключевые слова:** творчество, творчество, урок, ученик, уроки грамоты, творческое воображение, индивидуальная склонность, качества творческой деятельности, учебный материал, возрастной признак, творческое задание, проблемное обучение, проблемная ситуация, элементы обучения, этап, вдохновение, стремление, самостоятельность. мысль, идея, чувствительность.

### **Introduction**

Today in the scientific and methodological literature we find such terms as "creativity", "creativity". It is no coincidence that these terms appear in the pages of literature. The word "creation" literally means "to create", "to discover something new". Creativity comes in many forms. Interest, inspiration, aspiration, etc., involve the process of creativity from the highest appearance in the human mind to its manifestation. Creativity is a process of human activity that creates qualitatively new, material and spiritual wealth, which in itself reflects the ability of man to work. Labor can be created in such a way as to create a new reality that satisfies different social needs based on knowledge of the laws of the objective universe. Accordingly, it is important and necessary to educate every student in the spirit of creativity, based on the students of social development.

Psychologist N.D. Levitov proved that creative activity is based on the following criteria:





- independence of thinking;
- Assimilation, speed and robustness of educational material;
- speed of mental ingenuity in solving non-standard tasks;
- be able to distinguish the important from the insignificant by going deep into the essence of the events under study.

The conditions for the formation of creative activity of students in primary education are, first of all, the process of emergence, implementation and development of these conditions. They include:

1. The knowledge, skills and competencies that students need to acquire in shaping their creative endeavors.
2. The relationship of theoretical knowledge and practice in the formation of creative activity.
3. Creative activities to create heuristic problem situations.
4. Technological approach to the formation of creative activity of students.

The following requirements are set for the knowledge, skills and abilities that students should acquire in the formation of creative activity:

- To what extent the program has mastered the materials;
- have mastered the basic concepts and rules of the subject;
- be able to independently perform tasks on the chosen topic;
- understand the main problems of the studied topics;
- be able to use teaching aids and equipment, information technology in the performance of tasks;
- be able to demonstrate and develop their abilities;
- be able to set goals to be achieved on the topic, make plans and evaluate the results;
- be able to prove their point of view in the study of topics;
- be able to recommend their own version, etc.

These requirements allow the teacher to know the interests of students, their learning activities, individual preferences, and help to determine the structure of the learning process in this regard.

Today, the main goal of developing the creative imagination of primary school students is to form the younger generation as mature, well-rounded people who are necessary for the development of our society. A well-rounded person is spiritually and physically mature. To develop students' creative imagination, folklore, folk tales, stories, legends, children's encyclopedias, and children's books depicting figurative expressions play a key role. In addition, the heritage of Eastern thinkers, poems and ghazals, works of art serve as a program. Based on the socio-political, philosophical and educational views of such scholars as Ahmad Yassavi, Bahovuddin Naqshbandi,



Al-Bukhari, Abu Rayhan Beruni, Abu Ali ibn Sino, Muhammad al-Khwarizmi, Abulqasim Firdavsi, Amur Temur, Alisher Navoi, Zahiriddin Muhammad Babur it can be seen that the work of developing students' creative imagination becomes more perfect.

The development of the creative imagination of primary school students is a pedagogical problem that is the basis of the educational process, requires constant attention and attention, and does not lose its relevance. One of the main tasks of pedagogy is to create conditions for the full development of creative activity of all children. At the same time, it is necessary to identify students who show deep interest, aspirations and abilities in certain areas, to create all the conditions for their further development. To do this, it is important to create conditions for the development of creative activity of primary school students. In this regard:

1. Preparing students for innovative activities to develop their creative activity.
  2. Establish collaborative activities between teachers and students.
  3. The use of innovative cognitive technologies in the development of creative activity.
- Proper organization of literacy education requires special study of children's speech preparation for it. The special study will begin in August, and even earlier - in the spring. It involves visiting the family or kindergarten of a first-grader, interviewing them, and determining the general level of knowledge of the children. It is known that students come to 1st grade with different preparations. Learning materials are provided in a consistent manner, appropriate to the level of 1st graders. However, students with different backgrounds will have different levels of mastery. The teacher works in parallel with the 3 groups of students during the frontal work in the classroom. For all 3 groups, the study material is "Alphabet", in addition to which you can use handouts, tables, independent work.

Qualities of creative activity in the process of literacy include:

- Passionate and figurative qualities: inspiration, enjoyment, enthusiasm from creative situations;
- figurativeness, organization, sense of novelty and unusualness, sensitivity to contradictions, creative tendencies, the ability to try internal struggles, symbolic creativity, etc.
- initiative, ingenuity, intelligence, originality, diversity, non-standard;
- the ability to find ideas, their relationship to individual, other people's objects of knowledge;
- freedom of thought, emotion and action, combined with the ability to maintain moral values in school, family and other social settings;





sensitivity, the ability to see familiar things in unfamiliar things, and vice versa; ability to overcome stereotypes in solving problems, to go to a special place;

- be able to have a dialogue with the object of study; choose cognitive methods; find the function and relationship of an object to similar objects;
- to determine the dynamics of change of objects, their growth or development;
- be able to create new methods of learning according to the properties of the object;
- to be able to describe hypotheses, conjectures, laws, formulas, theories, constructions: intuition, meditation;
- to realize their abilities in the form of creative work and defense, to gain experience in competitions, Olympiads.

Literacy classes can help students develop independent and creative thinking through the use of a variety of creative tasks designed to stimulate students' creative imagination. The following are examples of forms of organizing such tasks:

1. Encourage students to be creative. The teacher who prepares the students to enrich their creative imagination should first of all arouse the interest of the students in the teaching material presented. In this way, how can the teacher engage the students in explaining the main topic?

Telling unusual information;

- Tell all students what is relevant;
- Provide objective and accurate information during the speech;
- Effective use of figurative comparisons

2. Effective use of cited images, comparisons and adherence to their norms.

In teaching elementary students to be creative in the process of teaching literacy, the teacher encourages students to think figuratively, to articulate a specific problem, to express the idea in a complete sentence and with emphasis on important points, polite. and be alert, use the following phrases: “imagine”, “imagine”, “fly creatively ...” and so on. In addition, the attempt to maintain visual contact should be organized in such a way as to try to look at the audience (3 seconds per participant) and to constantly encourage each response and suggestion.

The use of problem-based learning in literacy classes is also effective in shaping the creative imagination. In addition to heuristic or research methods of teaching, which involve students' independent exploration and discovery of a topic, the process of bringing students into a “laboratory” of creative thinking is also important. Problem-based learning has several advantages in this regard:

1. It teaches students to think logically, scientifically, didactically, creatively.
2. It makes the learning material believable, thereby helping to turn knowledge into belief.





3. He is usually quite impressionable and develops deep intellectual feelings, including an uplifting spirit, a sense of confidence in his abilities and strength, so that he is interested in the students, instills in students a serious interest in scientific knowledge.

4. It has been established that the independent "discovery" of the law of truth does not forget the acquired knowledge, and even if the independently generated knowledge is forgotten, it can be quickly restored.

Based on the above information, the following ways of creating problem situations can be used, depending on the age level of knowledge of the students:

1. Creating a problem situation by comparing the topics given in the textbook of the native language, so that each topic studied requires students to compare sounds, words and sentences and make generalizations on this basis. This, of course, creates a problem. Ask students, "Why?" need to find an answer to the question. For example, when studying the topic of "vowels and consonants", the student first names the vowels and consonants correctly, then compares them, forms words with vowels and consonants, and sentences from words, distinguishes them from each other. requires identification.

2. Create a problematic situation by asking problematic questions. The teacher begins the lesson by asking a problem:

- Specify vowels and consonants separately. What difference do you notice in pronouncing them?
- Write a word with six vowels and letters. Try changing the flour in them to another flour, what changes do you notice?
- Try pronouncing consonant sounds. Write the consonants that make up the noise separately, and the consonants that make up the noise only. An example is set only if the tasks are difficult to complete.

3. Creating problem situations through symbolic images. This method of creating a problem situation uses symbolic images. For example, you may be asked to give pictures and names of "Uzbek melons" and analyze their words, giving opinions on the topic.

4. The grouping and separation of linguistic phenomena is also important in creating a problem situation. In particular, combining words into specific cells and requiring them to find the specific meaning of a word with a common meaning or the general meaning of a word with a specific meaning can create a problematic situation. For example, there are dozens or even hundreds of nesting boxes for learning tools, fruits, vegetables, trees, and flowers, and the teacher assigns a common meaning word to the student's judgment and leaves it to the students to find the remaining words.



Vegetables: carrots, ...

Teaching aids: books, ... etc.

Motivational-interesting aspects of education should also be given more attention in developing students' creative imagination. A characteristic feature of work with students should be the principle of actively influencing their mental development in order for students to be as active as possible, rather than reluctantly adapting to the weaknesses of their psyche. Educators and teachers should not be perceived as having the impression that some children's abilities are average or incompetent or even imperfect. Such students gradually adapt to an increasingly fast-paced and complex learning process.

Proper and effective organization of literacy classes in primary education, of course, affects the learning of students. Another important issue in developing students' creative imagination is the teacher's technologically correct design of the lesson. How to use interactive methods at any stage begins with the design of the lesson. Design takes place in the following stages: 1 - the stage of concentration, 2 - the stage of listening, 3 - the stage of thinking. These steps will help you use the interactive methods correctly and in place, as well as increase the effectiveness of the lesson.

Concentration phase: the teacher identifies the children's initial understanding of a new topic. The goal is to express the initial concepts clearly and freely, to express one's opinion, to increase interest in the lesson. Comprehension phase: in which the teacher enriches the new knowledge by summarizing additional teachings in addition to the initial insights received from the students. that is, the information that the student knows and does not know is supplemented. The purpose of this phase is to build students' interest in the basics, to teach them to analyze and compare, and to teach them how to describe a new lesson. Thinking phase: This phase corresponds to the reinforcement part of the lesson. In it, students analyze the initial concepts and information, think, and consolidate their knowledge. Students comment on the lesson and the topic.

From these stages, it is clear that the approach to evaluating learning outcomes in creativity is unique. It is not the degree of achievement of external results that is examined, but often the deviations from it. The main parameter of students' learning outcomes in the assessment of creativity is not the compliance with the minimum requirements of the standards, but the level of personal growth of the student. In traditional education, the student does not participate in the selection of educational content. In creative activities, the student's learning outcomes are involved in the selection of new content, and the scope of knowledge, skills, activities, and methods used by the student are unlimited.







In summary, in addition to heuristic and problem-based learning, the use of science-based teaching methods and games in the development of students' creative imagination in primary school literacy classes is also advisable. The use of role-playing games is important in primary education. Riddles in the development of students' creative imagination through literacy in primary education, the educational value of the small and ancient genres of folklore is incomparable. In the development of creative activity, the use of forms and methods of organizing scientific activities related to the formation of creative abilities, scientific and creative research, gives its effect. In this regard, creative development lessons include dialogue lessons, discussions, conversations, fantasy, research lessons, problem-solving and problem-solving lessons; participatory classes, modeling, artistic and technical creativity, creativity, making small discoveries, writing essays, creating chronicles, using action games, and using innovative methods will be most effective.

In addition, while primary education is the foundation of student learning, it requires the development of creative activity in students from this class onwards. Therefore, the need to develop creativity in students has become an issue on the agenda. It is important to take into account the age of students in the development of creative activity in students in grades 1-4, the unconventional nature of the lessons in the effective organization of education, the use of innovative methods in the classroom. The development of creative activity in students helps them to develop in all respects.

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