

## CONTENT OF CREATIVE THINKING OF PRIMARY SCHOOL STUDENTS IN AN INNOVATIVE EDUCATIONAL ENVIRONMENT

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### ABSTRACT

This article reveals the analysis of cognitive universal educational actions in the educational process, the development of creative thinking of Primary School students and the content of its positive thinking in learning.

**Keywords:** creative thinking, thinking, teaching, Idea, potential, process, development, environment

Teaching methods are improved because without this process, the provision of knowledge, skills and qualifications from the teacher to the student will not be realized. When interpreting them: the realization of goals and objectives, knowledge and mastery of the material [117]. It is to direct them to activate the learning process. Analysis of practice in schools shows that the issue of consistency of ideas among students is important in teaching subjects.

Expert research shows that creativity at an early age should be considered and developed in a specific general, universal state. The main pedagogical task during this period goes from the development of general abilities to the search for an adequate way of understanding the personality in certain types of activities.

"Creative potential is a complex integral concept that includes natural genetic, socio-personal and logical components aimed at transforming the knowledge, skills, abilities and aspirations of a person in various fields of activity within the framework of universal norms of ethics and behavior" [34].

The capabilities and abilities of Primary School students based on the creation of a new one of the creative activities in the educational process include effective self-awareness. If from the very beginning of his career, elementary students are ready to learn how to solve problems, invent, find a specific solution, this will play a huge role in the formation of his personality in the future. The process of developing creative potential is individual, and this requires conducting separate consistent examinations of the creative characteristics of Primary School students.

The main requirements for the content and organization of educational activities for Primary School students in the field of creative capacity development are: research practice on reproductive assimilation of knowledge; orientation to intellectual initiative, etc. The decisive factor in the development of a person's creative potential is not knowledge itself, but methods of mastering it. Independent work is the most important component of the development of a person's creative potential.

"Pedagogy creative thinking defines activity as a form of human or collective activity, implies the creation of something qualitatively new, previously non-existent.

Creativity in relation to the educational process should be defined as a form of human activity aimed at creating qualitatively new values of social importance for it, that is, important for the formation of the individual as a public subject"[39]. In a broad sense, the term "universal learning activity" refers to the ability to learn, that is, the ability of the subject to develop himself and improve himself through conscious and active assimilation of a new social experience "[39beti]. Cognitive universal educational actions are sought after by nature and are aimed not only at the process of cognition, but also at its outcome, and this is always associated with the pursuit of a goal, its implementation, overcoming difficulties, volitional tension and action. Systematically strengthening and developing, cognitive universal educational actions become an indicator of the overall development of primary students and the basis of its positive attitude towards reading. Elementary students form the idea of the vital importance of teaching[61].

The development of the creative potential of an individual in the educational process includes: develop the knowledge and skills necessary to attract elementary school students to creative educational activities;

involvement of Primary School students in educational creative activities, in which the development of the components of creative potential occurs;

formation of cognitive universal educational actions that contribute to the development of the creative thinking potential of Primary School students: general education, logical, symbolic.

Based on the analysis of cognitive universal educational actions, it is possible to identify the most important components of the creative potential of an individual in the educational process: educational motivation, cognitive activity, independent solution of creative problems, the level of intellectual development.

The activities of the teacher to develop the creative potential of Primary School students include the following stages:

diagnostics of the level of development of creative potential of Primary School students;

it is proposed to use a set of diagnostic techniques to reliably study the components of the creative potential of elementary students;

The methods of forming creative activity in primary school students are diverse. Reading classes help students develop independent and creative thinking, speech through the use of various creative tasks aimed at forming the creative activity of students, modeling activities of educational subjects[117].

Repeating and strengthening the topics covered in the lesson, students repeat what they have read, what they have learned at home, in addition to the lesson, they speak the content of the books they have read, perform tasks for exercises, repeat the rule in their own words.

Constant repetition strengthens memory, develops speech.

Presentation is one of the creative ways to develop the speech of elementary school students, and an elementary student listening to or reading a story intended for a written presentation must master the idea and convey it in his own words. The presentation should look like the student's live speech. Language tools are mastered during the reading of the reader, in conversations, during the analysis of the text. There will be a specific process for them. In the process of composing his own text, he does not strain, does not remember the sample verbatim, but builds the text himself, is able to express the content of thought. Retelling (presentation)

reflects the desire of readers, emotions, to interest the audience. If he" got into the role " sympathizes with the heroes of the story. This will be a specific process for the reader. When his feelings are manifested, it means that the creative level of his speech is high: the retelling is not only remembered, it becomes a created story.

Creative repetition and expositions – the personal, creative moment is the leader and determinant, which is evolutionarily based on an adequate adaptation to the type of thinking associated with the discovery of the emotional and moral influence of creative-imaginary thinking. It will apply to both content and form, foreseen in advance. In particular, literacy gradually introduces elementary students to the world of creativity: description of nature pictures, reading poems, and staging are students' research activities in grammar[117].

A teacher who prepares elementary students for creative thinking activities should first of all be interested in educational material. The model for the development of creative thinking of Primary School students is developed on the basis of ensuring the continuity of the student's educational activity with thinking of cognitive-imaginary level of thinking, as well as the use of role-playing and figurative games. To do this, the teacher must answer the following question: How to interest Elementary students in classes?

When working on this system, it is necessary to adhere to the following methodological conditions: purposefully and carefully select the content of material focused on the new didactic text based on the selected methodological criteria, to promote the cognitive development of students; creativity – creative thinking to ensure the formation and development of abilities; compliance with the psychological characteristics of age, taking into account; axiological criterion, which implies the priority of the value orientation of the child (love for the motherland, respect for national and world culture, upbringing tolerance); includes such as emotional and expressive coloring of the text, expressiveness of speech and mastery of visual skills and serves as one of the expressive means.

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