

## THEORETICAL PRINCIPLES OF FORMING STUDENTS' ARTISTIC-CREATIVE IMAGINATION

Negmatova Zulayho Shermatovna,  
Karshin University of Economics and Pedagogy  
Teacher of a Non-State Educational Institution

### ABSTRACT

In this article, the theoretical basis of the formation of the artistic and creative imagination of students, its originality, the scientific basis of developing the artistic and creative skills of elementary school students based on ethnopedagogical sources are analyzed.

**Keywords:** artistic and creative imagination, student, education and knowledge, creativity, mechanism, pedagogical, psychological, ethno-pedagogical resource

### INTRODUCTION

It is known that the main goal expected from the educational process is to educate a free person who tries to increase their confidence in their profession by creating a model for forming the artistic and creative imagination of students. The scientific-theoretical problems of clarifying the didactic-pedagogical and methodological foundations of educational situations create an opportunity to practically research the issues of artistic-creative ability and imagination formation. It is shown that the mechanisms of creativity, consisting in the development of sensory organs, imagination, thinking and the qualities of will, are the leading pedagogical and psychological factors in the formation of artistic and creative imaginations. Pedagogical scientist Sh. Sharipov, thinking about the theory and practice of ensuring the integrity of students' professional creativity, initially evaluates them in two ways: . The first of them is the development of independent thinking in students' creative activities, the desire to acquire knowledge, the formation of a scientific worldview, and the second is determined by teaching them to independently apply the acquired knowledge in education and practical activities" [1,120].

In general, although the scientific and theoretical problems of students' professional creativity and formation of creative skills have been solved in one way or another in research, ethnopedagogical sources have an important practical and theoretical basis in the formation of artistic and creative imagination. we should not forget that it is one of the important issues in the problem-oriented educational process. The formation of artistic and creative imagination requires getting used to the skills of finding the right practical solution through the development of mental skills specific to preschool education and elementary school. "Development of creative ideas in primary education is carried out through creative organization of education. This is a special point of view, which consists in imagining the problem as a whole system and dividing it into components. Separate components consist of communication, relationship according to components. These lay the groundwork for the separation of hierarchical connections of components - from top to bottom, from general to specific. According to the researches, the creative organization of primary education is divided into interrelated parts such as creative mastering of information content, organization of

creative education, education of children's creative abilities. These help to develop creative imagination in children" [2,32]. U Usmonova touches on a number of scientific issues of developing the creative imagination of elementary school students. In particular, the development of the creative imagination of elementary school students, types of imagination (anomalous thinking, creative active, inactive creative cooperation), improvement using synectics (structural, functional, phenomenal) methods, criteria for evaluating the organizational structure (being able to imagine, being able to think creatively, being able to think independently) and designing levels (perception, remembering, imagining, reacting), the model of developing the creative imagination of elementary school students, the stages of teaching creative imagination (emotional, logical thinking, fantasy), creative approach and imagination) to give priority to the activation (restoration, interpretation, creative activity) and the mechanisms of developing students' creative imagination in extracurricular studies are implemented on the basis of creative technologies of teaching[3,7].

The work carried out on the pedagogical and psychological features of various forms of creativity in students, the scientific and methodological aspects of issues related to mental thinking, is mainly aimed at achieving success in their spiritual, moral and professional activities. At this point, it seems necessary to dwell on the artistic and creative imagination. It is possible to put forward the following theoretical views on improving the formation of artistic and creative imagination of elementary school students based on ethnopedagogical sources. Firstly, artistic and creative imaginations are formed through the systematic teaching of ethnocultural sources. Students try to express their independent opinion with the help of their mental skills by understanding the sources and their content. Of course, educational materials related to the age characteristics of students are taken into account. Secondly, problem-based education is used based on the teaching of ethnopedagogical sources. Pupils imagine ethnopedagogical resources on the topic with the help of mental skills, using the teacher's conversation, setting independent problems during the reading process, or the idea, content, character of a certain work, image tools, and come to a certain conclusion. achieves Thirdly, ethnopedagogical resources are implemented not only in the educational process, but also on the basis of organizing lessons outside the classroom, students' approach to independent sources, thinking about the content of the work, explaining and concluding the problem. Fourth, students are engaged in creative activities and creative tasks based on skills. Creative technologies of teaching are developed and implemented step by step in the formation of their artistic and creative skills.

In the formation of the artistic and creative imagination of elementary school students, such a characteristic is the leading feature in the examples of folk oral creativity included as an ethno-pedagogical resource in the 2nd grade textbook "Reading Literacy". Along with fairy tales, narratives, songs and other genres, examples of folklore consisting of proverbs and riddles are selected as a separate topic in the textbook. We know that in proverbs and riddles, the thought is concise, succinct and conclusive, and students are creative in drawing conclusions based on understanding their essence and resourcefulness. Second, both genres require inference and logic. For example, let's pay attention to the text of the following poetic riddle.

He rises from the "East",  
He misses us every morning,  
We can't stand to see  
Fire-faced Scarlet (p. 20).

The answer to the riddle is "the sun", which is one of the modern riddles. In this, attention is paid to the color, shape and characteristics of the color, the problem that the students were initially puzzled by. The sunrise from the East is compared. Animating and metaphorical appearance are articulating the pictorial expression of the sun. In order for the students to find the answer to the riddle, the teacher asks the following questions. Which side of our country is east? What do we miss if we don't see and feel? Describe the color red. What's up with Fire Face and more. Pupils will understand the appearance of the sun, the light of every morning, reddening like fire, and the ingenuity that is the solution to the riddle will reveal its essence. The teacher will draw a color view of the goat. As a result, a fire-colored image is created in front of the students' eyes, and it is explained that without the sun, the morning does not shine, and the sustainability of the whole earth and life takes place through the sun. The teacher's question for independent replacement of the words "east", "dawn", "fire", "red" expands the form of artistic and creative imagination of students.

Teaching riddles is not only the basis of educational activities, but also a source of independent learning. The teacher can do this by recommending the text or books of his choice. Or students are tried to create riddles based on the recommendation of the names of independent objects and events. In this case, the process creates the need to understand the theoretical concepts of the riddle, the factors of its occurrence. For example, the following riddle representing the sign, behavior and form of the word "horse" is explained by the teacher, and the theoretical concept of the riddle is explained by the teacher.

To'rtidir uning oyog'i,  
Temir mixli tuyog'i,  
Manzilga yetishtirar,  
Toshdan qattiq tuyog'i.

Pupils will develop the ability to make an independent riddle about a horse, and with the help of the text, they will artistically and creatively form its features related to its appearance, movement, being a pet, and being respected by people. Each character and behavior is focused on. Based on the formation of artistic and creative imaginations, students' creative skills are formed. The formation of the scientific and theoretical foundations of the formation of artistic and creative imaginations of students is one of the important tasks facing problem-based education.

In short, it is important to improve the effectiveness of the educational process by developing the theoretical foundations of the formation of the artistic and creative imagination of students, and for the development of students as an independent seeker and a person who expresses his opinion freely.

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