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PEDAGOGICAL FEATURES OF THE DEVELOPMENT OF CREATIVITY IN PRIMARY SCHOOL AGE

Usmonnazarova Shoira Shukhrat kizi
2nd Year Master's Student in the Field of "Pedagogy and Psychology"
Bukhara State Pedagogical Institute

Abstract
Creativity is understood as an ability that reflects the deep property of individuals to create original values and make non-standard decisions. The author refers to this concept in connection with the fact that the main requirement for education today is the development of a creative personality capable of going beyond the known, making non-standard decisions, creating products characterized by novelty. Psychologists, when characterizing creativity, point to the problem of abilities and most often creativity is considered as a general creative ability, the process of transformation of knowledge.

Keywords: Pedagogical conditions, creativity, primary school students, sphere of personal development, interdisciplinary connections.

Introduction

It is generally believed that creativity can be developed through special training. Despite the fact that creative abilities are the object of special development in the learning process (L.V. Zankov, D.B. Bogoyavlenskaya, V.V. Davydov, A.Z. Rakhimov, etc.), in general, in domestic psychological science the development of creativity in the learning process is studied extremely little, the factors influencing the development of creativity are not sufficiently investigated. Experimental studies indicate that exercises aimed at the development of intellectual functions without reliance on personality contribute little to the formation of creativity. In this connection complex approaches to creativity formation are necessary. They argue that creativity is associated with the development of imagination, fantasy, hypothesis generation (L.S. Vygotsky, V.V. Davydov, Y.A. Ponomarev, A.G. Shmelev) [8].

Materials and Methods

According to L.S. Vygotsky: "There is one basic fact that very convincingly shows that a child must grow up to literary creativity. Only at a very high stage of mastering speech, only at a very high stage of development of the personal inner world of the child becomes available literary creativity. This fact lies in the lag in the development of children's written speech from oral speech". It is the lessons of literary reading from the first days of a child's stay in school contribute to the formation of oral and written speech, as well as the development of creative abilities of schoolchildren, because the student in the educational process tries to take the

position of a researcher, creator. The teacher's goal is to bring the personality of each student in the mode of development, awaken the desire to learn.

The development of creative abilities through literary activities will be successful if the following conditions are observed:

1) use a set of methodical techniques aimed at the development of creativity;

2) use exemplary author's and folk works;

3) foreign literary material should be based on children's knowledge of domestic literature, so we will teach them to respect their culture and enrich their outlook;

4) to carry out continuity between the primary and senior levels of education.

One of the most fertile ways to activate the creativity of students is to work with a proverb.

To develop children's creative abilities we used the methodical technique proposed by T.D. Zinkevich-Evstigneeva - fairy tale interpretation. Composing fairy tales is one of the effective methods for the development of children's creative abilities, it promotes self-expression of a junior schoolboy [4].

Thus, one of the socio-pedagogical conditions for the development of creativity is the use of appropriate programs, methods and techniques of teaching. As the main conditions contributing to the development of creative abilities, we highlight the position of the teacher in relation to children and the content of training programs.

Primary general education is the first stage of general education, the purpose of which is to acquire basic general educational knowledge by students, ensuring the development of cognitive abilities and social communication, as well as the formation of basic skills in the educational activities of children of primary school age. The modification of the model of primary general education at the moment creates the condition for the need to implement educational technologies that will be focused on the development of students, taking into account their characteristics and the comprehensive disclosure of their intellectual and personal potential. The development of creative abilities and creativity of children of primary school age is an integral line of personal development of students in primary school and requires both specially selected educational content and a targeted selection of related pedagogical technologies. Let us dwell in more detail on the justification for the selection of pedagogical technologies that allow solving the problems of developing the creativity of primary school students in educational activities implemented in lessons.

Currently, there are many interpretations of this concept, we will present some of them. B.T. Likhachev understands pedagogical technology as a certain set of psychological and pedagogical attitudes that determine a specific set and arrangement of forms, methods, ways, techniques of teaching, educational means; pedagogical technology is an organizational and methodological toolkit of the pedagogical process.

V.A. Slastenin understands pedagogical technology as a set and sequence of methods, processes of transformation of initial materials that allow obtaining the final result (product) with given parameters. G.M. Kodzhaspirova, in her definition, presents pedagogical technology from the point of view of a certain system of methods, techniques, steps, the sequence of implementation of which ensures the solution of problems of education, training

and development of the student's personality, and the activity itself is presented procedurally, i.e. as a certain system of actions; development and procedural implementation of components of the pedagogical process in the form of a system of sequential actions that ensure a guaranteed positive result [1]. Summarizing the proposed definitions, we can conclude that pedagogical technology as a whole is understood as a built model of joint pedagogical activity of a teacher and students in designing, organizing and conducting the educational process with the provision of the most comfortable and productive conditions for participants in the educational process.

Results

The peculiarities of pedagogical technology also include the fact that each technological element, system, chain, technique must find its appropriate place in the integral pedagogical process. But it should be taken into account that no technology can replace live, emotional human communication. performance of activities, V.N. Druzhinin and E.E. Tunik formulated the main conditions for the development of creativity, which are typical for children, including children of primary school age.

1. The influence of family relationships on the development of creativity of primary school students: harmonious relationships between parents, as well as between parents and children; the creative personality of parents as a standard and subject of identification; the unity of intellectual interests of all family members; parents' expectations towards the child: expectation of achievements or independence.
2. Social and pedagogical conditions for the development of creativity at school: implemented programs, used techniques and methods aimed at developing creativity; trusting relationships in the classroom; allowing and encouraging children's curiosity; stimulating responsibility and independence; emphasis on independent developments, observations, feelings, generalizations, comparisons; social reinforcement of creative behavior [5].

The cognitive aspect reveals creativity in comparison with the level of human intelligence. Since this phenomenon is a problem of the relationship between the creation of something new and the acquisition and application of already developed knowledge and established skills. In accordance with this, creativity is identified with the intelligence of an individual and can be measured using the IQ. Scientists who study the intellectual abilities of an individual argue that a high level of intelligence development implies a high level of creativity development. In the personal aspect, creativity is a feature of a creatively gifted person associated with the creation of new material and ideal products.

For representatives of this direction, the fundamental point is the study of the personal characteristics of creative people, as a result of which their generalized personal portrait is created. In this regard, in the studies of E.E. Podguzova we find the following criteria of creativity [6].

1. Non-standard. There is an unjustified shift in the meaning of concepts: the ability to create is identified with non-standardness, non-standardness, in turn, with originality. Non-standardness is a broader concept than the concept of originality.

2. Meaningfulness. The more the result corresponds to this criterion, the more creative it is.
3. Product value: the product must make a vivid impression and be generalizable, economical, cause irreversible changes in human experience, contain unusual sensory images or transformations, be valued or used by society or representatives of the sphere in which it was created. The development of creativity throughout a person's life occurs unevenly.

The study of the features of the development of creative activity of primary school students was carried out by L. S. Vygotsky, B. M. Teplov, V. Stern, teachers V. N. Druzhinin, V. D. Shadrikov and others. The basis of the learning process is the problem of developing creative thinking of primary school students and is considered an «eternal» pedagogical problem, which does not lose its relevance over time, requiring constant, close attention and further development. Modern primary school is aimed at achieving new results, solving vitally important tasks and problems. One of the main tasks facing the educational process is the education of a creative personality, starting from the first days of being at school. This task finds a response in other educational programs, in the advanced processes that occur in a modern school. During this period, students form the main mental processes and personality traits, the main new formations of this age appear - the ability to reasonable and purposeful actions and self-control. And creative activity is formed in the process of activity with a constructive focus, which makes younger students learn new things, be surprised and find quick solutions in unusual situations.

The study of creativity of primary school students was organized by N. P. Kondratieva (2017) during modeling classes in the children's art school of Saransk. As a result of the conducted psychodiagnostics, it was revealed that in 82.1% of the subjects the level of development of imaginative creativity corresponds to the norm, in 14% it is above the norm, in 3.6% it is slightly below the norm, which, according to the researcher, is not sufficient for children studying in an art school. After the experiment, including a system of developmental tasks for the development of creativity, the indicators of «Imaginative creativity» had reliable differences in the experimental group compared to the control group (Kondratyev, 2017). The study conducted by Chumanina R. D., Vashlaeva T. P. (2018) in the Saransk school on the study of creativity in primary school children revealed that the organization of the development of creativity and its components in the joint play activities of primary school students in the experimental group significantly increased in terms of flexibility and productivity of thinking. The ability to quickly switch from one idea to another, the ability to produce ideas that differ from generally accepted ones, as well as the ability to follow the algorithm for solving a given problem were clearly demonstrated (Chumanina, 2018). In order to identify the effectiveness of using creative workshop technology to develop creativity in primary school students, a study by A.I.Kashnikova (2020) was organized in Krasnoyarsk. As a result of the experimental study, 3rd grade students were immersed in an atmosphere of creativity, mastered the methods of creative activity, and they developed a constant need for creativity (Kashnikova, 2020). The study by E.A.Trofimova (2022), conducted in St. Petersburg at a lyceum for 4th grade students, revealed the dynamics of the development of the aesthetic component of creativity, and in particular the originality of associations. Improvement in the indicators of aesthetic

components in students is direct evidence of the effectiveness of using art technologies in the learning process (Trofimova, 2022).

Discussion

V. S. Yurkevich suggests distinguishing between “naive” creativity as a natural creative activity of preschool children, not associated with overcoming stereotypes, and “cultural” creativity, which is the result of their cognitive and personal development. The disappearance of “naive” creativity explains the decline in creative activity of children in elementary school. According to the data obtained, this decline may be observed earlier in especially intellectually gifted children, so their creativity indicators at a certain stage may be lower than those of their ordinary peers. However, under conditions of stimulation of creative development, a high level of intelligence contributes to a more rapid development of “cultural” creativity, as a result of which the indicators of gifted children begin to outpace the indicators of other children [9]. Researchers of creativity development in ontogenesis agree that the age from 5 years is especially sensitive to the development of this quality, and the age stage following it - primary school age, has untapped potential and requires the creation of an environment that develops children's creativity. Summing up the analysis of psychological and pedagogical literature, we note that the concept of «creativity» implies not only and not so much a special mental process, but the result of a specifically organized perception, processing and reproduction of various aspects of objective reality. The concept of «creativity» is more oriented towards the personality, being a condition for the creative self-development of the personality, as well as a significant reserve for its self-actualization, which can manifest itself in thinking, feelings, communication, individual types of activity, characterize the personality as a whole and / or its individual aspects, products of activity, the process of their creation.

Full-fledged living through this age and its positive achievements is a necessary foundation on which the further development of the child as an active subject (type, element, personality) of knowledge and activity is built. In order for a child to be able to get used to and navigate in modern society, as well as in a huge flow of constantly changing information, he needs to think independently, unconventionally, critically and creatively, which must be taught. Recently, the requirements for the education and development of children of primary school age have changed greatly, which are reflected in the Federal State Educational Standard of Primary General Education, where special attention is paid to the development of logical thinking, the ability to solve non-standard problems [11].

Primary school age is marked by the beginning of educational activity. The psychological side of educational activity is the process of assimilation by children of knowledge of different content and different levels of complexity, as well as the process of assimilation of methods of using this knowledge. The process of assimilation of knowledge by children is associated with the unification of social and personal experience. Thus, in the process of learning there is a constant enrichment of one's own experience. Entry into school encourages the development of the child's motivational-need sphere. Numerous needs are objectified and, as a result, stable motives are formed. In the process of learning, the child begins to look at his current experience

in a new light, as well as to imagine his future world. His whole life is transformed under the influence of a new significant activity - the activity of cognitive learning. During this period, it becomes the leading one and, following the position of D. B. Elkonin, that the leading activity determines all other age-related types of activity, that they are formed and differentiated in it, it is legitimate to say that creative thinking falls under the auspices of the educational process. Studying requires constant mental activity from a child, it is necessary to activate it from the external sides, which leads to the rapid development of their mental abilities. Thanks to which observation develops; imagination, attention, memory are activated, stable volitional qualities of the personality are formed. This set of qualities and properties is the basis of creative thinking - it is characterized by somewhat spontaneous and chaotic activity, a fairly strong system of connections between mental processes (especially between memory, attention and thinking), and is also largely based on cognitive motivation and imagination. The subject of creative activity at this stage is the educational material and the child's everyday life. Children often reveal themselves in the creative process: they solve creative problems without fear, approach their home life in an unusual way, easily and quickly transfer knowledge from one area to another [10].

Conclusion

At this age, children's movement from simple to complex is formed according to the principle of superposition, i.e. sensory and active knowledge remains relevant for a long time along with mental knowledge, due to which there is an enrichment of experience, which is essential for solving creative problems. A feature of this age is the analysis of material, which is given easier than synthesis, therefore creative analytical problems are solved by younger students much more successfully than synthetic ones. It is important to emphasize that the creative thinking of younger students often develops according to the divergent type. Therefore, younger students have a tendency towards an analytical approach and a more pronounced ability to compare to find differences, rather than similarities. The operation of generalization also develops successfully. It gives rise to a rapid development of the ability to solve creative problems, first on the generalization of the sensory and practically active plan, then on the figurative-conceptual and conceptual-figurative levels. The study of the cognitive activity of children shows that by the end of primary school there is a surge in research activity. By the age of 8–9, children, reading or observing various life phenomena, begin to formulate search questions to which they try to find answers themselves. By the age of 11–12, almost all children direct their research activity to formulating search questions. This happens because schoolchildren try to understand and comprehend cause-and-effect relationships and laws of occurrence of various events.

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