

THE IMPORTANCE OF CREATIVE CREATIVITY IN IMPROVING THE MECHANISMS FOR DEVELOPING DISCIPLINE IN THE MINDS OF ELEMENTARY SCHOOL STUDENTS

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Abstract

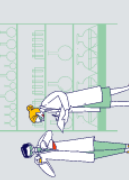
This article explores the importance of creative creativity and the implementation of this process in improving the mechanisms for developing discipline in the minds of elementary school students.

Keywords: creative creativity, discipline, psychological state, mechanical memory.

Introduction

(Matthew 24:14; 28:19, 20) In today's technological world, society's need to bringing up and educating creative people who have a nostalgic view of problems and who are able to adequately and quickly respond to the changes that are taking place in the world is being sharply demonstrated. Therefore, many philosophers, psychologists, sociologists and teachers both in Uzbekistan and abroad have intensified their research on the problems of creativity, creativity and creative thinking. These events are studied from a variety of perspectives: programs for the development of theories and creative thinking of individuals are developed; attempts are made to develop a contextual apparatus of the concepts being considered; "Portraits" of a person's creative personality are created; learns creative thinking and creativity. The various definitions of creative thinking that exist (productive, hectic, independent, divergent, creative) reflect the complexity of the nature of this psychological process and therefore it is impossible to develop common standards and development strategies for all its manifestations. It has been observed that the way of thinking depends in many ways on the entire education system. Currently, the method of explanation and illustration dominates the learning process in elementary schools. Its essence is that the teacher extends the ready-made "system of knowledge" envisaged in the program and the reader must understand the incident, study the relevant material from the textbook, and recount it. Therefore, it turned out that a primary school student was not included in the process of active research, "discovering" new events and facts, i.e. traditional education did not set a goal of developing the creative thinking of elementary school students. It is important to note that primary school age is the most sensitive period for the development of creative thinking [1].

Thus, it is important to develop creative thinking in elementary school students using methods that encourage students to develop active creative thinking, flexibility of reasoning, speed and

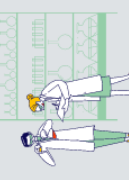


uniqueness of answers. Creative thinking develops only when students have learning problems that do not have ready-made samples. The productivity of thought depends on creating the optimal working environment, creative environment. Defining creative thinking as one of the types of thinking that is characterized by the creation of new products and new formations subjectively in the cognitive process, we consider it necessary to organize it to effectively develop and develop creative thinking. The form of free artistic activity and communication should often differ from those organized in the educational environment of elementary school students. This is an unconventional technology that creates an atmosphere of convenience, openness, looseness, contributes to the development of children's entrepreneurship and independence, creates an emotional positive attitude to activity, and creates a situation of success.

Today, there are various extracurricular activities for teachers to develop the creative thinking of elementary school students: play, cognitive, problematic communication, free-time communication, artistic creativity, social creativity, tourism and municipality, and so on. We offer science. Let the community consider a form of post-school education that can unite all of these areas. It is a club of interests that adults and children with an emotional-aesthetic, cognitive, general cultural, creative orientation can interact with. The club's activities include the optimal ratio of perception, labor, free communication and gaming processes for early childhood - it maintains the whole foundation of the individual being formed. In addition, the club is a form of democratization of school life and an interesting way to direct children's social activity, including them in community activities.

A school club is a team to eliminate the "gap" between children and adults; mutual assistance in development serves to work on changing oneself and the world around it on the basis of self-government. From the point of view of the club's activities, a child's creative thinking primarily displays characteristics such as fluency - the ability to give the maximum amount of thoughts that appear in a unit of time; flexibility - the ability to express different opinions; originality - the ability to create new non-standard ideas; independence - the ability to work independently without the help of others; the level of awareness of the task being performed. The formation of a child's creative thinking in elementary school requires gradual development and the use of special methods. In our opinion, from the point of view of the interest club, a system of lessons is needed for children. First of all, it is necessary to develop the fluidity of thinking, then flexibility, and only then move on to action.

Features such as autonomy and awareness of the tasks performed develop in the process of working on fluency, flexibility and uniqueness. It envisages the establishment of free communication in a club setting, the creation of such a student community with characteristics that contribute to the teacher's self-awareness and child protection, which contributes to the development of an individual. . This system is good because students dive into interesting activities that have been thought out and planned by them. During this initiative, not adults, but the interests of children and the upbringing, change, formation of the individual are carried out. The mechanism of individual development is a creative competition, in all its forms: from creating valuable ideas together to implementing them in specific activities. It is important to



note that creativity is obligatory in everything, because children who are free from adult care and are absorbed into the conditions of the need to find an independent solution are doing everything creatively. Also, motivation for action occurs by promoting and disclosing the "small talents" that each student has. Thus, we consider the pedagogical system of extracurricular activities aimed at humanitarianizing interpersonal and creative relationships and democratizing school life necessary for the purposeful development of the creative thinking of elementary school-aged children. a continuous co-operation process of creativity of teachers and students and parents is organized; the age characteristics of elementary school students are taken into account and the activities of children of different ages are activated. Clearly, changes are also needed in elementary school discipline and learning to develop the creative thinking of elementary school students. To organize the work of the group, we were convinced that a teacher who could simultaneously organize an extracurricular form of work, armed with knowledge of the artistic thinking and psychology of a primary school student, who could organize the diagnosis and development of the artistic thinking of elementary school students, needed a professional teacher.

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