



STUDENTS IN PRIMARY EDUCATION TECHNOLOGIES FOR THE DEVELOPMENT OF CREATIVE ABILITIES

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Article history:		Abstract:
Received	13 th October 2022	The main directions of development of creative abilities of students in primary education in this article. Stages of development of creative abilities in students. Examples of assignments that serve to develop the creative abilities of students are given.
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Particular attention is paid to creating the necessary conditions for the growing younger generation in our country to receive excellent knowledge in every possible way, to have intellectual potential and to master the secrets of science. In particular, in the "strategy of actions in five priority areas of development of the Republic of Uzbekistan in 2017-2021" further improvement of the system of continuing education, increasing the possibilities of quality educational services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market " is defined as one of the important issues of In primary education, the development of the creative abilities of students is considered one of the main areas, the educational tasks of the discipline and creative thinking develop at different stages:

- school education. It is a school that participates in creative activities

In the central part of the consciousness of students, thinking is formed at the same time, it is the period of development that the creative thinking of students of primary school age is formed. They are quid:

- special meaning, because today the demand for creative abilities and effective methods of solving problems is growing;

- to be successful, it is a very important factor to develop the specificity of thinking as much as possible in the future;

- before and after, there are more opportunities for success in life.

The process of developing the creative abilities of Primary School students occurs without understanding the importance of these psychological techniques and tools. This process is exactly what gives rise to a large part. Readers cannot master the methods of systematization of knowledge, which in turn is based on creative thinking. It is known that a developed Reader creative thinking adapts faster to different processes and finds various non-standard solutions that arise in the face of situations.

In elementary school, there are students who are not interested in working in class.

It was this that led to the development of a non-standard methodology. In this case, the main focus is on mathematical problems that allow them to increase motivation and

aimed at the activities of children in the lesson.it is known to us that a comprehensively formed person does not argue with anyone. The developed and creative thinking personality of a young student will have to solve useful and non-standard mathematical problems.

Non-standard mathematical problems are formed in students as follows:

1. Qualities inherent in a creative person: originality, flexibility of response, fluency and details. Tasks of this type are constantly presented in an entertaining form, and also become a habit.

2. Intellectual labor. When solving such problems, the young student will not only learn, but also acquire the content of the mathematics course, as well as the ability to think creatively. Therefore, the reader will have to be able to solve not only the usual tasks, but also non-standard mathematical problems.

It should be noted that creative thinking is associated not only with

a kind of thinking. In the process of creative thinking, the following appear: motivation, goals, assessments, neoplasms related to meanings, the most cognitive activity.

When a teacher evaluates creative thinking as an integral part of a modern lesson, then mathematicians will be able to solve these non-standard mathematical problems and will make it possible to teach children of primary school age to accuracy.

Usually develops the correctness of thinking, creative thinking. But the problem arises in primary school students in the process of performing such tasks: difficulty in making decisions, the teacher sets several conditions.

The effectiveness of teaching primary school students to solve non-standard mathematical problems is as follows:

1) tasks that must be included in the educational process in a given system, with a gradual increase in complexity, since the impossible task is not satisfactory because, it affects the development of students;

2) it is necessary to provide students with maximum independence, which allows them to solve problems, in the process the teacher (end in the wrong way, make sure of the mistake, go back to the beginning of the problem given and look for another, correct solution) gives assignments;

3) it is necessary to help students understand the problem through some techniques, through general approaches to solving non-standard arithmetic problems.

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choosing practical material (for work in groups and in pairs). Uses: a number of computer programs such as "development", "entertainment"

mathematics can be done through", "simulator", "learning logical thinking".

In mathematics lessons, children are offered the following tasks:

the development of creative thinking through logical thinking, analysis, comparison, synthesis and generalization, which is closely related to such techniques as much as possible. The teacher gives the following examples.

Example 1. The task of increasing difficulty.

Rabbits and pheasants are included in the cage. 35 heads of animals and

He has 94 legs. How many rabbits and how many pheasants were in the cage?

Example 2. The task of ingenuity.

In one house, it is necessary to clean 1 room, and 24 pupils lived in it. In the central room and in the extreme rooms, where the landlord lived, the students consist of 3 people each.

In the evening, he checked that there were 9 people on each side. Once

4 more comrades came to the students. The owner walked around the house, but when they saw with each one, there were 9 more people on the sides. When the friends left, four more readers came to them. And the owner of the House did not notice anything. How did readers manage the owner of the House?

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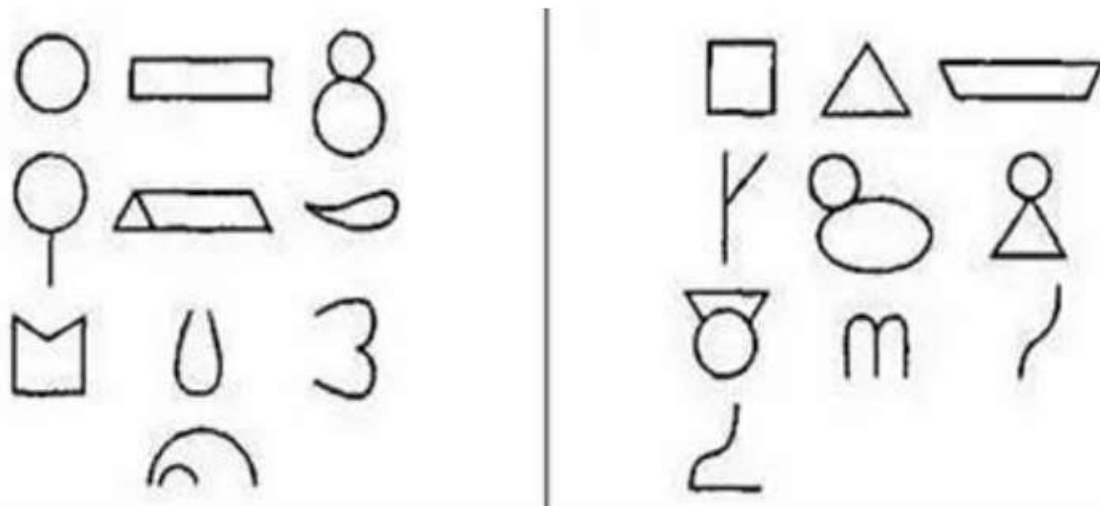
He has 94 legs. How many rabbits and how many pheasants were in the cage?

Example 4. Task with an unusual solution.

There are three switches at the entrance to the room and three lights at the door. What do you need enter this only once in the room (it is impossible to leave the room), determine which lamp is suitable for which key?

Organization of work.

As a Material, one (of the proposed two) is used, in which a set of Cards is presented in an indeterminate form, on each of which a single number is drawn.



In place of the conclusion, it can be said that the issue of developing the creative abilities of Primary School students is considered relevant. In the formation of a student with creative abilities, the tasks and issues given above are most effective and contribute to the development of creative abilities. Therefore, the leading role is played by the ability of a beginner teacher to use the methodology of working in classes, his skills and non-standard tasks in training.

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