



 Research Article

WAYS TO FORM CREATIVE THINKING OF PRIMARY CLASS STUDENTS

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ABSTRACT

The article provides feedback on the methods of organizing creative and independent work on the basis of an artistic text among elementary school students of general secondary education institutions and methods of effective management of it scientifically and methodologically. The importance and important conditions of effective methods of forming creative and independent thinking in students are justified.

KEYWORDS

Text, artistic text, student, elementary school, thinking, creative thinking, speech.

INTRODUCTION

New programs and textbooks for primary classes have been created in our republic in recent years. In the reading programs, more importance is given to the analysis of the artistic text, and more

attention is paid to the use of various types of tasks and technical tools for working on the text.

It is known that personal feelings lie on the ground of education. Therefore, the formation of

any creative thinking is a phenomenon related to personal feelings. The formation of creative thinking in a person and the development of his language features include such qualities as words, sentences, thoughts, speech, behavior. Accordingly, in order for elementary school students to master the concept of creative thinking at a young age, it is appropriate for the teacher to conduct each lesson in accordance with their age characteristics.

In this regard, the role of the mentor-teacher in the formation of creative thinking in the minds of elementary school students is incomparable. It is possible to achieve a good result in education only if the teacher shows a personal example. In this place, responsibility and advanced methodical training are required from the teacher to form creative thinking in elementary school students.

Formation of creative thinking in elementary school students is considered one of the main tasks of the society. Education of free-thinking, deep and profoundly conscious children is the ground of education of a perfect person, which is the main problem of the teacher. The growth of students' thinking affects not only the mental and physical development of students, but also their ability to behave freely in the team, and to

develop into spiritually mature, high-level specialists.

Since our society has made it a priority task to educate young people to be intelligent, deep-thinking, hardworking, and free-thinking, it should not be forgotten that the implementation of this task is primarily the responsibility of school education.

Therefore, it is appropriate to develop ways and means of introducing the main content and essence of the educational process related to the formation of creative thinking.

In the organization of the lesson process, it is important to give students various independent tasks, recommend interesting stories, artistic texts, and then hold discussions with them on the read texts.

In general, forming the creative thinking of primary school students as a social order plays an important role in improving the content of primary education in the development of society. In this process, general cultural and moral skills and literacy skills of the student are formed.

Primary education is the first social stage in human life. Because primary education gives

direction to children's mind, will and intuition from a young age. Under the care of adults, the student develops his thinking, acquires basic understanding of the surrounding environment, knowledge and skills in the life of society.

The formation of a student's creative thinking depends on the knowledge acquired at the stage of primary education and the results of educational work. Accordingly, the task facing primary education is very important. Primary education should connect the child's life with the interests of society, move from internal relations to social relations, and achieve that the life goals set for him are in common with the goals of society. For this purpose, the elementary education teacher should carry out educational work aimed at a specific goal in the formation of children's creative thinking. In the content of these works, it is desirable that preparation for work, social and personal life, cooperation, sincere communication, mutual assistance, etc. take a large place. The responsibility of primary education in forming the creative thinking of the young generation is particularly distinguished.

A teacher who has pedagogical skills in the formation of creative thinking can achieve great success. For this, it is necessary for teachers to

have a positive influence on children, taking into account the specific characteristics of children, first of all, having a good understanding of the nature and function of thinking. One of the important characteristics of elementary school students is their sense of trust in the teacher, and in this the teacher has a great opportunity to influence the student. Therefore, the educational activity leading in the development of elementary school students is very important, the personality of the teacher and the style of communication and relationship with the student.

In the context of forming creative thinking, children receive preliminary lessons about literary language, speech, culture, communication, thinking. As a result, along with creative thinking, independence and initiative develop in children.

In the formation of creative thinking, students should not be limited to giving special knowledge, but should be able to create a comfortable environment for thinking, language, speech, communication, expanding their imagination of words, sayings, thoughts, enriching their spiritual world, acquiring knowledge in their activities. Therefore, it is necessary for the teacher not only to impart knowledge, but also to create

conditions for the formation and development of students' creative thinking.

An important task of forming creative thinking is to help the student to engage in activities and relations with members of society through his individual life style. To solve this task, it is necessary for the teacher to have psychodiagnostic methods and some skills, and to equip students with the means of self-realization of care and loyalty.

The formation of students' creative thinking is not limited to mastering the methods of mental activity, but also depends on him and the system of relationships that surround him.

The teacher should pay attention to these aspects when forming students' creative thinking. A comfortable environment for students ensures their normal development.

Along with social factors, his activity also plays an important role in the formation of creative thinking of elementary school students. Activity refers to various activities that the student engages in and communication during these activities. The development of the student's thinking, his attitude to existence is formed in the

process of his activity. The main type of student's activity is reading, in which the development of creative thinking depends on the correct organization and purposeful orientation of this type of activity.

Another feature of formation and development of creative thinking of elementary school students is their need to interact with society. It is through the need to enter into a relationship that the student can enter into various forms of cooperative activity, satisfy his various needs, and form new needs that are necessary for him and for the person in general.

It is also based on the fact that the interest of young students in the lesson, the ability to deeply analyze the essence of events and events, and the fact that they penetrate deeply into the essence of social life. In forming the creative thinking of elementary school students, the opinion of the school team where they are studying, and their compliance with the moral norms and rules accepted by the society are of great importance.

When a certain idea is expressed in words, the process of thinking is carried out. Expressing an idea in words is a complex process that consists of stages such as the motive of expression (speech

goal), internal speech, and external speech expression of an idea.

In elementary grades, the artistic text is analyzed based on the following important methodological rules:

1. The ability to analyze the content of the text and read correctly, quickly, consciously and expressively formation is a process.
2. Explaining the ideological and thematic foundations of the text, its images, plot line, construction and visual means ensures the general development of students as individuals and the growth of connected speech.
3. Relying on students' life experience is the basis of conscious perception of the content of the text and a necessary condition for its analysis.
4. Studying in the classroom is a means of activating students' cognitive activity and expanding knowledge about the environment.

When analyzing the text, it is necessary to take into account its emotional impact. The reader should not only read the text, but also be excited

by the story that the author is excited about. At the same time, while analyzing the text, it is necessary to awaken the thoughts of the students, to educate their aesthetic taste. Nowadays, in the book "Mother language and reading literacy" for primary classes, artistic texts of various genres are given, and life is reflected in the artistic text through images. At its center is man, his relationship to nature and society. The rules of describing the existence and reality in the artistic text by means of images, giving objective content and subjective assessment in concrete material are of great theoretical and practical importance for the methodology.

Firstly, working on the text focuses on the author's reaction to the events described in the text. Students gradually begin to understand the specific features of depicting reality through images. Secondly, any literary text describes specific historical events. It is possible to give a true assessment of the text only when the events in the text are approached historically. Thirdly, it is appropriate to introduce the writer's life and views to the youth of the students. Fourth, when analyzing a literary text, it is important to teach students to understand the ideological direction of the text.

Psychologists say that understanding a literary text is not enough to understand it. Perception of the text is a complex process, which includes the emergence of some kind of attitude towards the text and the reality described in it. Primary school students have two attitudes towards a literary character:

1. Emotional response to a literary character.
2. Elementary analysis.

Students use their personal understanding to evaluate the characters in the text. They lack vocabulary and experience to evaluate other qualities of the hero. The task of the teacher is to show the qualities that the students did not notice and to introduce them into the speech of the students. It is worth paying attention to one more thing:

1. Readers do not take into account the circumstances in which he acted when expressing their relationship to the hero of the text.
2. They can't understand why the hero has to do this, they need to do something for him.

Different texts are used in elementary school reading. For example: a poem, a fairy tale, a story,

a parable, a narrative, a riddle, a proverb, the texts of popular scientific articles, etc.

These types of texts are selected depending on the student's age, worldview, changes in nature, seasons, holidays, and the sequence of specially celebrated days. If we look at the textbooks of mother tongue and reading literacy, the above-mentioned types of texts complement each other consistently. If the text of one story is given, then we see that a proverb and a riddle corresponding to the story are given. These, in turn, come in handy during the process of working on the text.

In the process of working on the text, it is considered appropriate to use the following types of work:

1. Work on vocabulary;
2. Retelling the content of the text;
3. Use of text-based test tasks;
4. Using questions and assignments based on the text;
5. Draw a picture corresponding to the content of the text;

6. Create a new text according to the content of the text.

It is known that the influence of the texts read in childhood accompanies a person throughout his life. Concepts and imaginations that have settled in the imagination at a young age always seem to be correct. It is necessary to make more and planned use of the above types of work in the formation of creative thinking of primary school students.

Ensuring the learning of the most important words for the planned development of creative thinking of primary school students is also an urgent issue.

In addition to learning some words, elementary school students learn to pronounce phrases, which has a positive effect on their speech development. It is especially desirable to form the creative thinking of elementary school students.

Also, parents, relatives, peers, classmates, household items, toys, the place where the child lives, yard, street, alley, garden, school, class group, lessons, various activities, mass media, children's activities, animal world (birds, reptiles), nature, environment, travel, socio-

political events, various professions, fiction we can enter.

- It is known that for the development of creative thinking of elementary school students, familiarization with natural objects, artistic texts, teaching literacy, and in this case socially useful work are used.
- Formation of creative thinking based on these tools in specially planned and organized trainings will bring effective results. It is necessary to comply with the following requirements:
 - taking into account the purpose, content and duration of training
 - planning while taking;
 - formation of children's speech culture is independent in training
 - clear definition of activities;
 - among subjects such as mother tongue and reading literacy, Education
 - establishing contacts;

- solving specific issues related to the education of thinking (content of training,
- clearly defining the time and method of transfer);
- interest in activities related to the formation of creative thinking in students wake up
- maintaining consistency between planned training sessions;
- words aimed at specific goals at all stages of training study.

The study of the knowledge, skills and qualifications of elementary school students on this issue in republican schools made it possible to identify several cases:

1. In the thinking of some children, there are situations such as ignoring what the teacher is saying, doing assignments in a sloppy way, talking to the friend sitting next to them in class. Such behavior negatively affects the general situation in the classroom.
2. In practice, due to certain reasons, some children have speech disorders. Speech disorders

of one or another level have a negative impact on the formation of a child's personality and cognitive activity.

3. In elementary school students, all those who have a speech deficiency show a certain lag in the area of movement. In children with speech deficiency, the movement of speech organs is not well developed.

As a result of the elimination of these shortcomings by the teacher, the possibility of forming the student's creative thinking will be expanded. Creative thinking is reflected in the student's attitude towards studying. Creative thinking includes characteristics such as a student's sense of responsibility for learning, self-demanding and self-criticism.

In fact, if these features are not present in the student, creative thinking will not be fully developed. These prevent the formation of creative thinking in the student. So, the student's creative thinking develops during the educational process and throughout his life.

In general, the foundation for creative thinking is laid in elementary school students. Important changes occur during the period of formation of

creative thinking in students from the first to the fourth grade. By the end of this age, knowledge, ideas and opinions about creative thinking are significantly enriched, become more conscious, and generalize. Students of the first and second grades reflect on creative thinking based on their own behavior, experience, instructions and explanations given by their teachers and parents. The knowledge of the third and fourth graders about creative thinking is evident in their efforts to analyze the care shown by other people to those around them, as well as based on the experience of their actions. 7-8 year old students (1st-2nd grade) often do their work on creative thinking directly under the guidance of adults, for example, the teacher. 3rd and 4th graders, instead of waiting for instructions from outside, carry out such work on their own initiative. In children of this age, the knowledge of creative thinking is clearly visible.

It is the students of primary school who differ from each other in terms of character. Some of them have problems such as speaking without thinking and not being able to express their words. The main reason for this is that children of this age may not be able to control their words because they are still young. Therefore, it is not

correct to think that it is difficult to form creative thinking in students of this age.

Studying the experiences of primary school students in forming their creative thinking based on the artistic text made it possible to draw the following conclusions:

1. Workshops on the formation of creative thinking are rarely held with primary school teachers, and the study of primary education methods by teachers is extremely slow at the present time.
2. Issues related to the formation of creative thinking in elementary school students are also conducted at a low level. Communication between parents and students regarding the formation of creative thinking has not been established at all. There are many problems to be considered in order to improve the situation of formation of creative thinking in primary school age students.
3. The words heard, understood, remembered and used by primary grade (first grade) students through the information of their parents, peers, teachers, as well as their own he learns based on his vocabulary. As the child grows up, his needs

increase, new desires and interests appear. However, the number of words in the vocabulary of elementary school students for the formation of creative thinking has not been considered enough.

4. Compilation of a model dictionary of active and passive words for elementary school students is also an urgent issue on the agenda. It is necessary to create a reserve of words mastered by elementary school students in terms of quantity and quality and ensure its comprehensive development.

These analyzes lead to the need to develop the skills of reading and understanding the text based on the artistic text in primary school students, a new approach to teaching, the analysis of the pedagogical aspects of the results achieved in the educational process, and their application to the educational process.

It is appropriate to use artistic text types in the development of creative thinking of primary school students. For example, getting children interested in a work of art or a book will also have a good effect. It is desirable to use the intellectual, psychological, and physiological effects of reading in elementary school students.

By reading books, students' speech develops and enriches; imagination grows; memory is strengthened; feelings (emotional qualities, in particular, empathy) are cultivated; "social perception" is formed. It confirms that it is one of the urgent pedagogical tasks to achieve a positive attitude of students to reading books in primary grades. By solving this task, from the period of primary education, it is possible to consistently and correctly direct the person (students) to social relations. It is also necessary to take into account the age characteristics of the student when choosing a book. It is appropriate to choose artistic works with short content and simple events for the students of 1-2 grades. For grades 3-4, it is necessary to choose a work that is somewhat broader and richer in content.

CONCLUSION

In conclusion, we can expand the scope of reading among elementary school students, reshape book reading and reading culture through artistic texts, we can develop creative thinking, independent reading skills, and vocabulary (vocabulary). will be.

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