



## METHODS OF DEVELOPING STUDENTS' CREATIVE ACTIVITY THROUGH ART WORKS IN PRIMARY EDUCATION

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**Abstract:** In this article, ideas are given to primary school students about ways to develop their creative activity through artistic works.

**Keywords:** works of art, creative activity, skill, primary class, heuristic.

A great responsibility is required from the teacher in the development of creative activity in primary school students. Because almost all elementary school students take the words of their teacher as a strict law for themselves. They complete the task given by the teacher on time and tend to wait for the teacher's instructions constantly. He believes that what the teacher teaches, it is necessary to learn. This period is the most favorable period for the development of students' moral qualities, inquisitiveness, and creative activity. In this case, the teacher should approach his work responsibly. The main task of the teacher is to ensure that the student understands his identity and has an independent opinion in the formation of his personality. This requires professional knowledge from the teacher.

The development of creative activity of elementary school students should be aimed at expressing opinions in accordance with the age and abilities of students in the educational process. That is why it is necessary for the teacher to be able to pose the problem correctly and interest his students in the process of teaching.

Students begin to think independently and strive for creative activity only when they encounter situations that they have not seen in their life and experience, and when this situation attracts them. A student who is interested in the situation will try to find out the essence of the matter. Before engaging the student in such situations, it is desirable to acquire the skills of clarification, analysis, generalization and conclusion. Only then will the student's creative activity develop.



Currently, traditional teaching methods are abandoned, and the use of interactive methods is effective. The process of introducing works of art in mother tongue and reading literacy classes also requires a new approach and encourages teachers to use methods that increase student activity. Enterprising teachers are working with a number of new forms of lessons. One of the most effective ways to direct creative activity through artistic works studied in elementary grades is to invite students to think through questions.

One of the non-textual materials that ensure the assimilation of the materials in the textbook are the questions and assignments based on the content of this work. Professor A. Zunnunov divides these didactic materials from literature textbooks into three groups:

Performer of the task of strengthening knowledge;

Enables acquisition of logical thinking methods;

It allows you to apply the acquired knowledge in practice.

The methods of creating questions and addressing students with questions form the basis of heuristic, comparison-comparison, research, inductive, deductive methods that direct students to creative activity. Any question raised by the teacher, whether it is rhetorical or requires a direct answer from the children or is directed to the solution of a problem, should serve to motivate the student to creative activity. When questions are used rhetorically, it is intended to emphasize the important aspects of the object being studied with their help, and to focus the students' attention on it. Rhetorical questions guide students to better see this important point and to mentally restore the connection between what they have learned before and the new knowledge they are acquiring, and in this way, attention is focused on acquiring further information more carefully.

During the lessons, if the teacher does not raise questions that require students' participation, it is impossible to achieve their creative approach to the subject. If the teacher uses rhetorical questions along with questions that require an answer, the rhetorical question will strain the children's minds and strengthen their attention, preparing them to make generalizations and draw conclusions based on relatively stronger mental activity - independent thinking. The questions that require an answer help the child to identify and prove the necessary facts and develop the ability to express their opinions independently.

Primary school students, as a rule, answer questions aimed at recalling an event easily and freely, because this is done at the expense of memory. Children have a very strong memory. But when they are faced with complex questions that require



an independent attitude, a certain difficulty is felt. This difficulty is observed at the initial stage of solving the problem. Later, with the help of the teacher, they will solve such situations on their own. Therefore, setting difficult assignments will make the student mentally and spiritually unbalanced. Stimulates thinking and memory to work actively. Questions are used to put the student in a difficult situation, to discover or find something new. In the process of finding an independent answer to the teacher's question, the students experience certain difficulties and have some difficulties.

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