



THE ROLE OF THE TEACHER IN THE DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS

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Annotation

This article provides the necessary information and resources on teacher responsibilities that should be used to develop creative skills in primary school students. Based on the information provided in the article, teachers and parents can get the advice they need.

Keywords: education, methodology, thinking, creativity, character, exercise, thinking, creativity, thinking, freedom.

The word creativity was first used in 1922 by the American scientist D. Simpson. Through this term, a person describes the ability to break stereotypes, stereotypes, and conventional thinking. Creativity (Latin: creatio, creation) is the ability of a person to come up with an unusual idea, to think, to find unique, original solutions to problems, to give up traditional forms of thinking.

K. Rogers (1944) understands creativity as a new solution to problems and the identification of new ways of expressing something, an event, a situation.

Research that compares personality and intellectual qualities with creativity is of great importance.

Research on the comparison of intellectual properties Dj. Made by Gilford.

Creativity is a personal trait of a person and is related to his or her gradual improvement and development.

Creativity (Lat., Create, creative creator, creator) is the creative ability of an individual, which characterizes the readiness to produce new ideas and is part of the talent as an independent factor. A person's creativity is manifested in his thinking, communication, emotions, certain types of activities.

When developing creativity in children, it is necessary to pay attention to the following:

- 1) Encourage them to ask more questions and support this habit;
- 2) Encourage children's independence and strengthening accountability in them;
- 3) Independent activities by children creating opportunities for organization;
- 4) Focus on children's interests.



the following factors hinder the development of creativity in the individual:

- 1) Avoidance of minor risks;
- 2) Allowing rudeness in thinking and behavior;
- 3) Underestimation of a person's imagination and imagination;
- 4) Subordination to others;
- 5) In any case, think only of winning.

Educational-methodical manual on the module "Fundamentals of pedagogical competence and creativity". : Toshkent 2015,40 Pages.

The teacher in charge of this process is the person responsible for the proper organization of the learning process, the correct implementation of learning objectives and learning outcomes. However, this does not give rise to the misconception that the learning process takes place under the full control of the teacher. The demand of the present time is to achieve a positive result not through subjugation, but through a cooperative relationship. It should be borne in mind that the formation of students' activities in the educational process is not only a mechanism for mastering the basics of science, but also focuses on the formation of the general socio-cultural abilities of the individual. In our view, the learning situation is a variable system that makes up the learning process, which consists of two parts:

- student-teacher interaction;
- Interaction of students with each other.

The teacher-student collaboration begins with the teacher's help to the students. It gradually becomes more active and becomes a learning movement. As a result, the teacher-student relationship hangs in a collaborative position.

Material analysis shows that knowledge acquisition is effective only when logical tasks are performed collaboratively. In scientific sources, such an organization of education is called a situation of productive cooperation. Based on the analysis of pedagogical literature and the results of our creative experiments, it is expedient to show 2 basic principles of the organization of the state of productive educational activity in cooperation:

1. The principle of consistency of content in education. According to him, when a person organizes a small activity on the basis of a specific goal, the continuous formation of this activity is observed.

Davletshin MG, Dostmuhamedova Sh., Mavlanov M., Toychiyeva S. Age and pedagogical psychology. (Training manual). TDPU named after Nizami. 2004. 102 b. Pages 46-47.

2. The principle of teacher-student cooperation in connection with independent creative activity. Collaboration with students is important in the learning process. The degree to which students are committed to learning depends on the teacher's ability to create this collaboration. Proper organization of the environment in the learning activities of students with the teacher increases the interest of students in science, encourages them to devote all their energy and enthusiasm. It is a form of interaction in which the student sees the minority not as an object of pedagogical learning,



but as an independent and free-moving individual. The teacher's approach as if asking students for help in clarifying a piece of information on an organized subject further deepens the collaborative activity.

Sh.A.Amonashvili emphasizes the need to establish a cooperative relationship with the student in the learning process, saying: "Student's learning activities are regulated not only by interesting learning materials and various methods of explaining it, but also by the nature of the teacher's behavior in the learning process. In an environment where there is kindness, trust, cooperation, respect, the student can easily master the learning tasks. Seeing that his achievements, independent thinking, creative research are highly valued, the student begins to strive for more complex learning tasks.

The use of problem-based learning in teaching is also effective in shaping creative ability. Along with heuristic or research methods of teaching methods related to students' independent search and discovery of any truth, the process that takes students to the laboratory of creative thinking is also of key importance. Problem-based learning has several advantages in this regard:

1. It teaches students to think logically, scientifically, didactically, creatively.
2. It makes the teaching material believable, thereby facilitating the transformation of knowledge into belief.
3. He is usually quite impressionable, and has deep intellectual feelings, including a kotarinki spirit, a sense of confidence in the lesser possibilities and power of the senses, so that it engages the students, forming a serious interest in scientific knowledge in the students.
4. It has been established that the independent discovery of the law of truth does not forget the acquired knowledge, and even if the independently generated knowledge is forgotten, it can be quickly restored.

Research on the problem has shown that the attitude of students to the learning process depends on the correct organization of the process of teacher-student interaction, the selection and organization of learning materials, methods of improving the process of learning, the system of assessment of learning outcomes. Creativity and interaction are inextricably linked. After all, only through a new approach can cooperation be established, and it is in this partnership that creativity finds little expression. Pedagogical creativity should not be understood only as a desire to innovate, to experiment. This aspiration also signifies the triumph of common sense over formality. Where there is no democracy, no transparency, no administration, and no teacher's will, the creative collaboration ends when the students' independent thinking activities are disrupted in the classroom.

A special place in primary school classes is given to work on assignments that serve to develop students' creative abilities. The student carries out thinking activities through oral or written speech, relying on life and learning experiences in a comfortable environment for the child. In it there is a mental preparation for active cooperation with the teacher on the unknown aspects of any subject. She strives for independent creative research to provide relevant answers to questions posed on the topic. In the process of such cooperation, the teacher not only increases the creativity of students, but also performs a diagnostic function, that is, determines the abilities of students, the scope of



interests, estimates their creative abilities. This is especially important in the process of working on tasks that develop creativity.

Primary education is one of the types of education that leaves a deep mark on the life of every child, and at this stage of education, teachers have a great responsibility. That is, the methodology of developing the creative abilities of primary school students still requires a special organization.

Students do not become creative on their own. His creative ability is formed by working on a gradual flow of organic, little over a period of time, and gradually improves and develops.

By working with students, taking into account each of their ideas and making them aware of them, teachers can help students to be more creative. helps. This will allow students to work on less, to be able to flow independently, and to increase internal demand.

The concept of 'creativity' is related to the concept of 'creation'. However, the concept of 'creativity' has not found a proper differentiation in the relevant dictionaries and is not sufficiently defined in the psychology of creation. Despite the fact that dozens of scientific works have different approaches to this or that aspect of creativity and cover it at different levels, so far there is no single point of view on either the problem or the practical questions related to it.

Summarizing the above points, we came to the conclusion that creativity and creativity do not mean exactly the same thing. Because when it comes to creativity, everyone can think of an invention, a drawing, and so on. But in our research, we took creativity as the ability to find a unique way to the task given in the course of the lesson and to scientifically substantiate it, to think in new ways, to be able to apply it. In other words, in our research we will consider the creativity in the field of education, ie the methodology of developing the creative abilities of primary school students. We came to the conclusion that creativity is a broader concept than creativity.

They can also make creative thinking a habit only if students 'creative abilities are stimulated and a friendly environment is created. Creativity does not become a habit in students who have a fear of making mistakes, failures, focusing on overestimation, fear of criticism.

3) certain factors hinder the development of creative qualities and skills in students. Therefore, in the pedagogical process, teachers should pay attention to the elimination of these factors.

The following factors hinder the development of creativity in an individual:

- Slight avoidance of risk;
- Allowing for rudeness in thinking and acting;
- Underestimation of a person's imagination and imagination;
- Submission to others;
- In any case, just think of winning.

David Lewis's creativity in children development guidelines.

1. Answer the children's questions correctly and patiently.
2. Take their questions and opinions seriously.
3. Allocate a separate room or corner for children to do less work.
4. If it is related to the creative process, then do not blame the child for the clutter in the room.



5. From time to time, show the children that you love them and accept them as they are
6. Assign children activities that are appropriate to their abilities.
7. Help them develop personal plans and decisions.
8. Help children achieve high results in activities.
9. Do not compare the child with others, pointing out their shortcomings.
10. Don't discriminate against the child and don't let the child feel bad, helpless.
11. Encourage him to think independently.
12. Equip the child with the necessary items to organize a hobby.
13. Force him to invent different events, to fantasize, help him in this process.
14. Get the child used to the flow from an early age.
15. Always pay attention to the needs of the child.
16. Make time to talk to the child face to face every day.
17. Involve children in the discussion of family issues.
18. Don't make fun of a child for their mistakes.
19. Praise the child for each achievement.
20. Be sincere in praising his accomplishments.
21. Teach your child to communicate with people of different ages.
22. Think of practical experiences that help him understand existence.
23. Do not forbid a child to play with different rags, it will enrich his imagination.
24. Encourage him to find the problem and solve it.
25. Be fair in assessing your little attitude towards the child.
26. Do not limit the topics to be discussed with him.
27. Allow the child to make decisions independently and be responsible for them.
28. Help the child to develop into a person.
29. Help the child to watch TV and listen to radio programs that are useful for him.
30. Get him used to accepting his little abilities positively.
31. Teach your child to be independent of adults.
32. Don't teach a child to be indifferent to failures just because I don't know it.
33. Give the child a chance to finish the job he started, even if he doesn't believe the job will have a positive outcome.
34. Keep a diary and note in it that the child develops creative abilities.

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