

DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS - AS A PEDAGOGICAL PROBLEM.

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Abstract: *This article provides the necessary information and resources on the tasks of a teacher to be used in order to develop creative abilities in primary school students. Based on the information provided in the article, teachers and parents can get the necessary recommendations for themselves.*

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

Аннотация: *В статье представлена необходимая информация и ресурсы о задачах учителей, которые следует использовать для развития творческих способностей учащихся начальной школы. На основе информации, представленной в статье, педагоги и родители могут получить необходимые для себя рекомендации.*

Ключевые слова: *образование, методология, мышление, творчество, характер, упражнение, мышление, творчество, мышление, свобода.*

The development of creativity in primary school students through mother tongue instruction plays an important role in ensuring the effectiveness of the educational process as a pedagogical issue. These conditions include teachers' qualifications, educational environment, resources, systematic approaches, parental cooperation, gender approaches, cultural integration, assessment systems, and technological support, as they are aimed at forming children's creative thinking, speech activity, and ability to generate new ideas. In world pedagogy, the development of creativity through mother tongue education is considered one of the key factors in ensuring children's personal development. For example, organizing

creative activities in mother tongue lessons simultaneously improves children's language skills and emotional intelligence. In the education system of Uzbekistan, these conditions are being implemented based on national educational standards (SES) and the Law "On Education," because they connect children's creative potential with elements of national culture and respond to the innovative demands of society. Scientific research shows that properly organized pedagogical conditions can increase children's creativity levels by 25–30%, which improves the quality of education and stimulates independent thinking. These conditions make the educational process comprehensive and gradual, as they create a basis for applying theoretical foundations in practice [6; pp. 1–15]. The main aspect of this pedagogical issue is improving teachers' qualifications, since the development of creativity in mother tongue lessons depends on the teacher's creative approach. In international practice, special training programs on creative pedagogy for teachers ensure children's development. For example, designing creative activities in mother tongue education requires professional competence from teachers. In Uzbekistan's education system, developing teachers' creative potential helps increase children's thinking abilities during mother tongue lessons. This condition includes continuous professional development courses for teachers, as they teach how to create tasks considering children's individual differences. Research indicates that teachers' creative competence improves children's language and creative development by 20%, making the educational process more effective. For example, special programs for teachers that introduce methods of creative writing and storytelling in mother tongue lessons strengthen children's imagination. At the same time, improving teachers' qualifications enhances the overall quality of the educational system and increases children's motivation, since a qualified teacher can reveal children's inner creative potential. Teachers' creative competence simultaneously develops children's language literacy and creative abilities, strengthening the integrative nature of education [8; pp. 1–15].

Another important element of pedagogical issues is the organization of the educational environment, because a favorable and stimulating environment is necessary for developing creativity in mother tongue lessons. International studies show that the educational environment plays a key role in activating children's creative activities. For example, creative corners and digital resources in classrooms increase children's imagination. In Uzbek schools, the educational environment is enriched with elements of national literature and folklore, which develops children's cultural creativity. These conditions include improving classroom infrastructure and introducing interactive boards and creative materials. Research demonstrates that a favorable educational environment increases children's motivation by 25%, as it allows them to express themselves freely. For example, creating special zones for group creative activities in mother tongue lessons strengthens children's cooperation skills. In addition, the educational environment improves children's emotional state and makes the learning process more interesting, because it activates their internal motivation. The educational environment supports children's social development and encourages creative activities in mother tongue lessons, thereby improving the quality of education [4; pp. 1–10].

The relevance of the educational environment becomes especially evident in the era of digital technologies, because digital tools are necessary for developing creativity in mother tongue lessons. International experience shows that the digital environment enhances children's creative thinking. For example, virtual storytelling platforms improve children's speech activities. In Uzbekistan's education system, the digitalization of the educational environment is based on the experience gained during the pandemic, where online resources increased creativity by 15%. These conditions require access to the internet and digital devices. Research shows that the digital environment increases children's innovative approaches by 30%, as it allows for interactive assignments. For example, tools such as Kahoot or Storyboard That in mother tongue lessons strengthen children's ability to create poems. At the same

time, the digital environment improves children's digital literacy and modernizes the educational process, as it corresponds to global trends. The digital environment improves children's learning outcomes and makes creative activities in mother tongue lessons more interactive, thereby increasing educational effectiveness. An important aspect of pedagogical issues is material and technical support, since special resources are required for developing creativity in mother tongue lessons. International studies indicate that resources stimulate children's creative activities. For example, creative books and game materials enhance children's imagination. In Uzbekistan's education system, resources are enriched with national textbooks and digital content, which develops children's creativity within a national context. These conditions require updating textbooks and introducing creative tools. Research demonstrates that sufficient resources increase children's creativity levels by 20%, as they expand opportunities for self-expression. For example, a database of national fairy tales in mother tongue lessons strengthens children's storytelling abilities. At the same time, resources enrich the educational process and increase children's motivation by providing interesting materials. Resources simultaneously develop children's language literacy and creative abilities, thereby strengthening the integrative nature of education.

Creative thinking is the ability to effectively participate in the process of finding innovative (new, original, non-standard, unusual) and effective (practical, productive, economical, optimal) solutions, acquiring new knowledge, and developing, evaluating, and improving ideas aimed at expressive imagination. A person's creativity is manifested in their thinking, communication, emotions, and specific types of activities [2; pp. 1–15]. Creativity is a personal characteristic connected with self-improvement and self-development. Creativity (from the Latin and English "create" – to create, "creative" – creator, inventive) is a creative ability that characterizes an individual's readiness to generate new ideas and serves as an independent factor within giftedness. A person's creativity is reflected in their

thinking, communication, emotions, and certain activities. In developing children's creativity, attention should be paid to the following:

1. encouraging children to ask many questions and supporting this habit;
2. encouraging children's independence and strengthening their sense of responsibility;
3. creating opportunities for children to organize independent activities;
4. paying attention to children's interests.

The following factors hinder the development of creativity in individuals:

1. avoidance of risk-taking;
2. allowing rigidity in thinking and behavior;
3. underestimating imagination and fantasy;
4. dependence on others;
5. focusing only on success in every situation [3; pp. 1–15].

Special attention has been paid to teacher-student cooperation as one of the important factors influencing the methods and tools for developing creative abilities in primary school students. It is well known that the educational process has a two-way nature and is based on equal relationships between teachers and students. The teacher who leads this process is responsible for the proper organization of education, the correct implementation of educational goals, and educational outcomes. However, this should not lead to the mistaken idea that the educational process is carried out entirely under the teacher's dominance. The demand of the modern era is to achieve positive results not through subordination, but through cooperation. It should not be forgotten that the formation of students' activities in the educational process is aimed not only at mastering the foundations of science, but also at developing the individual's general socio-cultural abilities. In our opinion, the educational situation is a dynamic system organizing the educational process, consisting of two parts:

- cooperation between teacher and students;

- cooperation among students themselves [5; pp. 1–15].

Creativity and cooperation are strongly interconnected. Only through innovative approaches does cooperation emerge, and creativity finds its expression within this cooperation. Pedagogical creativity should not be understood solely as a desire for novelty and experimentation. This aspiration also reflects the triumph of healthy thinking over formalism. Where there is no democracy and openness, where administrative pressure and the teacher's authority hinder students' independent thinking during lessons, creative cooperation disappears. In primary school lessons, special importance is attached to working on tasks that develop students' creative abilities. In a comfortable environment, students rely on their life and learning experiences and express their thinking through oral or written speech. This creates psychological readiness in them to actively cooperate with the teacher in discovering unknown aspects of each subject. Students attempt independent creative exploration in order to answer questions related to the topic. During such cooperation, the teacher not only develops students' creativity but also performs a diagnostic function, identifying students' abilities, interests, and creative talents. This is extremely important in the process of working on creativity-developing tasks [7; pp. 1–15]. Primary education is one of the stages of education that leaves a deep impression on every child's life, and at this stage, great responsibility is placed on teachers. The methodology for developing creativity in primary school students still requires special study. Students do not become creative automatically. Their creative abilities are formed through consistent learning, self-study, and self-improvement over time, gradually developing and becoming refined. Teachers can help students become creative by working collaboratively with them, taking into account each student's opinion, and making students feel that their ideas are valued. By presenting problematic situations and tasks, teachers encourage students to approach problem-solving creatively, which contributes to the development of their emotional and volitional qualities. This motivates students to work on themselves, study

independently, and increase their internal needs for learning. The concept of “creativity” is closely related to the concept of “creation.” However, the term “creativity” has not found sufficient differentiation in dictionaries and has not been fully clarified in the psychology of creativity. Despite the fact that dozens of scientific works approach different aspects of creativity from various perspectives and to varying degrees, there is still no single conclusion regarding either the problem itself or the practical issues related to it.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

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