

Pedagogical-Psychological Characteristics Of Teaching Primary Class Students To Creative Thinking

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Abstract: In this article, we will talk about directing primary school students to creative thinking and its pedagogical and psychological features.

Key words: Selection, ability, imagination, independent performance, activity, program, comparison, Egocentrism, Thinking, creative approach.

Introduction

It is known that in developed countries, enough experience has been accumulated in the development of gifted diagnosis and teaching methods for gifted children. In this regard, special educational programs have been developed, and special requirements have been placed on those responsible for education. Ministries of education, educational institutions and representatives of local authorities are widely involved in this activity.

For example, in Austria, special programs have been developed for gifted children in each district, and school and extracurricular activities, contests, quizzes, and Olympiads are often held. Attention is paid to the issue of training teachers dealing with gifted children.

There are no categories of gifted children in UK legislation. But in regular classes, support for gifted students is actively organized. Each school has a special support fund for the education of gifted children.

In Belgium, Greece, Ireland, Italy, Portugal, France, Sweden, Denmark, Norway, activities are carried out with gifted children in special schools under universities.

In Germany, the summer camp "German School Academy" serves the purpose of developing the abilities of gifted children, establishing the right relationship with their peers. In China, Korea, Thailand, and Singapore, even if special education for gifted children is not provided, schools working on the basis of complex programs, clubs for the development of creative abilities have been founded under each university.

The development of personal creative abilities is one of the problems being researched in the science of pedagogy and psychology, and many scientific researches are being carried out in this regard until now. a philosophy of spiritual and physical maturity was created by taking into account the young characteristics of children, paying special attention to the issues of individual approach to the development of personal qualities.

In Farobi's teachings, it is emphasized that only a person who combines twelve innate qualities is considered moral, and also that knowledge is acquired through thinking, imagining and feeling; the thinking process develops with the age of the child and acquires its own character. Alloma explains the properties of the power of speech, the power of choice, the power of imagination, and the power of perception, with an emphasis on the discovery of previously unknown knowledge in oneself through thought and analysis. "The power of speech is such a power, - Farobi says about

it, - with its help, a person acquires knowledge and skills, can distinguish between ugly and beautiful actions in his behavior, and does what is necessary or not, at the same time, what is harmful or useful, what is pleasant and understands bitter things.

As for the characteristic of choice, with the help of this, a person wants or avoids something, is given to it or disgusted by it, is influenced by it or is afraid of it... And the characteristic of imagination is to retain in the memory the shape and form of the felt, perceived things after they disappear from sight...

The functions of the senses are of five types (sight, hearing, smell, taste and skin). With the sense of taste, a person can distinguish between sweet and bitter, but cannot distinguish between beauty and ugliness, harm and benefit... Happiness and the development of innate abilities do not happen by themselves, but a teacher or a leader is needed in this matter"[3]. And this doctrine has been requiring approaches in various forms to this day.

In his teaching about the results achieved through reason, Beruni focused on the essence of knowledge. He said, "The most important of the means of imparting knowledge is to study the narratives of ancient nations, the messages of past generations. Because most of these are the descendants of those nations and their customs and rules. It is not possible to know those messages by making mental arguments and comparing them with what has been observed... Even if we try hard and suffer great hardships, we cannot achieve the goal - true knowledge - in any other way" [2].

Alloma's philosophical thoughts about human abilities and directing them to the right goal have retained their importance even today. thereby calling to be careful not to fall into the wrong path" [2].

According to Ibn Sina, knowledge gives its positive effect when it is acquired through the sense organs. This process is carried out in harmony with influence, perception, direct participation. Ibn Sina emphasizes that reasoning is based on logic in the process of thinking, that man relies on logic in understanding existence, that is, logic is a tool of thinking[17].

When Ibn Sina talks about the innate talent of a person, the ability to think formed on the basis of experience and observations, healthy thinking creates good deeds and this aspect is reflected in the behavior of a person; notes that a person can clarify and generalize the characteristics of things and events with the help of the mind and choose the most suitable ones among them [1].

In the past centuries, scientists developed a methodology for developing the creative abilities of students, and in this regard, the principles of developing critical thinking of the American pedagogue John Dewey were recommended. In this, students:

- 1) able to express their thoughts using concepts, theories, pictures, mathematical expressions, that is, they can reflect any concept using their own words or symbols;
- 2) teaching to express information in a concise and generalized way, to create optimal structures, conceptual maps or schemes;
- 3) moving away from concrete thinking to abstract thinking;
- 4) it is necessary to find the main and leading principles of any phenomenon[11].

The views of the Swiss psychologist Jean Piaget, the founder of the theory of the development of the child's intelligence, reflected the many characteristics of thinking, such as egocentrism, syncretism, transduction, artificialism and animism. Egocentrism is the inability of a person to deviate from the scope of his interests, to remain in the opinion of his initial knowledge of the surrounding things or others, and to be unable to adapt to information that contradicts his existing experiences. A person's inability to recognize or understand opposing points of view is the essence of the phenomenon of egocentrism.

Syncretism - is a type of thinking that tends to associate different phenomena without sufficient basis.

In the phenomenon of transduction, which is a characteristic of logical thinking, the process of moving from the particular to the particular is carried out, excluding the general.

Artificialism – if there is an artificial perception of the world; animism, on the other hand, means accepting existence as alive, not noticing contradictions.

Sensorimotor (from birth to 2 years) of Jean Piaget's child psyche; up to activity (2-7 years old); developed stages of concrete activity (ages 7-11) and formal activity (ages 11-15). The individuality of thinking in a child begins to manifest itself mainly in the stage of its specific activity, in particular, in comparing information, drawing conclusions, recognizing the opinion of others, getting rid of childish egocentrism, mastering existing norms and rules. In the next, formal stage of activity, children are observed creative thinking, assessment of personal values and beliefs, mutual relations and orientation phenomena in the field of interests, along with striving for independent thinking [12].

Russian L.S. Vygotsky's theory of the most developmental sphere explores the issue of education following the child's development. It is assumed that the child will acquire new skills in real conditions, that is, knowledge without being separated from life. The most developmental area is determined in the process of solving complex problems for the child with the help of adults. In the process of working with students, it is possible to achieve the desired result by finding signs of their closest development area and enriching them with new knowledge.

L.S. Vygotsky divides the level of mental development in a child into two. The first of these is actual development - the current state of preparation, which is determined by the student's ability to independently complete the teacher's tasks. The next level is much higher than this, and it is characterized by the fact that the child cannot perform an activity independently, but this situation passes to the level of active development through general instructions in the form of adult guidance, questions or gestures. This level is called by the author "the area of closest development" [8].

An example of our opinion is the task of creating new sentences or creating a text on a topic by giving students a few words or phrases that are completely unrelated to each other. As an example, it would be appropriate for the teacher himself to perform this work step by step, how to follow the rules of words, phrases and sentence formation, and then guide the activity. Everyone is encouraged to take a creative approach to the task based on their abilities and opportunities, to write descriptions of the characters of the work of art or to formulate questions about the content

of the text. For example, before completing the task of writing a description of a literary character, the teacher should focus on what a description is, the criteria used in writing it, and the aspects reflected in the construction and content of the work. Then reading any of the works of such form and content will expand the imagination of the students regarding the content of the proposed work.

Based on the spirit of the text, it is important to achieve the participation of elements of not only creative, independent, but also critical thinking in the work. For example, when studying the fairy tale "The Wise Boy" in the 3rd grade textbook, one should not forget these criteria when writing a description of the heroes of the work. Because the character traits and behavior of the brothers require such approaches[24].

The issues of development of creative abilities of students in our country in the research of M. Davletshin, E. Goziev, R. Gaynutdinov, M. Zufarova, V. Tokareva, B. Kadirov, V. Karimova, P. Ivanov, Z. Nishonova, V. Karimova and others from a psychological point of view visually checked.

M. G. Davletshin's scientific researches are devoted to issues such as technical interests of students, formation of abilities, orientation of young people to labor education and profession, improvement of personnel training efficiency, age and pedagogical psychology, psychology of abilities. The scientist notes auxiliary, supporting and leading qualities in the system of technical abilities. The basic quality of technical skills is known as technical observation. Leading qualities include technical thinking and technical imagination (understanding of technology, analysis of technical issues, accuracy of spatial images, remembering form and distance, constructive fantasy, etc.), auxiliary quality includes manual dexterity [9].

M. Davletshin, while analyzing the issues of thinking operations, logical forms of thinking, types of thinking, formation of independent thinking, thinks about this: "Thinking is the highest form of human mental activity. It is a generalized and direct way of reflecting the real world, the connection between objects, the process of cognition, discovery of new knowledge, a process aimed at solving creative, problematic issues... Distinctive features of thinking are its direct connection with language. Thinking is a generalized reflection of existence" [10].

While the psychologist is researching the main mechanisms of thinking, in the process, the object enters into new relationships, discovers new concepts, new content appears from the object, its new facets, new features are revealed; also notes that creative thinking has the ability to discover new things and that the development of thinking depends on the nature of education.

E. Goziev researched the individual-typological characteristics of the person, the development of students' thinking, their mental development, management of educational activities, psychological problems of perfect human education during the educational process. Evaluating the main goal of modern education, the scientist recommends that it is not to arm the student with knowledge, but to train them in the activity of independent and logical thinking, in which the process of creative thinking is carried out. According to him, the problem that needs to be solved first in the activity of thinking should be identified; applying all the knowledge (rules, facts, laws, properties, important signs, relationships, connections, etc.) necessary to solve a problem or solve a problem;

putting forward a hypothesis related to an issue or problem, estimating stages, developing guidelines for solving; the need to check the hypothesis designed to solve the problem, the correctness or incorrectness of the hypothesis put forward to theoretically solve the problem; Solving a problem or issue, finding a solution, to satisfy the correctness of the obtained results, is expressed by the problem solver, the completion of mental actions by checking it [13].

P. Ivanov, in his research on the types of thinking, in particular, creative thinking and its characteristics, thinks that: "both the thinking process itself and the cognitive process itself cause all kinds of questions to arise. The more a person knows, the more unknown things appear in front of him, the more questions arise in him, and the more questions he himself asks. Interest in knowledge plays a big role in asking questions... Creative thinking is a complex process, in this complex process, a question (depending on the complexity of the question) is first expressed as a task, and then the process of solving the task, the problem, that is, the process of searching for answers to the questions begins"[14].

Regarding the development of creative thinking, the following thoughts of V. Karimova are relevant: "productive or creative thinking means thinking in which the elements of thinking are new, unique, irreversible. Relatedly, convergent thinking refers to thinking when there is only one solution to a problem, while divergent thinking is a type of thinking that requires a person to come up with several solutions to a problem or issue at once. If such creative thinking is in a divergent form, it becomes the basis for creative flight, discovery of innovations. The activity of thought aimed at discovery and innovation is sometimes explained in connection with its quality of creativity. Creativity or the creative type of thinking is such that it makes something exist where there is nothing, that is, simply, it allows you to think about things differently, in a way that is not like someone else's. This type of thinking helps to understand the qualities of uniqueness and uniqueness in the essence of things and events, unlike "thinking like everyone else" or "patterned, boring thinking".

Creative activity of primary school students; creative approaches; scientific-pedagogical and methodical bases of development of independent, critical, creative abilities in continuous education B. Adizov, R. Safarova, K. Husanboeva, S. Yaminova, Sh. Sharipov, B. Khodzhaev, G. Ibragimova, A. Arifzhanova, It was studied in the researches of pedagogic scientists such as D. Yakubzhanova.

In his research, B. Khodzhaev, who looked at knowledge as a methodological basis of the educational process, in particular, of thinking, remembers in the formation of historical thinking; states that independent work in the form of knowledge-search and knowledge-practice or creativity can expand the connection of education with practice, and students can express their independent thoughts, relying on the rich concepts and communication methods gathered in their studies and life experiences. The technological approach to independent work ensures the integrity of all stages of the educational process and the student's thinking processes (analysis, generalization, comparison, drawing conclusions), as well as freely evaluate events and activities, express their personal attitudes to them, and most importantly, achieve the necessary conclusions. states that it creates a ground [21].

Today, pedagogues and psychologists offer a number of methods for developing creative thinking. In them, exercises and tasks to develop cognitive processes such as creative imagination and critical thinking, which constitute the essence of creativity in the development of creative thinking, are recommended as a solution to the problem. At the heart of such exercises and tasks, the main goal is to encourage thinking about the possibility of using objects and objects in other conditions. The fact that these aspects are embedded in the methodological content proposed by E.P.Torrens is especially noted in the researches of the psychologist E.P.Ilin [15].

In the methodology planned to be conducted in groups in collective form based on various materials by E.P. Rogov, the goal of developing individual creativity is the priority. In particular, it is necessary to start the questions with the sentence "If...", to suggest the contents of the supposed events, to discuss possible situations, and for everyone to justify their answer options [16]. For example, "If Precious had been a hard-working girl like Emerald..." (Emerald and Precious), "If Crooked had worked like Straight..." (Crooked and Straight), "If the animals had not set out in search of Susambil." .. ("Susambil" fairy tale) or "If Tipratikan, Qizilishton and Kuyon did not unite..." ("Winter's fairy tale"), etc.

The problem of psychology of creativity as a special object of research created the basis for Ya.A. Ponomarev's approaches to thinking creativity. The scientist's research is significant in that it focuses on solving the problem of creativity through diagnostic and developmental exercises within the rules of the chess game [18].

The problem of developing creative thinking was the basis for B. Clegg's creation of an intensive course content that includes a system of exercises and assignments to learn how objects or events that do not occur together under normal conditions form an associative connection. includes perceptions of maturity, mental energy, and a heightened sense of humor [20].

E. Bono puts forward the method of "provocative idea" to develop creative thinking, teach non-standard thinking, and suggests a way to continue its development rather than reacting to an idea that seems illogical in real life, unimaginable at first glance [7].

According to Uzbek scientists who have studied Bono's teaching, if "provocative ideas" are allowed to be evaluated, thinking will immediately reject them because they do not correspond to the existing standards of experience. it is necessary to achieve the transition to the next new ideas. In Bono's interpretation, the process of transition from abnormal thoughts to new ideas consists of finding a useful solution from these illogical thoughts, coming to a logical conclusion [23].

Methodical tools for developing thinking creativity in Bono's theory: freedom from distracting influences; creative approaches in the form of psychological techniques aimed at activating various mnemonic processes related to memory development, correcting work corresponding to the elimination of anxiety, and changing cognitive settings in relation to emotional factors that form a feeling of courage and boldness will have a positive effect.

V.Ya.Stoyunin in his studies relies on the opinions of L.Tolstoy about the vital factor in the formation of creativity in students, the importance of providing necessary materials and giving freedom. In particular, L. Tolstoy emphasizes the effectiveness of the following methods in developing children's creativity:

- a) offer children the largest and most varied topics and give them the freedom to choose. These topics should not be specially chosen for children, but should be very serious and interesting for the teacher;
- b) give students essays of their peers to read and give only children's works as samples;
- c) most importantly, when checking children's work, the condition of their notebooks, the quality of their writing, mistakes, and especially their manner of expression, so to speak, should never be reprimanded[19].

However, without denying the opinion of the writer, we consider it permissible for the teacher to pay attention to the child's notebook keeping, manners and style in a certain sense. Because if these aspects are ignored from a young age, it will be allowed to break down and break the consistency in the expression of thoughts. In our view, freedom is not a limitation of responsibility.

J. Hasanboev said that education is one of the most complex types of human cognitive activity, which greatly accelerates individual mental development and knowledge acquisition; that the theoretical knowledge instilled in the minds of students during the educational process is further strengthened with the help of practical activities; the occurrence of active thinking activity of a person in practice; with the help of thinking, he has a deep understanding of reality and recognizes the essence of the cognitive process.

Emphasizing that knowledge is a complex dialectical process of moving from live observation to abstract thinking, and then to practice, thinking occurs at the highest stage of the knowledge process, live observation and thinking are always based on the practical activity of a person, knowledge is formed from practice on the basis of intuition, perception, imagination and thinking, and He says that it will be manifested when he goes back to practice [22].

Sh.Boltaeva studied the issue of improving the organizational-pedagogical foundations of the development of creative activity of students in primary education. In research, mastering intellectual activity that is genetically present by performing logical tasks aimed at enriching creative thinking and imagination in students from elementary school age; proposals for conducting additional trainings, which develop "enriched" education and change the content of educational material and the forms of organization of the educational process, focusing on the organization of a creative educational environment, are presented. In particular, the effectiveness of dialogue, debate, discussion, conversation, fantasy, exploratory, problematic, participation lessons, modeling, artistic-technical, creating small discoveries, writing essays, writing chronicles, business games is recognized.

The researcher says that especially pedagogical games are of great importance in the development of students' creative activity: "It is through such games that communication between adults and children is established. These communications should be built on a personal approach. The teacher should approach the child not only as a student, but as a whole person, a unique person. In games, the personal qualities of the child are enriched, and the positive aspects of the behavior are developed, while playing an important role in the organization of students' creative activities, it is possible to strengthen observation, memory, and attention by means of creative imagination

exercises, and psychological obstacles are eliminated" [6]. includes constructing models, drawing pictures, etc.

In H. Bakieva's scientific research, the issues of learning language and speech differently in the continuous education system, formation of knowledge, skills and competences that ensure the integration of speech and creative thinking in mother tongue classes, consistent development of speech knowledge, skills and competences in coherence and continuity, inter-level communication of the mother tongue were analyzed. Effective use of mass media, various pictures, teacher's speech, radio broadcasts, TV shows, information technologies and environmental monitoring as educational materials in the education of the native language of primary grades in the development of students' speech and thinking, formation of worldview, education of feelings, understanding of the features of language phenomena It is based on the important position [5].

Taking into account the above, it is our duty to teach elementary school students to think creatively.

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