

**THEORETICAL ASPECTS OF FORMING TEACHERS' READINESS IN
DEVELOPING THE CREATIVE ABILITIES OF PRIMARY SCHOOL
STUDENTS**

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Abstract. *This article examines issues related to the development of creative thinking among children in primary school. It describes the role of teachers in fostering the creative abilities of primary school students and explores methods of interaction between teachers and students that contribute to the development of creative potential.*

Keywords: *creative environment, primary school, ability, policy, activity, motivation.*

At the present stage, the reform and development of the education system of the Republic of Uzbekistan have made the tasks of optimizing the professional training of teachers in the field of primary education increasingly relevant, since the effectiveness and quality of education and upbringing in primary grades are ensured through their activities.

An analysis of domestic and foreign scientific literature has shown that research presents the essence and structure of teachers' readiness for various types of professional activities in the field of primary education.

It can be said that creativity is purposeful activity aimed at creating new socially significant values and serves as a value orientation during various stages of a child's self-awareness.

The formation of the readiness level of primary education teachers was carried out during the process of improving the qualifications of teachers in the field of primary education. During this process, they were given opportunities to prepare primary school students for various creative competitions and Olympiads and to develop research-type projects together with them. Professional reflection aimed at forming a reflective style of thinking at all stages of education is especially important.

In psychological and pedagogical literature, the problem of developing human creative thinking has long been the focus of attention and continues to be widely discussed today. The complexity of solving this problem is determined by the existence of many different factors that define the nature and manifestation of creative thinking qualities. Foreign psychologists such as E. P. Torrance, J. Guilford, and others often associate creative thinking with the term "creativity" and regard it as thinking related to creating or discovering something new.

In Russian psychology, the problem of creative thinking is posed as the problem of productive thinking, in contrast to reproductive thinking. I would particularly like to highlight the works of I. Y. Lerner, D. B. Bogoyavlenskaya, Y. A. Ponomarev, V. N. Druzhinin, and A. M. Matyushkin. Thus, from the perspective of D. B. Bogoyavlenskaya,

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creativity is activity without situational stimulation, manifested in the desire to go beyond a given problem. In V. N. Druzhinin's research, creative thinking is thinking associated with the transformation of knowledge (including imagination, hypothesis generation, and similar processes).

The period of primary school age plays an important role in the development of creative thinking because at this age the formation of personality enters an active and conscious stage. A child becomes aware of his or her social role for the first time, learns the specific characteristics of relationships between oneself and society, begins to understand moral evaluations, and becomes conscious of personal actions. Whereas play was previously the leading activity, learning now becomes the first socially evaluated activity. During educational activity, primary school students actively develop voluntary regulation of behavior, verbal-logical thinking, creative imagination, curiosity, and cognitive activity. At the ages of 6–11, interests and needs are formed that later become the basis for the development of creative thinking.

The development of creative thinking in young students is a unique process. A specific feature of children's creative activity is the subjective novelty of the product. It is important to take into account the characteristics of primary school age: the partly visual nature of thinking, the transition from involuntary to voluntary memorization, as well as age-related new formations—mediation, that is, the transition to conscious and voluntary behavior, the internal plan of action, and reflection manifested in mastering any academic subject.

Furthermore, for the development of students' creative abilities, the teacher must see a personality in every child. The teacher's main task is to attempt to develop creative abilities in areas that the child enjoys. A child's preschool experience provides favorable conditions for creative development during primary education. The success of developing creative activity depends on how rich and diverse the child's experience has been.

Psychologists have established that the development of human thinking is inseparable from the development of language. Therefore, one of the most important tasks in developing the creative thinking of primary school students is teaching them to verbally describe problem-solving methods, work procedures, the main elements of tasks, and to describe and interpret their graphic representations.

Mastering the vocabulary necessary for students is extremely important for forming and developing their internal plan of action. In any creative process, a problem is first solved in the mind and only then transferred to the external environment. Practical experience makes it possible to identify the most effective methods for developing the creative abilities of primary school students: the inclusion of various creative exercises and tasks in the educational process; involving students in collective completion of creative tasks; the use of didactic and role-playing games, and others.

Teachers consider art and artistic activity to be among the most effective areas for developing the creative abilities of young students. Music, technology, visual arts, language studies, and literary reading lessons contribute most significantly to this process.

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In addition, considering the age characteristics of primary school students, teachers actively use lessons involving various game situations. Characters from favorite fairy tales may come to lessons for children, help them complete various tasks, and travel together with them through the worlds of knowledge, music, and other subjects.

Solving creative problems also requires students to engage in exploratory activities and independent thinking. For example, children may play with geometric shapes made of plastic, wood, or handmade cardboard. The teacher should encourage children to create as many different images as possible. This exercise develops such qualities as productive thinking and flexibility.

There is also an interesting and effective task for forming creative thinking in primary school students, in which children must find as many common features as possible between objects that are completely different from one another. Games are methods of developing children's creative abilities that every teacher can use in the modern world.

The development of students' creative potential is important at all stages of schooling, but the formation of creative thinking during primary school age is of particular significance. A child can be formed into a creative individual through the application of non-standard approaches to learning and by involving him or her in various games, extracurricular activities, and creative evenings.

The currently developed collection of creative tasks helps children realize their full potential. The main task of the modern teacher is to teach children to think creatively.

The idea of developing students' creative potential in the educational process is that pedagogical influence on the student's personality should solve the problem of forming readiness for creative self-development. Purposeful education and upbringing are necessary for the development of the creative potential of primary school students; otherwise, creativity may remain only at its initially existing natural level. First of all, it is necessary to develop educational motivation and encourage children toward creative learning activities. Educational motivation—the desire to improve results, persistence in achieving goals, and the aspiration for success—is one of the main personal characteristics influencing students' lives.

Psychologists and educators distinguish two groups of motives that encourage schoolchildren to learn: social motives and cognitive motives.

Social motives include a student's awareness of usefulness to society, the desire to bring joy to parents and teachers through learning, earning the respect of classmates and friends, and understanding the necessity of education. The least desirable social motive is coercion by parents and teachers, often reinforced by fear of punishment, which in most cases does not produce positive results.

Cognitive motives include the desire to learn something new, the wish to solve problems independently, interest in academic subjects, interest in the learning process itself, and the desire to receive good grades. The highest level of manifestation of cognitive motives is a hobby or passion. Hobbies generate strong positive emotions. It can therefore be concluded that successful education requires stimulating students' interest in acquiring knowledge.

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To the question of what the socio-psychological characteristics of developing the creative abilities of primary school students are, we can answer as follows: they achieve results quickly and through different methods, learn to make decisions independently and improve them, realize their potential and ambitions, adapt more easily and fully to learning conditions, and possess the ability to solve encountered problems flexibly, accurately, and effectively. Teachers and mentors should create conditions that enable the child's personality to become creative, so that new inventions and innovations emerge in our society.

Despite the theoretical positions and practical examples presented above, the problem of ability and its development remain one of the most complex issues in psychology and pedagogy. Ability develops under the influence of natural aptitude and talent, which relate to the characteristics of the nervous system, sensory analyzers, strength, movement, and the coordination of nervous, physical, and mental processes, as well as under the influence of the external social environment. It should be emphasized that only when the child actively participates in education and upbringing within the social environment can innate potential be awakened and talents and abilities be developed.

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