BOSHLANG‘ICH TA’LIM MAGISTRATURA TALABALARINING IJDOIY FAOLLIGINI RIVOJLANTIRISHDA IJODIY FAOLIYATNI LOYIHALASHTIRISHNING AHAMIYATI

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Annotatsiya: *ushbu maqolada boshlang‘ich ta’lim yo‘nalishi magistrantlarning ijodiy faolligini rivojlantirishda ijodiy faoliyatni loyihalashtirishning ahamiyati, ularning ilmiy-ijodiy faoliyatini rivojlantirishdagi strategik loyihalarning darajalari tahlil qilingan. Shuningdek, loyihalashtirish texnologiyasining asosiy g‘oyasi, loyihada ko‘zda tutilgan faoliyatning ustunligiga ko‘ra turlari hamda ijodiy xarakterdagi loyihalar mazmuni yoritilgan.*

Kalit so‘zlar: *magistrlar, ijodkorlik, ijodiy faollik, ijodiy faoliyat, ijodiy fikrlash, loyihalashtirish, ijodiy individuallik, reproduktiv faollik darajasi, integratsiya darajasi, samarali faoliyat darajasi, loyihalash texnologiyasi, tadqiqot xarakteridagi loyihalar, ijodiy xarakterdagi loyihalar, rolli loyihalar, amaliy xarakterdagi loyihalar*

ЗНАЧЕНИЕ ПРОЕКТИРОВАНИЯ ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В РАЗВИТИИ ТВОРЧЕСКОЙ АКТИВНОСТИ МАГИСТРАНТОВ НАЧАЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация: *В данной статье анализируется важность проектирования творческих мероприятий для развития творческой активности учащихся начальной школы, а также уровни стратегических проектов в развитии их научно-творческой деятельности. Рассматриваются также основные идеи проектирования технологий, виды деятельности, предусмотренные в проекте, и содержание творческих проектов.*

Ключевые слова: *магистратура, креативность, творческая деятельность, творческое мышление, дизайн, творческая индивидуальность, уровень репродуктивной активности, уровень интеграции, уровень продуктивной активности, технология проектирования, исследовательские проекты, творческие проекты, ролевые проекты, практические проекты*

THE ROLE OF CREATIVE ACTIVITY DESIGN IN ENHANCING THE CREATIVE ENGAGEMENT OF MASTER'S STUDENTS IN PRIMARY EDUCATION

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Abstract: *This article analyzes the importance of designing creative activities in developing the creative activity of undergraduates in primary education, the levels of strategic projects in developing their scientific and creative activities. It also covers the main idea of design technology, the types of activities envisaged in the project, and the content of creative projects.*

Keywords: *masters, creativity, creative activity, creative activity, creative thinking, design, creative individuality, level of reproductive activity, level of integration, level of productive activity, design technology, research projects, creative projects, role-playing projects, practical projects*

During the years of independence, special attention was paid to improving the quality of higher education, including the formation and development of the master's degree system, based on modern requirements. As a result of the wide-ranging reforms implemented in the field of education, the legal, normative, scientific, methodological, and material and technical support of the master's degree was strengthened, State educational standards for master's degrees were developed, and modern pedagogical and information technologies were introduced into the educational process.

Several reasons for increasing the professional, scientific, and creative activity of the traditional didactic provision of master's training have been identified:

a) the need in the labor market for specialists who not only have good professional knowledge, but also can apply this knowledge to solve complex professional and social issues;

b) the innovative nature of the economy, the rapid development of science and technology are directing the education system to train specialists earlier and to form in them such socio-personal qualities as "mobility, efficiency, systematicity, initiative, responsibility, professional versatility";

c) the rapid growth of the volume of scientific and professional information leads to a reduction in the "lifetime" of knowledge and its obsolescence during the period of study, which leads to the ineffectiveness of the traditional technology of "transferring the necessary reserve knowledge" from the teacher to the student. In this situation, it is necessary to train specialists who have the ability to independently find relevant

knowledge; g) modern scientific-technical and socio-economic problems are complex, multifaceted and integrative in nature[2].

In the process of organizing the scientific and creative activities of postgraduate specialists, that is, designing their creative activities, it is necessary to develop the personal qualities of the future specialist, determine the direction of the postgraduate student in future professional activities and demonstrate creative individuality.

A number of foreign scientists have conducted scientific research on creativity. In particular, according to G.T. Dow, creativity is the creation of a new, useful product or idea in a social context[1]. J.G.Rawlinson defines the concept of creative thinking based on his scientific research: “Creative thinking is the combination of previously unrelated objects or ideas”[3].

In her research work, V. Zileva identified three levels of strategic projects in the development of scientific and creative activities of specialists. They are:

1) the level of reproductive activity (setting professional goals, developing primary academic motivation in specialists and mastering basic information and communication technologies);

2) the level of integration (using infocommunication technologies to develop an interdisciplinary, syncretic information space in a specialist);

3) the level of effective activity (independent formulation and solution of interdisciplinary problems by specialists using information and communication technologies)[4].

Design technology is currently being successfully used in educational institutions in developed countries such as the USA, Great Britain, Belgium, Israel, Finland, Germany, Russia, Italy, Brazil and the Netherlands. J. Dew proposed organizing education by activating the students' specific goal-oriented activities, taking into account their interests and needs.

To do this, he taught students the need to apply the acquired knowledge, skills and competencies in practice, to show them ways to use them in their future lives, that is, to teach theoretical knowledge in connection with practice. In this process, students acquire new knowledge, skills and competencies by solving important problems in familiar situations using previously acquired knowledge and skills in practice.

The main idea of design technology is to achieve the desired result in the process of solving a problem of practical or theoretical importance. If it is necessary to design a theoretical problem, then it is necessary to develop a specific solution to it, and if it is a practical problem, then specific recommendations on its application in practice should be developed.

The use of design technology allows students to have an individual and differentiated approach. Each project has its own characteristics, therefore they are classified according to certain signs as follows:

According to the priority of the activities envisaged in the project:

- projects of a research nature;
- projects of a creative nature;
- role-playing projects;
- projects of a practical nature;
- projects aimed at research and goal-setting.

Creative projects. This type of project requires a creative approach from participants. The main difference between creative projects and research projects is that their logical structure is not determined in advance, but is formed during the project. In a creative project, the direction of the project and the expected result are determined based on the interests, motives, and needs of the participants. However, strict requirements are imposed on the formalization and implementation of the intended result in the project.

If masters have mastered the above skills and qualifications, they will be able to adapt to the ever-changing life faster, analyze various problem situations and find alternative ways out of them, correctly set goals in different situations, and work in different teams.

The process of designing the creative activities of primary education master's students will be truly high-quality and effective only when, first of all, masters achieve results during their studies not only in the form of grades, but also in the form of a state of satisfaction with their work.

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