

## Conditions for Teaching Students Creative Communication in Reading Lessons in Elementary School

*Yuldashev Nazar*

*Senior Lecturer at the Department Of Uzbek Language and Literature, Karshu State University*

*Usarova Marguba*

*Doctoral student of Karshi State University*

### ANNOTATION

*Today, the educational process requires the education of students, as well as the development of free thinking. When a child is free to do what he or she wants to do, he or she will develop self-esteem. The education of thinking requires certain material, pedagogical conditions. An independent thinker must first of all be able to observe, feel and comprehend existence, that is, he must be physically and mentally healthy.*

**KEYWORDS:** *creative communication, free and creative thinking, personality, spiritual freedom, independent thinking.*

Modern changes in the educational process today require a qualitative improvement in the process of educating the younger generation. In the modern world of rapid scientific and technological progress, it is important to develop the creative abilities of students in order to prepare competitive, independent-thinking personnel in the labor market, and the experience of developed countries has proved this.

One of the main tasks of pedagogy is to create conditions for the comprehensive development of the creative activity of all children. At the same time, it is necessary to identify students who show deep interest, aspirations and abilities in certain areas, to create all conditions for their further development. And for this: it is important to create conditions for the development of creative activity of primary school students.

More classroom conversations to help students develop creative independent thinking, such as "What do you think about the story?", "How would you react in such a situation?", "How do you rate the work of the main character?" What could happen? , "Why do you think the hero did this?" It is important to involve students in discussions with similar questions.

An analysis of school practice shows that the issue of coherence and coherence of ideas is of great importance in the teaching of natural sciences. For example, drawings and mini-stories based on the fairy tale by Hans Christian Andersen "Children's Conversation" in the 4th quarter of the 4th grade in the subject "Reading" help to expand the creative imagination of children. The staging of this fairy tale encourages them to be creative.

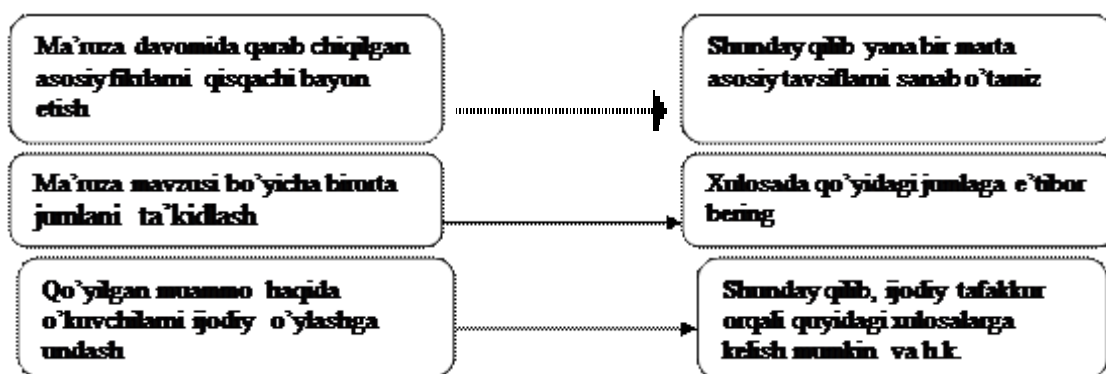
Reading lessons can help students develop independent and creative thinking through the use of a variety of creative activities designed to stimulate students' creativity. The following are examples of forms for organizing such tasks:

1. Encouraging students to be creative

A teacher who prepares students for creative activity must first of all arouse students' interest in educational material.

2. Effective use of cited images, comparisons and compliance with their norms
3. How to complete educational information?

At the end of the teacher's speech, the following applies:



One of the best ways to develop students' creative communication skills in elementary school is through well-organized retelling. School experience includes full, abbreviated, selective and creative retelling. It is easier for elementary school students to retell the text completely or close to the text, while other types are relatively more difficult. The teacher's question about the content of the story read in the retelling should direct students to think about the details of the story, the causes and consequences of the connection between individual events. The key role is played by the people involved in the development of the plot of the work, their behavior. Children understand the content of the work through the analysis of the participants and their behavior, characteristics. The teacher's question should focus on what the main characters did, where and under what circumstances their actions took place, coherent narrative and relationships. To explain the content of the work using the teacher's question, the student uses not only analysis, but also synthesis: he connects (synthesizes) some facts, compares them, discusses and draws conclusions. Often, younger students do not understand the content of the work, poorly understand the behavior of the participants, and sometimes, due to misunderstanding or a superficial concept, they cannot understand the essence of the work. Therefore, the educator should ask the question very thoughtfully, he should make the child think, think about the behavior of the participants, discuss the connection of events, help them compare, identify the pros and cons. The more clearly the student can imagine the behavior of the participants in the play, the deeper he will understand the main content of the story and the more independently he will retell the story.

Encouraging younger students to be creative, the teacher should:

1. Encourage students to imaginative thinking;
2. Clearly present the specific problem;
3. Express thoughts in full sentences and with an emphasis on important points;
4. Be polite and vigilant;
5. Use the following phrases: "imagine", "express", "creatively fly ..." and so on.
6. Try to maintain visual communication - try to look at the audience (3 minutes per participant);

7. It is advisable to always encourage every answer and suggestion.

In a word, modern education enables all students, without exception, to show their abilities and show all their creative abilities. Modern society needs people who are able to think outside the box, find a way out of the problem, make non-standard decisions, and think creatively. To this end, it is advisable to develop the creative communication of children from elementary school.

**List of used literature:**

1. Kasimova K., Matzhonov S., Gulomova Kh., Yuldasheva Sh., Sariev Sh. Methods of teaching native language. –T.: Noshir. 2009. 63-p.
2. Matchonov S., Shozhalilov A., Gulomova Kh., Sariev Sh., Dolimov Z. Textbook (textbook for grade 4). - T.: Yangiyul printing service. 2009. -186 - p.
3. Boymuradova G., Sattorova H., Muslimova Sh., Karimova F., Saydalieva G., Kabilova Z. Reading. Methodical manual for teachers of the 4th grade on the introduction of advanced pedagogical and information and communication technologies. –T.: Shark. 2017. 123-p.