

Development of Creative Abilities of Elementary School Students During Extracurricular Activities

Kasimov Asror Abdulloyevich

Bukhara State University, Teacher of the Department of Primary Education

ABSTRACT

This article describes ways to develop creative abilities of elementary school students during extracurricular activities, ways and effectiveness of developing students' creativity based on interactive methods and games in the educational process.

KEYWORDS: *Elementary class, creativity, technology, creativity, improvement, creativity, education, problem, problem-based learning, heuristics, heuristic learning, intellectual.*

Enter. According to paragraph 4 of the annex to the decision of the President of the Republic of Uzbekistan No. PQ-4884 dated November 6, 2020 "On additional measures to further improve the education system", "Preschool, general secondary, professional and higher education the task of ensuring the continuity of programs and sciences. They teach students not only science, but also life skills needed in the 21st century. These textbooks are not limited to rote memorization or simply teaching reading/writing. Through them, students learn not only science, but also life skills needed in the 21st century. Also textbooks to the children it's yin through education to give too adapted. That is _ children psychology account received. The information in the textbook is presented through colorful pictures, graphics, and simple texts. It does not bore the reader, but rather makes it more interesting.

In the concept of development of the public education system until 2030, the task of improving the teaching methodology is defined. In accordance with this, some work on updating textbooks has been done in the past. Today, when it comes to development, the role and importance of science is incomparable. Considering the future of our country, we need to establish effective cooperation relations with science centers for the development of the most advanced, promising scientific research and research works in our country, which are in the center of attention of the scientific community of developed countries today. Today, the issue of forming the scientific worldview of our children, raising their spiritual world, raising them in the spirit of national and universal values is the most urgent task for us. Obviously, in the current complex and dangerous times, various attacks on our national identity, alien to our ancient values, are affecting the minds of our youth. It is only natural that the ever-increasing malicious pursuit of possession calls upon all of us to be more alert and aware.

Before discussing the topic of formation of creative activity of elementary school students, we will touch on terms such as "creativity", "creativity". Today, in scientific and methodical literature, in textbooks, we come across terms such as "creativity" and "creativity". It is not by chance that these terms appeared on the pages of literature. The dictionary meaning of the word "creativity" is "to create", "to discover something new". "Creativity" appears in various situations of activity. Curiosity, inspiration, aspiration, etc. involve the process of manifestation of creativity in the highest form in the human mind. Creativity is a process of human activity that creates qualitatively new, material and spiritual wealth. Creativity represents the ability of a person to work. On the basis of knowledge of the laws of the objective world, there can be work creativity that satisfies various social needs and

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creates a new reality. Types of creativity are determined by creative activity: creative, organizational, scientific and artistic work, etc. Opportunities for creative activity depend on social relations. In elementary education, the formation and conditions of the creative activity of students are understood primarily as the emergence, realization and development of these conditions. They consist of the following: 1. Knowledge, skills and qualifications that students should acquire in this regard when forming their creative activities; 2. The relationship between theoretical knowledge and practice in the formation of creative activity; 3. Exercises, heuristics, creating problem situations for the formation of creative activity; 4. Technological approaches to the formation of students' creative activity; These conditions are fulfilled as follows: - to what extent they have mastered the program materials; to understand the main problems in the studied topics; - to be able to use educational materials and technical means, information technology in the performance of assignments; - to be able to set goals to be achieved on the subject; - to be able to recommend one's own option and so on.

During the motivation of primary school students to creative activity, the teacher: 1. Encourage students to think figuratively; 2. Representation of specific problems burro; 3. Expressing the thought always with a complete sentence, and emphasizing its important parts; 4. To be polite and intelligent; 5. The use of the following phrases: "assume", "imagine", "creative flight" and so on.

Use of interactive methods and games in the development of creative activity of primary school students. Why do elementary school students need interactive methods and games? What is the relevance and effectiveness of these methods and games to the teaching process? We clarify the above-mentioned considerations through one by one examples. In addition to heuristic and problem-based education, it is desirable to use knowledge-oriented, scientifically based interactive methods and games in forming the creative activity of primary school students. Here we will touch briefly on "heuristic" and "problematic learning". Education is the process of imparting knowledge, skills and abilities, the main means of preparing a person for life and work. In the process of education, information is obtained and education is carried out. Education means teaching in a narrow sense. Heuristics - Greek "heuriska" means "search", "find", "open". The content and purpose of teaching heuristics is aimed at designing (constructing) their own independent thought by students, the purpose and content of education and the process of its organization, diagnosis and understanding are heuristic education and learning is considered In heuristic teaching, the situation is a key element of teaching. Such a situation activates the student's ignorance, the goal of which is the birth of a personal idea by the student, leads to the creation of hypotheses, schemes.

In heuristic learning, the learning outcome cannot be predicted. Different answers can be obtained from each student. In heuristic learning, the learner absorbs prior knowledge, then applies it to his or her project through creative appropriation. Here the motto of seeking the future by studying the previous knowledge applies. The word "problem" is an Arabic word that means "puzzle" or "puzzle". Problem-based education - this education activates the thinking process of students and has a positive effect on their abstract thinking, analytical and synthetic activity. Because this technology requires the student to find a solution to the learning material presented on the basis of the problem. Students will have to explain the materials not ready, but by comparing new facts and events based on their previously known knowledge. The learning process takes place by achieving high activity of students' thinking and gradually increasing their independence. Interest in the use of interactive methods and information technologies, lesson-related games in the educational process is increasing and improving day by day. One of the reasons for this is that until this time, in the process of forming the creative activity of the students of the traditional primary school, in the reading classes, although not scientifically, they study works of various genres. Reading textbooks mainly include stories, fairy tales, poems, parables, proverbs, narratives, and riddles. In grade 1, more emphasis is placed on reading and memorizing proverbs correctly, while in grade 2, students can be asked to say proverbs that match the content of the text. In grades 3-4, proverbs are regularly studied in special lessons and

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in the process of studying a work of art. The purpose of studying proverbs in these classes is to form the worldview of students, to improve the skills of correct and conscious reading, to achieve a complete understanding of the meaning of each word in the proverb and the proverb as a whole. It is necessary for students to acquire the ability to independently find proverbs and wise words from the read text, and learn to make correct judgments about the works read with them. A story is a small artistic work, in which a certain event in a person's life, important aspects of life are summarized. The content of the story is suitable for elementary school students.

Young students are more interested in characters' behavior, appearance, portraits, and stories about events. Therefore, introducing children to the story leads to the explanation of its plot. Readers begin to gain a certain understanding of the light and dark sides of life due to their interest in the spirituality of the characters. They develop love for beauty and sophistication, and hatred for evil during reading and analyzing stories. The analysis of the story as a literary genre requires to work on the basis of its specific characteristics and function. Every word, phrase, sentence in it serves to express the writer's opinion. The text of the story should be a source not only for studying its content or artistic features, but also for the use of expressive, literary, conditional or creative reading, problematic methods of analysis.

Human activity is a necessary condition for its development, in the course of these conditions one gains life experience, perceives the environment, acquires knowledge, and develops skills and abilities. With the help of these, the activity develops. And creativity is the process of human activity that creates qualitatively new, material and spiritual wealth, and it represents the ability of a person manifested in work.

One of the tasks of developing the creative activity of students in primary education is to cultivate a creative attitude to reading. In the conditions of the system of knowledge, skills and abilities, independent thinking and the practical application of this knowledge, such activity becomes a creative activity. This process, under certain conditions, is directed to the formation of a positive "I" of the student based on the introduction of innovative technologies, diagnosis of the creative activity of students. Theoretical ideas helped to create a model of development of students' creative activity in primary education.

Conclusion. Since elementary school students are considered the foundation of learning, it is necessary to develop creative activity in students starting from this class. Therefore, the need to develop creative and creative activities of students has become a daily problem. Nowadays, it is important to take into account the age characteristics of students in the development of their creative activities, to conduct lessons in an unconventional way in the effective organization of education, and to benefit from innovative methods in lessons.

Development of creative activity of students serves to make them mature in all aspects. The use of interactive methods and educational games, modern information and communication technologies in primary grades helps students to think independently, expand the scope of creative research and logical thinking, and connect what they learned in classes with life, and increase their interest.. Thus, in the formation of the creative activity of elementary school students, as mentioned above, when teaching works such as fairy tales, stories, proverbs, parables, poems, before memorizing the poem, the teacher should brainstorm, o Pupils' understanding of the said information, their assumptions and ideas serve to form the pupils' creative activity.

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