

Pedagogical Features of Formation of Students' Creative Activity in Primary Education

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Abstract:

In today's era, the integration of modern techniques and technologies into daily life necessitates significant shifts in human activity and social consciousness. Our understanding of the world and humanity's role within it is evolving, leading to new ways of thinking and comprehending the world, along with new methods and tools for spiritual and practical engagement.

Keywords: creativity, mental ability, creative ability, creative activities in the activity of the primary school student. In the educational process, the teacher uses his reputation wisely and effectively, instills in the student's organization, hard work, positive attitude to study, control of their attention, control of behavior, self-control, He swims in virtues such as overcoming difficulties.

Creativity in primary school students is considered the educational foundation of heuristic learning, driving their scientific imagination and enhancing their educational effectiveness. The cognitive process in students is fueled by creativity. In research, the need for self-aware, planned, norm-directed activity becomes apparent for the manifestation of creative activity. This involves students' assimilation of environmental objects and knowledge, with educational effectiveness relying on previous activities.

During the educational process aimed at personality development, students' mental, intellectual, and creative features are revealed. Primary school students, in particular, have ample opportunities to develop their creativity. At this stage, their intellectual abilities and concentration levels actively develop. Psychologists and educational scientists like A.V. Petrovsky, B.M. Teplov, and others have noted that educational activities during this period enhance children's mental activity, attention, memory, perception, thinking, and emotions. The creative activities and talents of

children manifest differently, making it crucial to understand their inclinations and aspirations to foster their creative development.

Today's educational reforms, driven by the need for highly qualified, creatively thinking professionals, emphasize the importance of educating students in the spirit of creativity. Creativity emerges in various activities, starting from curiosity and evolving into high forms of mental creativity. The desire for new, previously unexplored creativity signifies a person's need for creative activity.

As mentioned, the formation of creative qualities begins in school, where children with diverse potentials are nurtured. The development of these abilities is a primary task for school teachers. Children's budding creativity cannot flourish without educational and practical activities.

Uncovering children's hidden talents through education and providing opportunities for creative expression from an early age ensures the development of high-potential, socially active, and inventive individuals. This aligns with the national priority of nurturing well-rounded individuals. From the first days of education, children encounter various conflicts and contradictions that drive their development. These are rooted in the child's level of mental maturity and the contradictions between their positive qualities and the demands placed on them. Continuous mental development is essential, and the progressive chain of development leads to human maturity.

Interest in educational content and the acquisition of knowledge are closely linked to the satisfaction students feel from their intellectual efforts. This feeling, encouraged by teachers, fosters students' inclination, desire, and need to work more effectively. Pride and self-confidence, nurtured by appropriate encouragement and discipline, enhance educational outcomes.

Junior school students' trust and respect for their teachers are significant. They perceive teachers as wise and kind figures, and this perception amplifies the teacher's educational influence. Consequently, teachers should wisely use their reputation to cultivate organization, hard work, a positive attitude toward study, and self-control in students. This involves comprehensive exposure and engagement in educational activities that develop students' intelligence, observation, memory, and analytical skills.

Teachers should aim to identify students' desires to remember material and teach them thinking strategies like comparison and analysis. Primary school psychologists and teachers must emphasize these aspects since thinking reflects environmental reality through speech.

Enhancing memory productivity requires self-control, repetition, practice, and checking learned material. Without memorization techniques, students may struggle with direct repetition of material, hindering their learning progress. Teaching memorization and recall techniques is crucial for developing logical memory.

Education transforms children's vivid imaginations into reality through thought. Artistic images created from educational materials enrich creative imagination, a key factor in creative research. The clarity and logical consistency of created images are vital, allowing students to critically evaluate events and further hone their evaluative skills based on objective laws.

To develop well-rounded individuals, enhancing creative activity from elementary grades is essential. Primary education rapidly shapes students' tastes, worldviews, potentials, mental processes, and psychological features.

Psychologists like S. L. Rubinstein and B. G. Anan'ev have linked general mental development to intelligence, with success in study and work hinging on these mental characteristics. N.S. Leytes highlighted those general mental abilities, influenced by will and emotional development, characterize one's potential for theoretical knowledge and practical activity. Leytes emphasized the

importance of understanding relationships and creatively reshaping reality, rooted in higher nervous activity characteristics.

Currently, psychologists focus on directing students' creative activity toward independent cognitive activity and knowledge acquisition. Maximizing cognitive activity and fostering independent creative thinking is a key goal of school education.

The foundation of education should involve active student participation in the learning process and the gradual development of independent learning abilities, not just memorization. Educational reforms today are guided by L.S. Vygotsky's principle that teaching should challenge students' thinking to slightly exceed their current capabilities, fostering advanced analytical and synthetic activity. Vygotsky's concept of the zone of proximal development emphasizes guiding students to achieve higher levels of understanding with minimal assistance.

Psychologist N.D. Levitov identified criteria for creative activity: independent thinking, assimilation and consistency of educational material, speed in solving non-standard tasks, and the ability to distinguish essential elements. U. Nishonaliev emphasized proper planning of educational activities, while O. Hasanboeva focused on acquisition speed, adaptability of thought processes, and analytic-synthetic activity levels.

Creating problem situations in education and involving students in their resolution fosters creativity. Pedagogical games also play a crucial role in developing students' creative activity by establishing personal connections between teachers and students, enhancing students' personal qualities, and addressing psychological obstacles.

A new educational approach involves interdisciplinary communication, enhancing lesson effectiveness and fostering complex, interrelated perspectives on life events. This holistic approach benefits children's emotional and moral development and fosters creative thinking.

In elementary grades, an integrated approach to subjects, rather than isolated lessons, is recommended. This method enhances students' mental abilities and creative activity, laying the foundation for their future education and personal development.

Primary education is pivotal in developing mental abilities and creative capacities, as it forms the basis for students' interests and inclinations. The demand for independent, creative individuals is a pressing pedagogical issue. The national training program emphasizes creating effective mechanisms for personal development and well-being, aligning with educational standards that focus on practical, active content.

Primary education must accommodate the varying social experiences and psychophysiological development of children, fostering each student's creative activity and individuality. Educational programs and textbooks play a vital role in this process, supporting the creative potential of elementary school students.

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