



SOCIAL NECESSITY OF DEVELOPMENT OF CREATIVE THINKING SKILLS OF ELEMENTARY SCHOOL STUDENTS

Tashmatova Shalola Ravshanbekovna
Doctoral Student at the Tashkent State
Pedagogical University named after Nizami

Abstract

This article discusses the social need for the development of creative thinking in elementary school students, as well as among future primary school teachers. The article also emphasizes the importance of pedagogical creativity as the basis for the innovative activity of teachers and the integration of their professional and personal qualities.

Keywords: future primary school teacher, pedagogical competence, critical and creative thinking, innovative activity, primary school students, educational process, modernization.

Special attention is being paid to the issues of effective use of educational technologies based on a creative approach in various spheres of society's development worldwide, formation of critical and creative thinking of future pedagogues in the context of education informatization. Also, the desire to improve the intellectual potential of young students, to improve their creative potential, to improve their creative abilities in the course of self-critical attitude creates the need to improve the didactic conditions for the formation of skills and qualifications.

Today, this process is based on a creative approach, the priority directions of modernization of the educational process in the higher education system: informal (teaching - the main research is innovations in the educational process based on the "Cooperation Strategy", emphasis on online teaching, tutoring) and informal (teaching - in an individual case and personal) improvement of teaching content, development of effective forms and methods of formation of critical and creative thinking in future elementary school teachers, various models of integration of training and creates the need to create technologies. In the Strategy of Actions for the further development of the Republic of Uzbekistan, the task of "...further improving the continuous education system, increasing the possibilities of quality educational services" [1] is defined, in this regard, to increase the creativity of pedagogues, to create favorable conditions for improving the content of education, pedagogical





deontology (Greek. "deontos") "- worthiness, worthy, necessary, relevant, "logos" - science, teaching) [3], it is important to achieve the expected results.

Creativity - (lat. «creativi»; Eng. «creativity» visual "to create", "create to do") is the level of creative ability, the ability to create, which is considered a stable quality of a person, and it is related to creative thinking. Creative thinking is a person's ability to solve non-standard tasks and find new, more effective ways to achieve their goals. That is, creativity is basically coming up with unique ideas, avoiding conventional thinking, and knowing how to solve problems quickly and efficiently. Creativity consists of the unity of individual qualities and thinking abilities that create a basis for the formation and development of creativity in a person [4].

Creative competence (Eng. «creative» creativity, creativity). This type of competence is related to the pedagogue having skills such as innovation, creativity and organization. Creativity is of great importance not only for creating new ideas, but also for improving the lifestyle and spirituality of a person [5].

In the analysis of a number of pedagogic literatures and the research works carried out in recent years, the concepts of "creative", "pedagogical creativity", "creative abilities", "creative competence" have been thoroughly commented. There are many definitions of "creative approach" that can be expressed in scientific, philosophical, literary or layman's language.

Summarizing the above points, it is worth saying that pedagogical creativity is one of the main characteristics of a teacher's innovative activity, and it is the ability of a pedagogue to bring new concepts to these processes of organizing a person's pedagogical activity in a new way, to achieve high results in education and training, to apply them in practice, and to form emotions with new skills. . Pedagogical creativity is a factor of his self-development, and it is determined not by the versatility of the acquired knowledge of the teacher, but by his pursuit of new ideas based on knowledge, bringing news to established stereotypes, changing them, making unexpected, unusual decisions in solving problems. Therefore, pedagogical creativity is understood as the basis of the innovative activity of pedagogues and the integration of their professional and personal qualities.

Now let's briefly touch on the concept of critical thinking. The concept of critical thinking has been explained by scientists and researchers as follows. Translated from Greek, the word "criticism" means isolation, separation. In the Uzbek language, the concept of criticism has acquired a different meaning and is multidimensional. The concept of criticism includes all mental activities of a person. Critical thinking has several meanings. These concepts represent the stages of development of thinking, ability to analyze, attitude to reality [4].





It depends on the teacher, the techniques and tools he uses in the technology of developing critical thinking to stimulate the mental activity of students. Critical thinking includes concepts such as "evaluation" and "self-evaluation", "criticism" and "self-criticism", "proof" and "refutation", "critical analysis". The culture of critical thinking includes the methods and techniques of reliable arguments that are used in practice. All this helps to develop personality, to form the worldview of students. Judy Bruce and David Wood see critical thinking as reflective thinking. Thinking is formed by realizing one's self, being objective, being able to accept other points of view while taking into account one's own point of view, and sometimes letting go of one's prejudices. When solving problems, it is necessary to be able to propose new ideas and see ways to solve them [3].

It is worth mentioning that it is no secret that globalization and man-made civilization have an impact on the education of the young generation, today's students cannot be deceived by "tales and events of the past", they are interested in information based on real events. In most cases, we say with "joy" that a one-year-old child is able to use mobile communication devices. Therefore, the future elementary school teacher needs to know the updates in the field of education that meet modern requirements, to work tirelessly on himself, to ensure his innovative readiness for practical activities in constantly changing non-standard conditions, which creates the need to create additional, non-traditional, parallel independent education systems.

In our opinion, among the above problems, the most important ones are the formation of critical thinking in future elementary school teachers, the creative approach to the educational process, modernization, innovation and novation, innovative educational technologies. The meaningful organization of the process of formation of critical and creative thinking in future elementary school teachers based on the neurological approach depends on how well the basic curriculum is mastered.

We know that elements of education have undergone significant changes based on the innovations in higher education and social sphere. Therefore, it is becoming a requirement of the time to reconsider educational problems based on the philosophy, legality, and creative approach of continuous education.

Based on our pedagogical activity and observations, we can say that future pedagogues should have the basic creative competencies necessary to be competitive in their field and profession. We believe that every prospective primary school teacher, with a commitment to the profession, should:

- show intellectual and creative initiatives;
- breadth and depth of professional knowledge;
- have intellectual abilities;





- to be ready for various conflicts;
- to promote creative ideas and be able to express critical attitudes to them;
- pursuit of news;
- to realize his capabilities, shortcomings and successes, comparing his experiences with the experiences of others;
- to be able to understand his creative aspects;
- to be able to show oneself, to be ready to put innovations into practice;
- each student can work tirelessly on himself with a critical approach and choose the most suitable educational strategies for him in the design of the educational process. (The choice of one of the strategies depends on the teacher's professional training, personal interests, as well as existing life situations) [2].

The implementation of the approach based on creative competences in pedagogical education helps to achieve its main goal, which is to develop opportunities for the manifestation of hidden intellectual abilities (intelligence, verbal fluency and logical thinking) through pedagogical support of students of junior school age.

According to the opinions of N. Muslimov and M. Mirsolieva, creative competences are considered as an important factor in socially active education, in the formation of a person who strives to achieve high results, in choosing and acquiring the pedagogic profession, based on the needs of society [4].

It is worth saying that the process of developing students' critical thinking based on a creative approach in modern education is an integral part of the institution's educational and social activities, and creativity is an open, changing, democratic field of forming the general professional ability of future pedagogues.

Based on this, we can say that, in our opinion, the pedagogical possibilities for the formation of critical and creative thinking in future primary school teachers include:

- to determine the scientific and practical bases of optimization of the content of integration, diversity and flexibility mechanisms in the planning of educational activities based on the principles of motivational, modern universal education, integrative approach, international cooperation, depending on educational conditions;
- Development of an integrated modern information educational base based on the implementation of the content of the work plan and calendar plan in the higher education system based on the implementation of international norms and state requirements;
- determining the effectiveness of educational and methodological resources by applying modern educational programs and innovative technologies to the processes of educational activity;





- to determine the innovative evaluation system of the quality and effectiveness of the knowledge, skills and abilities of the future elementary school teachers according to the results of the educational activities. In our opinion, according to the concept of formation of critical and creative thinking in future elementary school teachers, taking into account the personal, psychological, and physiological characteristics of students, the formation of the following signs and components of creativity has an important pedagogical value. Signs of creativity: (J. Gilford).

- clarity of thought (volume of ideas in a certain period of time),
- originality of thought (transition of one idea to another) originality, that is, the ability to create an idea that differs from the generally accepted views,
- curiosity, flexibility,
- the ability to put forward a hypothesis, pose a problem,
- ability to imagine, fantasize, solve non-standard problems, etc.

Components of creativity: (M.N. Gnatko)

- characteristic of the person (intellectual, individual)
- creativity opportunities,
- thinking creatively,
- creative vision,
- knowledge,
- being able to find a solution,
- organization,
- solving problems independently [2].

In short, creativity is very important, especially for teaching staff. The creation of projects that highlight the invariant and variable parts of the pedagogue's activity characteristic of human thinking also requires knowledge, mental effort, and pedagogical competence, in today's language, from pedagogues. In order to form critical and creative thinking in future elementary school teachers, taking into account their rights, specific development characteristics and potentials, it is necessary for the teacher to be "intelligent" himself. For this purpose, participation of pedagogues in mutual classes, open classes, work on projects aimed at creative activity, seminars, various competitions related to the profession, scientific-practical conferences, and creative laboratories are of great pedagogical importance for the development of the creative potential of pedagogues. In science, they are briefly called creative competence.



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