

CONTENT OF THE DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS**Khayitov A.I.**

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Annotation: this scientific article covers a wide range of psychological and pedagogical foundations for the development of creative abilities of Primary School students, factors affecting the formation of creative thinking, methodological approaches of the teacher and the possibilities of supporting creativity through modern pedagogical technologies.

Keywords: elementary education, creative ability, creative thinking, divergent thinking, imagination, fantasy, problem education, interactive methods, project method, personality-oriented education, modern pedagogical technologies, digital tools, virtual classroom, metaverse, creative competencies, pedagogical conditions.

Аннотация: В данной научной статье широко освещаются психолого-педагогические основы развития творческих способностей младших школьников, факторы, влияющие на формирование творческого мышления, методические подходы учителя, а также возможности поддержки творчества с помощью современных педагогических технологий.

Ключевые слова: начальное образование, творческие способности, творческое мышление, дивергентное мышление, воображение, фантазия, проблемное обучение, интерактивные методы, метод проекта, личностно-ориентированное обучение, современные педагогические технологии, цифровые инструменты, виртуальный класс, Метавселенная, творческие компетенции, педагогические условия.

Annotatsiya: Ushbu ilmiy maqolada boshlang'ich sinf o'quvchilarining ijodiy qobiliyatlarini rivojlantirishning psixologik-pedagogik asoslari, kreativ tafakkur shakllanishiga ta'sir etuvchi omillar, o'qituvchining metodik yondashuvlari hamda zamonaviy pedagogik texnologiyalar orqali kreativlikni qo'llab-quvvatlash imkoniyatlari keng yoritiladi.

Kalit so'zlar: Boshlang'ich ta'lim, ijodiy qobiliyat, kreativ tafakkur, divergent fikrlash, tasavvur, fantaziya, muammoli ta'lim, interfaol metodlar, loyiha metodi, shaxsga yo'naltirilgan ta'lim,

zamonaviy pedagogik texnologiyalar, raqamli vositalar, virtual sinf, metaverse, kreativ kompetensiyalar, pedagogik sharoitlar.

In the world, the policy in the field of Personnel Training is inextricably linked with the intellectual and spiritual-moral education of a person, through a system of continuous education, providing for the upbringing of a person – a citizen in every possible way. After all, one of the most basic constitutional rights of a citizen is the right to acquire knowledge, to demonstrate creative abilities, to develop intellectually, to work by profession. Accordingly, the changes that are taking place in the modern educational system of the whole world and our country today, Research is considered as a driving force, which is accompanied by increased attention to the development of creativity.

According to the teachings of World pedagogy and psychology, one of the main tasks of education is the organization of education aimed at the formation and development of creative thinking of students in the process of teaching. Creative education is a special point of view of arming young people with social experience and is an education aimed at Children's activities, thinking. It is valid in the shell of the work of the above system, society in the field of youth education, paski from himself covered organizational systems with problems of creative assimilation of the content of information, education of creative abilities in children and increasing educational activity on the ground of this.

In accordance with the current imagination, one of the main tasks of education is to create conditions for the formation and development of creative thinking of students in the process of teaching. Effective organization of cognitive activity is the first priority in solving this problem.

The process of primary education is the most active stage in the intellectual, emotional and social development of children, and creative abilities are formed and strengthened precisely during this period. In psychological research, it is noted that the age range of 7-10 years is the most active period of development of creative processes such as fantasy, imagination, unusual thinking. Therefore, it is of great importance for a primary school teacher to correctly choose tasks, environments and tools that encourage creative thinking in students. Early development of creative abilities has a positive impact not only on a child's personal growth, but also on his future professional development.

Theoretical foundations of creative ability

Creative ability is a comprehensive concept that is not exclusively related to art or literature. In today's pedagogical science, creative ability is explained through the following scientific components:

1. Divergent thinking

Divergent thinking is the ability to find several solutions to a problem, to develop unusual answers. Theoretical foundations of creative ability

Creative ability is a comprehensive concept that is not exclusively related to art or literature. In today's pedagogical science, creative ability is explained through the following scientific components:

1. Divergent thinking

Divergent thinking is the ability to find several solutions to a problem, to develop unusual answers. J. Guilford's research emphasizes that divergent thinking in children is actively developed through exercises.

2. Imagination and fantasy

Imagination is the main mechanism of the creative process, and any new idea is born precisely from imagination. In children, fantasy is formed by games, drawing, weaving a story.

3. Original thinking

An important sign of creative thinking is that the reader gives specific answers, creates an idea that is different from that of others.

4. Independent search Imagination is the main mechanism of the creative process, and any new idea is born precisely from imagination. In children, fantasy is formed by games, drawing

The process of creativity is associated not only with knowledge, but also with emotional motives. Interest, admiration, pleasure are the driving force of creative activity.

The psychology of creativity includes psychological research in the field of scientific discoveries, discoveries, the creation of works of art, the discovery of the creative potential of a person. The term "creator" refers to the activity of a particular person and the values that he creates, and then becomes a factor of culture. The problematic area of psychology of creativity includes imagination, intuition, thinking and other factors that stimulate a person's creative activity.

Creativity is a vital ability that significantly improves the academic and personal development of a child. In order to nurture creativity in elementary school students, teachers need to create an environment that encourages research, curiosity, and self-expression. This includes introducing

creative activities into the curriculum, creating opportunities for fantasy games, and encouraging growth thinking. Creativity is a vital ability that significantly improves the academic and personal development of a child. In order to nurture creativity in elementary school students, teachers need to create an environment that encourages research, curiosity, and self-expression. This includes introducing creative activities into the curriculum, creating opportunities for fantasy games, and encouraging growth thinking. Through this, teachers can help develop students' creative potential, providing a foundation for Lifelong Learning and innovation. In the following sections, we will look at various strategies and practices that can effectively develop creativity in elementary school students. These include encouraging Fantasy games, incorporating art into the curriculum, promoting problem-solving activities, and creating an stimulating learning environment. By implementing these approaches, teachers can help develop their students' creative abilities and prepare them for future success.

Several main approaches to the problem of creative abilities can be distinguished:

- creativity is a situational unmotivated activity ;
 - there is no such thing as creative abilities. Motivations, values, personality traits play a leading role in determining creative behavior ;
 - creative ability, independent of intelligence, is an independent factor
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 - creative ability, independent of intelligence, is an independent factor ;
 - a high level of intelligence assumes a high level of creative abilities, and vice versa.

In the scientific literature, there are still no unambiguous answers to these questions.

- why do the same people show mainly adaptive activity, while others show positive activity?
- why is the creative activity of the same people more productive than that of others?

There are several effective methods aimed at developing the creative abilities of Primary School students. These techniques help students to think non-standard, find new approaches to problem solving, and express their ideas freely.

Below are some of the main methods:

1. Gaming activities (didactic and creative games):
 - Role-playing games: children play different roles (e.g. writer, inventor, hero) that develop their fantasy and ability to improvise.

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1. Gaming activities (didactic and creative games):

- Role-playing games: children play different roles (e.g. writer, inventor, hero) that develop their fantasy and ability to improvise.

- "If I am..." game: Readers are asked to imagine how they think or act by placing themselves in the place of another person, object or being.

2. Problematic education and heuristic conversations:

- The teacher, without giving ready-made answers, encourages children to come to an independent conclusion with the help of questions.

- "Why?", "How?", "How else can one do?", encouraging critical and creative thinking.

3. Project activities The teacher, without giving ready-made answers, encourages children to come to an independent conclusion with the help of questions.

- "Why?", "How?", "How else can one do?", encouraging critical and creative thinking.

3. Project activities:

- Students work in small groups or individually on a project on a specific topic (for example, creating a mock-up "school of my dreams", writing a fairy tale). This process involves planning, collaboration and the creation of the final product.

4. Fine activity (painting, clay, applications):

- * Encourage the use of various materials and techniques. It is important to leave the standard molds and create conditions for the child to express his worldview.

- Work with unusual materials: when drawing, use not only pencils and paints, but also tools such as reels, sponges, fingers.

5. Literary creativity (fairy tale, poetry) Encourage the use of various materials and techniques. It is important to leave the standard molds and create conditions for the child to express his worldview.

- Work with unusual materials: when drawing, use not only pencils and paints, but also tools such as reels, sponges, fingers.

5. Literary creativity (fairy tale, poetry):

- The exercises of continuing a fairy tale, drawing up a story based on a picture or writing a short poem develop both speech and fantasy.

6. Creating a creative environment:

- Create a safe and supportive classroom environment where any idea is appreciated, not afraid to make mistakes.

- Taking into account the interests of children and introducing topics of interest to them into the educational process.

This set of methods will help open up the creative potential of children and increase their interest in reading them.

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There are several other important approaches to the development of creative abilities that complement the above methods:

7. "Mental attack" (Brainstorming) method:

- Around a specific question or problem, the ideas of all readers are collected quickly. The most important thing is that at this stage no idea is criticized or rejected. This encourages children to think freely and to say their "craziest" ideas as well, as sometimes the most unusual thoughts lead to the best solutions.

8. Working with associative cards (metaphorical cards) :

- Cards with different images, colors or words are used. Readers are asked to choose a card that is related to a specific topic (e.g. "friendship", "spring") and explain why exactly this card was chosen, what is the relationship between them. It develops metaphorical thinking.

9. Integration of academic disciplines (integration:

- Creativity should be applied not only in individual lessons, but in all subjects. For example, asking to find several ways to solve an issue in a mathematics lesson; describing the life cycle of a plant through painting in a natural science lesson.

10. Reflection and self-assessment:

- After each creative assignment, giving students the opportunity to analyze their work. "How did I do it? Creativity should be applied not only in individual lessons, but in all subjects. For example, asking to find several ways to solve an issue in a mathematics lesson; describing the life cycle of a plant through painting in a natural science lesson.

10. Reflection and self-assessment:

- After each creative assignment, giving students the opportunity to analyze their work. "How did I do it?", "Where Have I been challenged?", "What would I do differently next time?" such questions make the child think about his own creative process.

In conclusion, the development of creative abilities in the primary class is a continuous process that requires the teacher to have patience, flexibility and accept the uniqueness of each child. The goal is to increase children's self-confidence and form a curiosity in them that will remain for the rest of their lives.

The development of creativity in primary school students is important for their comprehensive development. By incorporating imaginative play, Art, problem-solving activities, and a stimulating environment into the curriculum, teachers can create a nurturing and dynamic learning environment. Increasing thinking, curiosity, and encouraging collaboration further enhance students' creative abilities. Creative use of technology and celebrating students' creative efforts are also key to maintaining their interest and confidence in creative pursuits.

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