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METHODS FOR ENHANCING THE CREATIVE THINKING OF PRIMARY SCHOOLCHILDREN

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Abstract: One of the main problems facing the system of public education and society as a whole today is the problem of enhancing the creative thinking of primary schoolchildren. Psychologists argue that the development of creativity in children should be as early as possible, otherwise it may fade away. Therefore, purposeful work is needed to develop the creative thinking of primary schoolchildren, taking into account age and individual abilities. In modern psychology, there are two points of view on creativity.

Keyword: creative thinking, technology lessons, creative skills, student psychology, education, opportunity, development, thinking.

1. Introduction

In any society, the education of the younger generation is based on a specific goal. The purpose of education is determined by the development of social society, its direction of development, the content of social relations. The main purpose of education in the Republic of Uzbekistan today is to bring up a perfect person.

The interdependent development of various events that take place in nature and society, the relationships between them, can be understood only on the basis of the integration of sciences. The separate study of the natural and social sciences leads to the formation of scattered knowledge about them. Such knowledge does not allow the formation of ideas about the integrity of nature and society, the role of humanity in nature, the need to properly understand the nature of global problems facing humanity and a systematic approach to solving it rationally.

Indeed, the basis of integration is interdisciplinary communication and finds its development in the idea of integration. The study of disciplines with integrative content is considered as a factor that ensures the integrity of the knowledge, work methods, personal qualities of future professionals.[1]

At the current stage of school education, preparing students for work is one of the most important issues in the education and upbringing of the younger generation. Today's education of the younger generation, building their future is the most responsible thing. President Mirziyoyev said: "When we talk about the rights of young people, we mean, first of all, their full right to live in peace and health and to get an education. Therefore, it is always a priority for us to ensure that our young generation grows up harmoniously and receives a quality and perfect education.

In the current difficult period, when Uzbekistan, like other countries in the world, is experiencing a coronavirus pandemic, the education system of our country has faced a serious test. Despite today's difficult conditions, our work in this direction continues with the timely measures taken by our state and your selfless work. [2] It is obvious that

modern teachers and coaches have a great responsibility.

The tasks of labor education and vocational training of students are solved in the primary school through the whole system of education and upbringing, as well as through all subjects. Labor lessons play a leading role here. The basic concepts, skills and competencies of labor education in the primary grades are formed in labor classes. [3]

These requirements are aimed at enriching the content with the latest achievements of science and technology in order to understand the needs of nature and society: to increase the role of technology education in the educational process and increase the responsibility of parents and teachers to raise children. This, in turn, poses complex and responsible challenges to technology education. The educational value of technology education in school is very high and helps to develop the most important will and moral qualities in the intellectual development of students, cultivating in students a sense of diligence, responsibility, discipline, sense of duty, community.

2. Materials and Methods

1) All thinking is creative (there is no non-creative thinking)

2) The most common definition of creative thinking is based on its product characteristics. V.B.S.E. creativity is defined as human activity that creates new material and spiritual values of social importance.

Thinking is always creative, as it is aimed at discovering new knowledge. (For example: Where there is no sample, and the student himself finds something new, albeit subjectively new (for example, a way to solve a problem), then creative thinking appears. [4])

The main criterion of creativity is often considered - the originality of thinking - the ability to give answers that deviate far from the usual. Originality expresses the degree of dissimilarity, non-standard, unexpectedness of the proposed solution among other standard solutions. Originality is born from overcoming the "correct", the obvious, the generally accepted.

The creative nature of thinking is manifested in such qualities as flexibility, originality, fluency, depth of thinking (lack of stiffness, lack of stereotype), mobility. All these features characterize a creative person. Opposite qualities are inertia, stereotyped, superficial thinking. They are very important in life, as they allow you to quickly solve common problems. However, psychological inertia is very harmful in creativity and in the development of creative abilities. It is not necessary that a high level of development of intellectual abilities implies well-developed creative abilities. Developing a child's creativity means developing their imagination. The learning process can take place with a different application of strength, cognitive activity and independence of schoolchildren. In some cases it is imitative, in others it is search and creative. It is the nature of the educational process that affects its final result - the level of acquired knowledge, abilities and skills. In the theory and practice of teaching the issue of developing students' creative abilities has not yet been given the necessary attention, but one thing is clear that the development of students' creative abilities cannot occur without setting and solving a wide variety of

problems. The task is the beginning, the initial link of the cognitive, search and creative process, only in it the initial awakening of thought is expressed. However, in the practice of school teaching, in many cases, reproductive tasks are used that direct the student to unambiguous answers that do not activate his mental activity. According to some researchers, only 14% of tasks cause sensory productive processes of creative vision, independent observation, attention, and the speed of grasping. Among other things, those tasks that improve the cognitive activity of schoolchildren contain elements of uncertainty, contradictions - tasks of a creative level. It is known from the school curriculum that issues that require consideration of something from an unusual perspective often baffle children. And this is understandable because they were not taught this. Meanwhile, the German teacher Disterweg (follower) Pestalozzi wrote that it is more beneficial to teach the same subject from ten different sides than to study ten different subjects from one side.

Definitely, to see something in a new way, not like everyone else, and not like that, you've seen before, is a very difficult task. But this can be taught if the learning process is directed to the development of students' creative abilities by a system of instructive tasks, in the solution of which students become interested not only in knowledge and in the search process itself. There is no need to prepare creative assignments personally for the most capable students and offer them instead of the normal assignments that are given to the whole class. This principle of individualization puts children in unequal conditions and divides them into capable and incapable. Creative assignments should be given to the entire class. When they are done, only success is assessed. The teacher must see individuality in every child. The American scientist Rosenthal argued that in a situation where the teacher expects outstanding success in children, they really achieve these successes, even if they were previously considered not very capable. The level of development of creative abilities depends on the content and methods of teaching at school. [5] Using a variety of teaching methods, including play ones, systematically, purposefully develop children's mobility and flexibility of thinking, teaches them to reason, not cram, but think, draw conclusions themselves, find new original approaches, proof, etc. Of great importance for the development of creative abilities is the level of development of attention, memory, imagination. It is these qualities, according to psychologists, that are the main development of productive thinking, creative abilities of students and increases creative search activity.

Different types of assignments affect the development of students' thinking in different ways. Creative thinking involves the implementation of unconventional methods of action, the ability to set new goals. For example: formulate a question to the content of the text, picture, ask an additional question to the answering student. To form flexibility of thinking in one lesson, solve problems and examples of various types, and it is necessary to disassemble them and discuss the features of the solution. When solving a new problem, it is necessary to compare it with the old problems, to highlight new elements in it that were not present in the problems solved earlier. The development of non-template analysis among students is facilitated by such tasks as solving problems

with missing (or even missing) data.

In order to develop creative thinking, teachers should encourage students to independently check the results of their work. To set tasks for him - not to compare your results with the answers of students, with a textbook, with a dictionary, with a teacher's sample, but independently check the problem; who guessed how to check the problem, what rule will you use when checking the exercise?

The teacher's questions play a huge role. For example: By what means did the author manage to describe the beauty of nature with such expressiveness? In reading lessons, it is necessary as often as possible to give students the opportunity to talk about what they felt, experienced while reading, talked about their own mood; be able to evaluate the actions of the heroes of the work, the attitude of the author to the events described. Assessing the actions of the heroes of the read work, the student must argue his answer.

For the development of creative thinking, you can use a variety of methods in the lessons of the Russian language and reading. For example: find words that are similar or different in meaning; continue the story; draw up a memo; come up with a fairy tale, words, phrases; make sentences with words, from these words, according to a picture, according to a scheme, with a phrase; distribute the proposal; compose a story on questions, on the content of the text, on pictures, based on your own impressions; draw a verbal picture for the story; title the story, parts of the story; poems, etc. The inclusion of such tasks in the structure of lessons creates an opportunity to involve students in creative activities that are feasible for them, which is a necessary condition for the formation of various creative qualities of schoolchildren's thinking.

Each student has abilities and talents. Children are naturally curious and eager to learn. In order for them to manifest their gifts, they need the right guidance.

From an early age, a fairy tale occupies an important place in the life of every child.

A fairy tale is not only fun, but also a great way to develop your little one's creativity. And for this you just need a fantasy, a desire to give the child positive emotions, and our methods. Fairy tales can be composed anywhere, anytime, and about anything. There are many techniques that allow you to replenish the child's vocabulary, consolidate the grammatical structure of speech, teach to express emotions, develop speech and fantasy.

We present to your attention methods for the development of creativity:

Method one: "Finishing the fairy tale"

The essence of the method is for the child to come up with an ending to the fairy tale that you tell him. And his goal: to develop logical thinking, the ability to correctly finish a thought and comprehend what he heard.

To do this, you need to voice the beginning of the fairy tale you have invented. For example: "The girl Tanyusha went to visit her grandmother to pass on gifts from her mother. She walked for a long time through the forest. And suddenly it turned out that she had forgotten the way - she got lost. For a long time Tanyusha wandered through the forest until she met a hare. Here is the hare to Tanyusha and says ... ". Let the child continue the story on his own in accordance with the meaning. If difficulties arise, you can ask the

child clarifying questions by observing the child's reaction and encouraging him to think about his answer. At the end, you might even ask your child to illustrate the continuation of the story.

Method two: "A story about a specific character"

The essence of the method is in inventing the character of a fairy tale, determining his character, actions, goals and actions. The purpose of the method: the formation of the moral education of the child, as well as the skills of interpersonal communication with adults and peers.

Any fairy tale is built according to a certain structure. It has the main character, other people, obstacles that they overcome, life lessons that the character learns in the end. Invite your child to come up with their own character, endow him with thoughts and feelings. Let him create difficulties for the hero, and the people around him with whom he will interact. Your kid should describe the actions of the protagonist, and the result to which the hero will eventually come. The child must learn to reason about how the character changed at the end of his tale, what conclusions he made. And then, come up with your own fairy tale.

Method three: "Stage a fairy tale"

The essence of the method: the embodiment of the plot of a read or composed fairy tale, in the creation of images and costumes for specific fairy-tale characters in accordance with their characters. The purpose of the method: activation of a creative attitude to the word, development of skills to combine a fabulous image with a dramatic one. In order to stage a fairy tale, it is necessary to involve a group of children. Prepare the required costumes or dolls. And to give the children the opportunity to think about the character of this or that character, about the scenery and the setting of a fairy tale. It is necessary to distribute roles taking into account the individual characteristics of children and the nature of the characters of the fairy tale themselves.

In the first grade, I begin my work on the development of the creative abilities of children with the well-known fairy tale "The Turnip". First, I check to see if everyone knows her well. To do this, I ask everyone in turn to say only one phrase from a fairy tale. This alone is causing great excitement.

Further, to work on a fairy tale, I use the theory of inventive problem solving - a technology to increase the efficiency of activating creative thinking: storyboarding a fairy tale, the "Good-Bad" technique, after which I ask why did the heroes feel good at the end of the fairy tale? Based on the answers and conclusions of the reasoning, schoolchildren come up with proverbs for this fairy tale. As a result, the children come to the conclusion: together it is possible to do work that is beyond the strength of even the strongest; the help of the weakest can be decisive.

At the end of the lesson, I ask you to compose a new ending to the fairy tale, asking the question: did the cat rush to the mouse after pulling out the turnip, and the dog to the cat, the granddaughter with a stick ran after the dog, and the grandfather and grandmother had a fight? All the guys are happy to get involved in the work, and after awhile anew ending emerges: "After pulling out the turnip, the grandmother cooked a

delicious porridge from it, and all sat down at the table, and then they gave the mouse a piece to take with them ...". Usually, working with a fairy tale takes a whole lesson.

3.Result and Discussion

In the future, in the lesson, we not only read and retell, but also learn to compose our own fairy tales. This is exactly the way that helps the development of creative imagination in children.

Here are several types of work on a fairy tale:

1. Learning to compose fairy tales. For example, when telling and staging the Russian folk tale "The Turnip", we made some changes:

- Who else can I call for help? And they called the hen, because she can also live in the house, as she is a poultry. Some children tried to compose their own fairy tale by changing the characters.

2. Coming up with the continuation of the tale.

3. Coming up with a happy ending for a negative character from a familiar fairy tale.

4. Learning to come up with fairy tales according to plan.

Such tasks contribute to the development of creative imagination and children's interest in learning.

To develop creative thinking in mathematics lessons:

Solving non-standard tasks, children themselves come to the conclusion that there are tasks that cannot be solved immediately by one action, that it is necessary to analyze, compare, reason.

We start with the following tasks:

Solving problems with missing data. "We bought toys for the boy: a bear and a toy car. The car costs 25 rubles. How much do they cost together? "

Such tasks contribute to the development of unconventional analysis in students.

Unsolvable tasks. First, tasks are given. "Katya had 5 dolls, Sveta had 1 doll. How many dolls do girls have? " And then an unsolvable problem is presented: "Katya had 5 dolls, Sveta had 1 doll. How many dolls does Vera have? " The ability to analyze a new situation is developed.

Tasks for the formation of skills, conduct deductive reasoning: "The guitar is a musical instrument. Aisen has a musical instrument at home. So he has a guitar at home? " Whether the reasoning is correct or not. If not, why not?

When solving such problems, students must be smart, guess that the problem is not being solved at all, or that there is extra data in the problem or there is not enough data. The manifestation of quick wits when performing such tasks contributes to the formation of such qualities as flexibility of thinking, which plays an important role in the development of creative thinking. From the very beginning, when solving non-standard problems, you need to teach children to depict as segments any objects that are known about, make tables, show tasks by staging.

Modeling the situation using a drawing, picture.

1) "Vasya is taller than Kolya and lower than Senya. Which of the boys is the tallest? "

2) "Petya was born 3 years earlier than Vova, now Petya is 6 years old. How old is Vova?" For complete clarity, it is useful to write the first 10 numbers and place the letters P and B next to the corresponding numbers. And other similar tasks.

When solving non-standard tasks, imagination and fantasy, memory and attention, flexibility of thinking develop, the child's mind becomes sharper, the ability to observe, analyze phenomena, make comparisons, generalize facts, draw conclusions is formed. Students' reasoning becomes consistent, evidence-based, logical, and speech becomes clear, convincing, reasoned.

The solution of such problems expands the mathematical horizons, forms an eccentricity of thinking, the ability to apply knowledge in non-standard situations, develops perseverance in achieving goals, instills interest in the study of classical mathematics. Curiosity, independence, activity and initiative are brought up. All this develops, the creative thinking of younger students.

The use of innovative technologies plays a huge role in enhancing the creative thinking of students.

The method associated with the independent search and discovery of certain truths by schoolchildren is the method of problem learning. The essence of problem learning is as follows. Students are faced with a problem, a cognitive task, and the students, with the direct participation of the teacher, or independently explore the ways and means of solving it. Schoolchildren make hypotheses, argue, reason, prove. Problem-based learning teaches children to think independently, creatively, forms their basic research skills.

The development of creative thinking with the problem-dialogical method of teaching is expressed in the fact that the creative activity of children increases in the form of questions. Such training affects the development of the flexibility of thinking in children. Cognitive activity is of great importance for the development of search activity. And this means the need for new information, new impressions, these are positive emotions of joy and interest. Interest pushes students to show creativity and initiative in the independent acquisition of knowledge.

In addition, your imagination should not be limited to the proposed methods. Create and fantasize for your children! And they, in turn, will develop their creativity.

The next stage of the work considers the development of creative imagination as a necessary and full-fledged part of the theory of inventive problem solving. Speaking about the goals and objectives of the development of creative imagination, it is necessary to start from the goals of the theory of inventive problem solving. Techniques for the development of creative imagination and the theory of inventive problem solving are widely used in the classroom. The development of the creative imagination of junior schoolchildren involves the use of algorithmic procedures for creating creative products in teaching: composing riddles (the method of A.A. Nesterenko), making up riddles "yes - no" from literary works (method of T.A.Sidorchuk), inventing a story from a picture (method I.N.Murashkovskaya) synthesis of outdoor games (methodology of M.S.Gafitulin, S.V. Sychev).

Long-term work experience shows that children master new tasks with great interest

and successfully apply them in independent learning activities, which allows for the creative application of the knowledge gained, contributes to the increase in the activity and motivation of students, and provides younger students with the opportunity for successful self-realization.

Along with the formation of creative thinking skills and the development of controlled creative imagination, the theory of inventive problem solving - pedagogy sets as its goal the upbringing of a creative personality, prepared for solving problems in various fields of activity. The leading quality of a creative person, according to the author of the theory, G.S. Altshuller, is the presence of a significant, new and socially useful ("worthy") goal.

Particular importance in the theory of solving inventive problems - pedagogy is given to "meeting with a miracle", which means getting a strong emotional impression when faced with a riddle, secret, unusual phenomenon. Surprise, delight, joy experienced at the same time awaken the child's curiosity, leaving a mark for life. It should be noted that the theory of inventive problem solving - pedagogy today is in many ways a practice-oriented pedagogical system, the theoretical conceptual provisions of which are still being developed. At the same time, the experience accumulated in the theory of solving inventive problems - pedagogy for the development of creative thinking or imagination, can be used to increase the effectiveness of the formation of creative abilities of students, including those of primary school age.

The technology for the development of critical thinking is another method of enhancing the creative thinking of students.

Modern life dictates its own laws: people's speech becomes businesslike, even in a daily environment, laconic, dry, devoid of imagery, brightness. Good command of the word is an art that needs to be learned for more than one year. The social status of a person and a professional career depend on this. One of the effective methods of child development, which allows you to quickly get a result, is to work on the creation of a non-rhymed poem, syncwine. Sinkwine from French translates as "5 lines", a five-line stanza of the poem.

Rules for composing syncwine:

The first line is one word, usually a noun, that reflects the main idea;

Second line - two words, adjectives, describing the main idea;

Third line - three words, verbs, describing actions within the topic;

The fourth line is a several-word phrase that expresses an attitude to the topic;

The fifth line - words associated with the first, reflecting the essence of the topic.

The vocabulary topics that children learn serve as topics for syncwines. They can be dedicated to a person (his qualities), natural phenomena, animals, birds, holidays, etc. The child must also be able to read his work. And no matter how badly or well he does it, he always has a desire to sit in a poetry chair and read his essay out loud to everyone. The work of composing syncwines is a source of inexhaustible creativity for children and adults.

Reading with stops.

This strategy fits well with reading lessons. The material for its implementation is the narrative text. At the beginning of the lesson, students determine by the title of the text what will be discussed in the work. After reading each fragment, the students make an assumption about the further development of the plot. This strategy helps students develop an attentive attitude to the point of view of another person and calmly reject their own, if it is insufficiently reasoned or the arguments turned out to be untenable. The use of this technology is focused on improvisation, guesswork, creativity.

Word map.

Creating a word map requires creativity and learners get involved in the creative process. A word is given, another word form is formed, a synonym, an antonym, the meaning of the word in the dictionary, an association, a sentence from the dictionary, your own sentence.

4. Conclusion

It allows not only to activate younger students and helps to solve the problem, but also forms non-standard thinking. This technology does not put the child in the frame of right and wrong answers. Students can express any opinion that will help find a way out of a difficult situation.

The technology of critical thinking and its strategies ensure the development of thinking, the formation of communication and creative abilities. Observation, the ability to compare and analyze, to find connections and dependencies, all this in the aggregate makes up creative abilities.

Thus, the upbringing of a creative personality presupposes the formation of a system of values and abilities for its implementation. This requires purposeful work on the definition of the concept of "value system", analysis of various value systems and actions in literary and real situations, the ability to analyze one's own value system, the formation of the concept of "cultural group", value orientations of the cultural group; the ability to track and evaluate options for dealing with a problem, learning to assess personal qualities as resources for solving a problem and self-development, mastering the skill of determining the level of development of an object of activity, forming the concept of "creative team" and the ability to interact in a creative team.

Who needs creativity? Acceleration of scientific and technological progress will depend on the quantity and quality of creatively developed minds, on their ability to ensure the rapid development of science, technology and production, on what is now called an increase in the intellectual potential of the people.

There is a great formula for the "grandfather" of cosmonautics, K.E. Tsiolkovsky, who lifted the curtain over the secret of the birth of the creative mind: "First, I discovered the truths known to many, then I began to discover the truths known to some, and, finally, I began to reveal truths that were not known to anyone yet". Apparently this is the path of the formation of creative abilities, the path of the development of inventive and research talent. Our responsibility is to help the child get on this path.

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