



## Development Of Creative Thinking In Junior Schoolchildren

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**Abstract:** This article substantiates the idea of the relevance of developing creative thinking in junior schoolchildren, analyzes the use of various approaches and methods by primary school teachers. The author outlines views on the effectiveness of developing creativity in children in connection with the development in students of the ability to analyze, find patterns between objects and phenomena and create new non-standard ways to solve various educational and life problems.

**Key words:** modernization, creativity, educational process, creative teacher, educator, creativity, creative thinking, child's personality, creative skills.

### INTRODUCTION

At the present stage of modernization of educational processes in our society, the development of creative thinking in children becomes relevant. It is advisable to begin developing creative skills in a child's developing personality from preschool age.

"As the history of developed countries of the world shows, they began all reforms with the system of preschool education and upbringing, that is, from kindergarten, and then school. After all, without changing the school, it is impossible to change a person, society" [1].

Modern creative educators and creative teachers are individuals who know how to solve educational and pedagogical problems by selecting from several



solutions the most optimal, original, convenient and accessible options for children to understand.

“Preschool educational institutions create good conditions for the development of a child. These institutions implement a children's education program. Research shows that the general level of mental development of children raised in preschool institutions is significantly higher than that of other children” [2].

In preschool education, the following types of activities are used to develop creative abilities in children: educational games, fairy tales, puzzles, composing puzzles, solving riddles, drawing, music lessons.

“The leading activity during this period is gaming. The game causes qualitative changes in the child's psyche. Based on this activity, the foundations of educational activities will be laid, which will play a leading role in the next period” [3].

When a child enters school, a new stage of life begins for him. The main task of the first teacher, first of all, is to create a trusting, kind, creative environment for fruitful learning and education of students.

A modern successful teacher who knows how to develop creative, innovative thinking in children is distinguished by the presence of the following professional skills:

- Knowledge of your subject and interest in it;
- Communication skills;
- Speech culture and pedagogical tact;
- Knowledge of child developmental psychology;
- Ability to set goals correctly;
- Desire to learn new things;
- Listening skills;
- Self-education;
- Hard work.

In the process of school education, the teacher improves creativity in younger schoolchildren in order to develop their creative abilities, creative thinking, imagination, observation, intelligence, independence, the ability to combine



their knowledge, find associations between objects, fantasize and draw conclusions

### **MAIN PART**

“Modern pedagogy is a science that reflects the changes taking place in modern society. This means that we must constantly seek new knowledge from all kinds of sources” [4].

Sources for the search for new knowledge in pedagogy are: the centuries-old experience of great teacher-thinkers, reflected in folk customs and traditions; philosophical, pedagogical and psychological works; articles on world education practices, taking into account the national characteristics of each nation; innovative pedagogical technologies and methods.

Raising a harmoniously developed, physically healthy, mentally mature younger generation is an important task of a primary school teacher. A teacher for his students is a guide to the world of human relations. He needs to cultivate in students creative thinking, the ability to dream and realize their dreams, set the right goals and look for unique, original ways to achieve them, synthesize innovative unusual solutions.

Creativity is the ability to find fundamentally new, valuable, non-standard and creative ideas for solving certain assigned problems.

Creative thinking is the ability to solve problems in an unconventional, convenient way, using imagination and improvisation.

Creating creative thinking in children includes a complex and system of different approaches with the goal of revealing the child’s creative potential. Junior school age are students studying in grades 1-4 of primary school. This age is characterized by curiosity, observation, imagination, and increased mental activity. During educational and extracurricular activities, a teacher can use various pedagogical methods and techniques to develop creativity in younger schoolchildren.



“In the learning process, it is necessary to use a variety of methods and forms of working with children, take into account their individual characteristics, and interest them in activities”[5].

For example, during the pedagogical process at the stage of explaining new material, the teacher can use the “Brainstorming” method so that the students can guess the topic of the lesson themselves. The teacher offers students a crossword, riddle, scanword or rebus, which will contain the name of the lesson topic or its keyword. This method develops intelligence in younger schoolchildren, the ability to compare, find patterns, generate ideas and sets them up for the cognitive process.

During class and extracurricular activities, it is reasonable for the teacher to use various forms of work: project activities, debates, contests, competitions, excursions, didactic games, exhibitions of children's creativity.

As homework in various academic subjects, it is advisable to ask students to complete project work on a given topic.

Project activity is a unique, creative, educational and cognitive activity aimed at achieving the goal. Project work can be presented in the form of a video, video slides, an Oral Journal, or a wall newspaper. Students can be helped in completing the project by parents or other members of their family, which contributes to the development of cooperation between family and school. When creating project work, schoolchildren develop creative skills, creativity, independence, individual thinking, memory, imagination, hard work, responsibility and aesthetic perception of reality. In pedagogical activities, at the stage of checking homework, students introduce the teacher and their classmates to their creative project, exchange opinions, new ideas and consolidate the knowledge gained.

A debate is a verbal method of organizing the educational process, when each of its participants can express their point of view on a given topic and give their arguments in its defense. This method promotes the development of logical and creative thinking in schoolchildren, the ability to interpret their thoughts,



analyze opposing opinions and highlight the most important things necessary for themselves, and fosters respect for their interlocutor.

The teacher can conduct a debate lesson or use this form of work as a fragment in the lesson. The productivity of lessons is facilitated by holding debates on various topics, taking into account the age characteristics of primary school age and the curriculum. They should be useful, educational, innovative, interesting, developing and have educational value. For example, you can organize debates about literature, art, music, cultural behavior, natural phenomena and others.

Creative thinking skills in younger schoolchildren can be trained with the help of some exercises in a playful way.

Exercise 1. "What, why, how."

The teacher offers students an object or a picture of an object, the purpose of which the students must guess. The teacher asks the following questions:

- What is the purpose of this item?
- What field of activity does he belong to?
- How is it used?

This exercise is recommended to be performed as a group activity, during which students answer the questions asked. Children's answers should not be repeated. This exercise helps improve a child's imagination, innovative ideas, and logical thinking.

Exercise 2. "Associations."

The teacher or one of the students names any word, and the other participants in the game determine the associations, metaphors, epithets, comparisons associated with this word. For example, the teacher pronounces the adjective "green". You can choose various associations: leaf, grass, spring, watermelon, Christmas tree.

The purpose of this exercise is to develop in schoolchildren speech, outlook, imaginative and non-standard thinking, the ability to compare and generalize.

In primary education, in the lessons of "Russian language" and "Reading literacy", using such activities as composing from a picture, exposition, reading



by role, dramatizing fairy tales and studied works, schoolchildren develop creative skills, speech culture, memory, diction and vocabulary increases.

While reading literary works, a constructive solution is to use a variety of educational game moments.

Game "Let's make it up."

The essence of the game: while reading a new literary text, the teacher pauses and says: "Let's come up with a continuation of this story." Students begin to compose a new plot, new characters in the story. The intent of the stories written by students may not coincide with the intent of the author of the work. Then the teacher reads the author's text to the end and conducts a question-and-answer conversation, comparing the author's story with the children's stories.

The teacher can ask students the following questions:

- What does the work you read teach you?
- What positive personality traits develop in a person when they become acquainted with your literary work?

When students write new plots and compositions in a story, they improve their imaginative thinking, speech culture, ability to consistently develop events, fantasize, and create non-standard solutions.

Question-and-answer conversation develops in students the ability to reason, think critically and logically, and consolidate acquired knowledge.

Conducting non-standard lessons in elementary school in the form of games, travel, contests, competitions, KVN, quizzes, and excursions play an important role in increasing creative thinking in younger schoolchildren.

## CONCLUSION

The process of school education includes teaching and nurturing the personality of each child, taking into account his individual characteristics.

"An analysis of the works of Eastern thinkers shows that their rich and meaningful heritage represents a unique encyclopedia. Reading and studying this heritage, we realize the need to apply it in life today"[6].



The great scientists of the East Muhammad ibn Musa al-Khorezmi, Ahmad ibn Muhammad al-Farghani, Al-Farabi, Abu Raikhan Beruni, Alisher Navoi left for us priceless pearls of knowledge that are relevant today.

A modern teacher in his pedagogical activities, relying on the experience of great Eastern thinkers, studying the works of outstanding teachers and psychologists, sets himself an important task: raising a physically healthy, intellectually developed, creative, cultural, intelligent person who knows how to set a goal and follow the right path to achieve it.

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