Pedagogical Cluster- Journal of Pedagogical Developments
PCJPD: Volume 2 Issue 5, May 2024, online: ISSN 2956-896X

PEDAGOGICAL CLUSTER
JOURNAL OF PEDAGOGICAL DEVELOPMENTS

Website: https://euroasianjournals.org/index.php/pc/index

Creative Thinking Of Students In Primary Education And Methods Of Its Display In The Educational Process

Orolboy Kulmominov
Termiz State Pedagogical Institute
Teacher of the Department of Primary Education Methodology

Feruza Ibragimova
student of the Faculty of Primary Education of Termiz State Pedagogical Institute

Abstract: This article discusses in detail the ways of developing students' creativity in primary grades, and the methods of developing it in the personality of the student.

Key words: Primary education, lesson, method, integration, creativity, educational efficiency.

In relation to discussions about the uniqueness of the field of knowledge in creativity, the question arises as to which and how many fields of creativity can exist. Over the years, theorists and researchers working in various fields of creativity have tried to shed light on various aspects of creativity, the most notable of which is the topic covered by Kaufman. In his latest research, he distinguishes five different areas of creative activity, which are: everyday, knowledge-specific, demonstrative, scientific and artistic. Others have divided creativity into different groups of knowledge: Runko and Bahleda divided creativity into "artistic" and "scientific" fields.

A multifaceted meta-analysis of empirical studies aimed at identifying areas of creativity proves that there are also mathematical and scientific areas that are fundamentally different from other areas of creativity. In this meta-analysis, consistent patterns (patterns) corresponding to emotional communication and mathematical-scientific oriented practical creativity identified by Kaufman and Baer are revealed in the course of research.

There are innovative approaches to creativity: For example, "Conventional approaches", or "structural theory", explain creative thinking and creativity as a multidimensional phenomenon.

In the structural theory of human creativity, Amabail defines that four things are necessary for a person who performs a creative work. These are domain-specific skills, processes related to creativity, motivation to complete a task, and a supportive environment. From the above, it is clear that a creative creativity consists of primary resources (i.e. domain-specific skills, including technical skills and knowledge), processes or skills necessary to combine these primary resources in a new way (i.e. , processes related to creativity, including appropriate mental techniques such as opening the text of the scenario and opening up the response options) and a motivational tool to do so (i.e., motivation to complete the task). Also, a number of external factors serve as means of providing employment with creativity. These four orders consist of relatively fixed elements or elements that develop and can change under the conditions of social influences.

The "investment theory of creativity" by Sternberg and Lubart emphasized that there are six separate, therefore, interconnected conditions that are factors that develop human creativity. These include intellectual abilities (such as synthetic and analytical skills), domain-specific knowledge (such as the ability to think in new ways), unique 'ways of thinking', motivation, certain personality traits and creative ideas. includes a stimulating and supportive environment.

Sternberg explained that creative impulses are more complex than the sum of each individual component, and further elaborated on the importance of matching these resources. The interrelationship between different components can produce different results: for example, the combination of several skills leads to creative improvement; in contrast, there may be a minimum threshold for each component, regardless of the presence or level of the other components, at which point creative achievements cannot be achieved [45]. Interdependence approaches to creativity emphasize the importance of various internal resources for successful engagement in creative work, as well as the importance of the environment in which creative work takes place. Such approaches serve as an important framework for assessing creative thinking within the framework of PISA studies. However, in order to gain a better

understanding of students' creative thinking, it is necessary to contextualize these approaches in ways that are relevant to students' everyday school life.

Schools can promote the use of pedagogy that encourages the development of cognitive skills and approaches inherent in the creative process. For example, Mayer showed that instructional strategies for the formation of mental expression can lead to improved creativity in students in science, mathematics, and computing problems [38]. Industry readiness means that a certain level of pre-existing knowledge and experience in a certain field is required for a person to successfully carry out a creative work.

It can be concluded that the more knowledge a person has, the better he understands the relationship between various information related to the field and the greater the opportunity to discover creative ideas. However, this relationship may not be as strong in the everyday manifestation of Little K, or creative thinking. Although some level of domain-specific knowledge or skills are important for creative thinking, the previous refinement of existing social activities to use knowledge or skills can also be a barrier to creative thinking because it It means that there is no desire to think outside of the current activity and a person can get stuck in the same pattern of thinking as before.

Schools play an important role in the development of students' professional training (knowledge and experience) in a number of disciplines in order to express their creative thinking skills.

There is a large body of literature on the identification of personality traits that characterize "creative people". Empirical studies of the personality behavior of creative people usually use questionnaires and use creativity as a relatively stable personality trait. that they are eager to think and, therefore, together, to be 'open': that is, they have both 'openness to experience' and 'openness to learning' (although both options seem to involve a greater 'openness' factor). shows and found that it is one of the "Big Five" 3 personality traits that are uniquely and positively connected with intellectual perfection. The analysis of human creativity and human personality has confirmed that human readiness for life tests is a common feature of people in all aspects of life. However, other characteristics of human personality are related only to creativity, therefore, people react to such characteristics only at a certain stage of tests (for example, the feeling of "conscientiousness" increases scientific creativity, but performance in art reduces).

Persistence, perseverance, and inner creative efficiency influence creativity by enabling people to set goals with strong passion and the confidence to achieve those goals. covers all relationships.

The main factors of creativity are determination, which is necessary to overcome any difficulties on the way to achieving the goal, in order for a person to move towards his goal despite all difficulties. Describing creative people as those who "can find in themselves the will to try", Torrance believes that one of the leading characteristics of creative people is perseverance.

Encouraging students' creative thinking abilities in the educational process is aimed at increasing their confidence in their creative abilities, self-management characteristics and effectiveness in their activities (including persistence and perseverance).

Today's research looks at abilities other than creative thinking as a purely individual concept. Accordingly, creative thinking is considered as a collective effort to create new knowledge and skills. Understanding creative thinking in this way indicates that creative work is the result of interdependence between a person and the environment around him and other people in that environment. Creative thinking and employment are described as a continuous cycle of "doing" and "experiencing" (in which actions are directed toward the environment) (being influenced by the environment).

References:

1. Kulmuminov, U., & Mukhtarova, L. (2023). POSSIBILITIES OF CREATIVE THINKING AND ITS MANIFESTATION IN THE EDUCATIONAL PROCESS. Open Access Repository, 4(02), 81-84.
2. Kulmuminov, U. (2023). CREATIVE TEACHING IN THE DEVELOPMENT OF CREATIVE EDUCATION. Open Access Repository, 4(2), 434-437.
3. KULMOMINOV, O. (2023). ISSUES OF DEVELOPMENT OF STUDENT'S CREATIVE SKILLS IN WORLD SCIENCE. World Bulletin of Social Sciences, 27, 54-56.
4. Kulmominov, O. (2023). TECHNOLOGY FOR DEVELOPMENT OF CREATIVE THINKING SKILLS OF PRIMARY CLASS STUDENTS IN NATURAL SCIENCE TEACHING. Open Access Repository, 9(10), 112-116.
5. Usmonova Saboxat Erkinovna. (2023). METHODOLOGY OF SPIRITUAL, ETHICAL AND ECOLOGICAL EDUCATION OF PRIMARY CLASS STUDENTS. Intent Research Scientific Journal, 2(9), 170–176.
6. XABIBULLAYEVNA, X. M. (2022, June). THE NEED TO TEACH THE SUBJECT OF EDUCATION IN PRIMARY SCHOOL. In *Conference Zone* (pp. 97-98).

7. XABIBULLAYEVNA, X. M. (2022, June). THEORETICAL BASES OF PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS FOR TEACHING THE SUBJECT OF EDUCATION. In *Conference Zone* (pp. 95-96).

8. Khabibullayevna, H. M. (2021). Scientific-Theoretical Fundamentals Of Improving The Methodological Training Of Future Primary School Teachers To Teach The Subject Of Education. *Turkish Online Journal of Qualitative Inquiry*, *12*(10).

9. Khaydarova, M. H. (2020). DEVELOPMENT OF PROFESSIONAL COMMUNICATION COMPEPENCIES IN FUTURE PRIMARY SCHOOL TEACHERS. *Восточно-европейскийнаучныйжурнал*, (5-6 (57)), 37-39.

10. Khaydarova, M. (2023). THE CONTENT OF TEACHING SCIENCE OF EDUCATION IN PRIMARY CLASSES. *World Bulletin of Social Sciences*, *27*, 45-48.

11. Xaydarova, M. (2023). BO ‘LAJAK BOSHLANG ‘ICH SINF O ‘QITUVCHILARINI TARBIYA FANINI O ‘QITISH FAOLIYATIGA TAYYORLASH MAZMUNI. *Interpretation and researches*, *2*(1).

12. Shamsiddinova, M., & Xaydarova, M. (2023). INNOVATSION PEDAGOGIK TEXNOLOGIYALARGA ASOSLANGAN INTERFAOL METODLAR. *Interpretation and researches*, *1*(1).

13. Xaydarova, M. (2023). TARBIYA FANINI O‘QITISHNING ILMIY-NAZARIY ASOSLARI. *Interpretation and Researches*, *1*(1).

14. Haydarova, M. (2023). TARBIYA FANINI O‘QITISHGA METODIK TAYYORGARLIKNI TAKOMILLASHTIRISH. *Interpretation and Researches*, *1*(1).

15. Хайдарова, М. (2023). НАУЧНО-ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ ВОСПИТАНИЕ. *Ижтимоий-гуманитар фанларнинг долзарб муаммолари / Актуальные проблемы социально-гуманитарных наук / Actual Problems of Humanities and Social Sciences.*, *3*(10).

16. Mahliyo Khaydarova. (2023). IMPROVEMENT OF METHODOLOGICAL FACILITY TO TEACHING PEDagogy. *World Bulletin of Social Sciences*, *27*, 49-53.

17. Mukhtarova L.A. Ways of formation of ecological culture in children of primary age // AJMR:Asian Journal of Multimensional Research Journal. Vol 10, Issue 4, April, 2021. - Pp 648-652. (Impact Factor 7.699).

18. Мухтарова, Л. А. (2017). BOSHLANG’ICH SINFLARDA RIVOJLANTIRUVCHI TA’LIM TEXNOLOGIYASIDAN FOYDALANISH IMKONIYATLARI. Апробация, (2), 93-94.

19. Мухтарова, Л. А. (2017). BOSHLANG'ICH TA‘LIM SAMARADORLIGINI OSHIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING O‘RNI. НАУЧНЫЙ ПОИСК В СОВРЕМЕННОМ МИРЕ (pp. 119-120).
20. Mukhtarova, L. A. (2021). THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. Oriental renaissance: Innovative, educational, natural and social sciences, 1(10), 792-797.
21. Mukhtarova Lobar Abdimannabovna. (2021). POSSIBILITIES OF AN INTEGRATIVE APPROACH TO THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. European Scholar Journal, 2(11), 43-44.
22. Muxtarova, L. A. (2021). Ways of formation of ecological culture in children of primary age. Asian Journal Of Multidimensional Research, 10(4), 648-652.
23. Muxtarova, L. A. (2021). Use of multimedia technologies in the educational process. ACADEMICIA: An International Multidisciplinary Research Journal, 11(4), 1781-1785.
24. Мухтарова, Л. А. (2018). Пути Использования Возможностей Мультимедиа В Повышении Качества И Эффективности Уроков Чтения В Начальных Классах. Научные горизонты, (11-1), 247-252.
25. Мухтарова, Л. А. (2018). Развитие И Формирования Критического Мышления У Школьников Начальных Классах. Гуманитарный трактат, (24), 13-14.
26. Мухтарова, Л. А. (2018). Развитие творческого мышления у школьников начальных классов. Гуманитарный трактат, (24), 9-10.
27. Abdimannabovna, M. L. (2022). Opportunities for an Interdisciplinary Integrated Approach to Improving the Culture of Environmental Safety. *Eurasian Scientific Herald*, *7*, 7-12.
28. Munzifa Tangirova, & Lobar MUKHTAROVA. (2023). WAYS OF READING LITERACY DEVELOPMENT IN PRIMARY SCHOOL PUPLS. *European Scholar Journal*, *4*(2), 88-89.
29. Usmonova, S. (2023). BOSHLANG`ICH SINF O`QUVCHILARINI MA’NAVIY AXLOQIY EKOLOGIK TARBIYALASH METODI. *Interpretation and Researches*, *1*(1).
30. Lobar Mukhtarova, & Shahnoza Isakova. (2023). METHODOLOGY OF SPEECH DEVELOPMENT OF VISUALLY IMPAIRED STUDENTS. *Academia Repository*, *4*(10), 360–371.

31. Mukhtarova Lobar Abdimannabovna, & Saidakhmatova Nafisa Soatmurod kizi. (2023). DEVELOPMENT OF READING UNDERSTANDING SKILLS IN PRIMARY SCHOOL STUDENTS. *Academia Science Repository*, *4*(04), 18–22.
32. Nafisa Saidakhmatova, & Lobar Mukhtarova. (2023). THE SIGNIFICANCE OF A ARTWORK IN THE FORMATION OF LEARNING SKILLS. *Academia Science Repository*, *4*(04), 176–180.
33. Pardayeva Gulbahor Jalgashevna, & Mukhtarova Lobar Abdimannabovna. (2023). PEDAGOGICAL POSSIBILITIES OF TEACHING NATURAL SCIENCES BASED ON STEAM TECHNOLOGY. *World Bulletin of Social Sciences*, *21*, 109-111.
34. Feruza RAKHMONOVA, & Lobar MUKHTAROVA. (2023). THE ROLE AND SIGNIFICANCE OF FORMING A CULTURE OF READING IN PRIMARY EDUCATION. *European Scholar Journal*, *4*(3), 5-7.
35. Saodat MINGNOROVA, & Lobar MUKHTAROVA. (2023). THE METHODOLOGY OF DEVELOPING THE CREATIVITY OF THE BEGINNING 1ST CLASS TEACHER WITH THE HELP OF ETHNOPEDAGOGY. *World Bulletin of Social Sciences*, *27*, 33-37.
36. Daminova Dilbar Melimurodovna, & Mukhtarova Lobar Abdimannabovna. (2023). PEDAGOGICAL OPPORTUNITIES OF FORMING MATHEMATICAL LITERACY SKILLS OF PRIMARY SCHOOL PUPILS. *Open Access Repository*, *4*(3), 971–976.
37. Abdimannabovna, M. L. (2023). O ‘QUVCHILAR EKOLOGIK XAVFSIZLIK MADANIYATINI FANLARARO ABSCISSIAL VA ORDINATAL ALOQADORLIKDA TAKOMILLASHTIRISH OMILLARI. *Наука и технологии*, *1*(2).
38. Muxtarova L.A. Boshlang’ich ta’limda ekologik xavfsizlik madaniyatini shakllantirishning metodologik asoslari // Наманган давлат университети илмий ахборотномаси ilmiy-nazariy jurnali. 2021, 12-сон. – B. 657-662.
39. Muxtarova, L. A., & Saidaxmadova, N. S. (2022). Boshlang’ich sinf o’quvchilarida o’qish va matnni tushish ko’nikmalarini shakllantirish yo’llari.“. *Oilaviy munosabatlar destruktsiyasining psixologik tadqiqi: muammo va yechimlar” Xalqaro ilmiy-amaliy anjuman. Termiz*, 402-405.
40. Xazratkulova, S., & Abdiraxmonov, S. (2023). ABDULLA AVLONIY ASARLARIDA TA’LIM-TARBIYANING O ‘RNI. Interpretation and researches, 2(1).