

Methodological Support for The Development of Primary School Students' Creative Activities

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Annotation: This article has created an article on priority areas of development of the creative activity of primary school students. It also provides complete information about the shortcomings of primary education and the problems that arise there.

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In primary education, workshops are also designed to develop students' artistic activities. The resulting embryo was allowed to develop in nutrients and then inserted into her wovoe, where it treats her. In primary education, the curriculum is based on the curriculum (grade 3, 3), "Building a Flower from Cardboard," "Preparing a Frame for a Picture," "Preparing a Bird's Nest-Bird Child", "Making a Large Flower View," Making a Moving Toy, and Preparing a Spring App—all of which will be assigned home to elementary school students as an artistic job. Therefore, an analysis of primary education DTS and curriculum shows that 7 out of the 34 hours taught in the 3rd grade of work is designated as a homework as a creative work; Of the 38 hours - 9 hours specified in grades 4, it is designed to do creative work. For example, "Making Mosaics from Seeds," "Making Flowers from Colorful Papers," "Making Applications from Natural Materials," "Making Millese Embroidery," and so on.

Developing students' creative activities through problematic learning

The use of problematic teaching in teaching is also effective in shaping creative activities. The process that brings students into the creative thought "laboratory" is of primary importance, along with Christian or research methods from teaching methods associated with students' independent search and discovery of any truth. Problematic education has several advantages in this respect:

It teaches students to think logically, scientifically, didactically, creatively.

It convinces you of the educational material, therein promoting the transformation of knowledge into beliefs.

It is usually much more impressive and creates deep intellectual emotions, including an uplifting spirit, a sense of confidence in its capabilities and strength, so it interests readers, intriguing students with a keen interest in scientific knowledge.

It has been determined that the independent "discovery" of the law of truth will not forget the knowledge gained, and they can be quickly restored even if independent knowledge is forgotten.

The main objective of problematic education is to improve the integrity and activity of students based on the quality of the National Literature Programme, to develop their thinking, and to strengthen the application of knowledge to practice as a result of learning.

(Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these problems.

Problematic learning can be seen in:

Problem

Problematic Question

Problematic Task

Muammoli topshiriq

Problematic situation.

The problem itself is derived from the Greek word for "problem," which means task, assignment.

Expressing the psychological state of the problem-subject and encountering a problem, the search for new methods of knowledge and action that allow the emergence of mental difficulty to be resolved immediately ensures that they are found and overcome the difficulties that arise. This requires a psychological approach to the problem.

For example, the following methods of creating problematic situations can be used based on the age characteristics of their students:

1. Creating a problematic situation by comparing topics given in the language textbook requires students to create generalizations on this basis to compare sounds, words, and phrases. It is also self-evident that it creates a problematic situation. Students will need to look for answers to the question "Why?" For example, when studying the theme "unleavened and undosh sounds," the reader first requires correctly naming flour and undosh sounds, then comparing them, producing words with the participation of flour and brothers, and producing words from words, and determining their differences.

2. Create a problematic situation by asking problematic questions.

The teacher begins the lesson by throwing the problematic question into the middle:

Separately describe the floury and undosh sounds.

How do you notice the difference in their pronunciation?

2. Write a word with six units and a letter involved. Replace the flour in them with another flour, what changes do you notice?

3. Pronounce undosh sounds. Write down the brothers and sisters produced by the loud voice separately, only the brothers produced by the noise.

It shows a pattern only if completing tasks is a particular challenge.

4. Creating problematic situations through symbolic images.

Symbolic images are used in this method of creating a problematic situation. For example, you may be assigned to create text on a topic by giving the pictures and names of "Poultry of Uzbekistan."

5. Grouping and separating language events will also be an important factor in the development of a problem. Especially by combining words into specific slots, requiring a generally meaningful word to find a private meaning or a general meaning of a privately meaning word makes it possible to create a problematic situation. For example, weapons of mass destruction, fruits, vegetables, trees, and flowers have tens or even hundreds of hives that the teacher refers a commonly meaningful word to the reader's judgment and hands over the students to find the rest of the words.

1. Sabzavotlar: sabzi, ...

2. Weapons of Mass Destruction: Book, ... and so on.

In the development of creative activities, more attention should also be paid to the motivational and interesting aspects of education aimed at developing interests in knowledge. A characteristic feature of what is done with students should not be to adapt slowly to the weaknesses of their psychology, but to have an active impact on their mental development so that students can be maximized. Educators and teachers should not notice the emerging perception that some children's abilities are average or incompetent and not even perfect. Such students themselves will gradually adapt to the learning process, which is getting faster and more complex.

The proper and effective organization of the lesson in education will certainly affect students' learning. Another important issue in the development of creative activity goes to the technologically correct design of the teacher's lesson. At what stage to use interfaith methods begins at the time of designing the lesson. Designing takes place in the following stages.

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