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The Use of An Example of People's Oral Creation and Modeling Technologies in The Development of Creative Thinking of Students During Learning the Uzbek Language in Primary School

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Annotation: This article addresses issues such as the formation of creative thinking of students in primary school, individual approach to students, the development of creative thinking of students using examples of folklore and modeling.
The teacher-student relationship in mother tongue education and the factors that set it on the right path are analyzed.

Keywords: Modeling, Pedagogical Technology, Creativity, Creative Thinking, Innovation, Mother Tongue Education, Primary Education, Education System, Sample Of Folklore, Individual Approach.

To be able to meet the requirements of the time for a teacher of the XXI century; An effective factor in the effective use of modern pedagogical technologies in the education of students.

The term "pedagogical technology" is used among teachers in two different senses:

1. Improving the effectiveness of education using modern technology, computers, audio, visual aids;

2. Ensuring that the teacher achieves a guaranteed result by means of preliminary study, recording of the purpose, means, results of the educational process.

The guaranteed outcome of education determines efficiency and goal achievement. It is clear that the closer the result is to the goal, the more effective the educational process, and this is an important aspect of the implementation of modern technical means of education and advanced technologies. Ensuring that a guaranteed result is achieved.

At each stage of education, a teacher is given a specific task, depending on its content.

Primary school teacher should be able to master the following creative and practical skills:

➢ Formation of an integrated educational material using a variety of information;
➢ Enrichment of educational material with various pictures, drawings, tables, diagrams, models, etc.;
➢ preparation of specific, special educational material;
➢ independently substantiate the new method;
➢ Development of a set of visual aids for training;
➢ creation of multimedia materials for use in the classroom;
➢ Preparation of a presentation of educational material;
➢ Creation of educational and training videos on various topics;
➢ Development of test assignments based on various pedagogical technologies and criteria for their evaluation;
➢ creative approach to the organization of control work.

Samples of folklore and creative pedagogical methods in primary school lessons, including the use of modeling technology, the activation of students, the implementation of their objective activities based on the development of creative thinking are determined by:

1. Draw conclusions based on the generalization of the acquired knowledge.

2. To be able to use tasks designed to develop creative thinking in educational activities.

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3. To be able to apply theoretical knowledge in different situations: to find the required word or phrase in the text, to replace the words in the text with their meanings, to interpret examples of folklore, to identify synonymous words and to group words into required groups.

4. To be able to apply the acquired knowledge, skills and abilities in practice.

The goal of creative pedagogy is to teach students to read, to take a creative approach to learning, to be creative of themselves and their future.

In creative pedagogy, the teacher in choosing a method: first, the method of teaching should be closely related to the methods of learning activities; second, that teacher-student collaboration must be reflected in the achievement of goals; third, to the young, individual psychological characteristics of the students; fourth, it takes into account the consistency and structure of the topics. The above requirements are reflected in the interactive methods of pedagogical technology.

Application of interactive methods in the educational process:
➢ Thorough mastery of certain theoretical knowledge by the student;
➢ time saving;
➢ encourage each student to be active;
➢ the formation of the student's ability to think freely and independently;
➢ to develop of the student's ability to listen to the opinions of others;
➢ the student is able to defend their point of view;
➢ the formation of the student's ability to generalize the ideas expressed;
➢ to interest the student;
➢ leads the student to be inquisitive and creative.

In accordance with the requirements of the standard of mother tongue education in general secondary schools, the issues of developing students' ability to think about existence, society, events, understand what they hear and read, and use lexical units of language in the correct, understandable, logical sequence are covered. Also, the correct choice of teaching materials on the basis of the native language curriculum and its dependence on the system of teaching tasks, thus improving the selection and consistency of grammar topics in science textbooks based on the practical importance of primary education, updating exercises, improving the system of grammar tasks. . Observations have shown that the selection of exercise materials to be included in primary school mother tongue textbooks based on the following criteria yields positive results:
➢ the nature of the exercise materials is related to the text;
➢ aimed at ensuring and strengthening the acquisition of knowledge of the studied language;
➢ be relevant to the lives of students and appropriate to their individual age;
➢ reflect the development of the period;
➢ integral connection with the subjects taught at this stage of education.

Strengthening the practical orientation of mother tongue education through student participation in the lesson as a subject of the educational process, the use of interactive methods in the learning process, non-standard testing of assignments, online assignments, ie game-based student assessment programs (such as Kahoot, Edmodo, GoogleClassroom, WordWall) student activity is developed.

A teacher of a modern primary education system must have the following communicative skills:
➢ the use of various forms and methods in communication with students, parents, management of the educational institution, colleagues;
➢ to establish practical, business or personal relations with all participants of pedagogical practice;
➢ find effective ways and means of conveying information to students;
➢ be able to listen to the student's response or personal opinion on the assignment;
➢ Prevention of conflicts in the pedagogical process, their elimination;
➢ strengthening the relationship between the team and students at different levels;
➢ Creating an environment of healthy competition in the team;
➢ Encouragement of student activities;
➢ react to mistakes or shortcomings in the student's response;
➢ Achieving educational cooperation with students.

The following main methods of modeling technology are used to improve the educational work:

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Lesson Humanization: Collaboration; Student care; Respect; To be forgiving; Creating an environment for self-development; Creating a psychologically healthy environment; Creative environment; Friendly office work; Student needs, interests, personal qualities, talents.

Structure of innovative activity: Creative approach to education; Creative activity; Technological and methodological approach to innovation; Innovative thinking based on new thinking; Communication culture; Reproductive, heuristic, creative levels of activity; New project in the technological process, new inventions based on a conceptual systematic approach; Preparation, planning, implementation of the process on the basis of new management.

Creativity: Speed; Flexibility; Originality; Finding a new solution; Productivity; Curiosity; Ingenious, shrewd; Creativity; Prone to invention; Broad-minded erudition; Professionalism, competence; Uniqueness, prone to broad thinking.

The stages of creativity are:

1. The stage of birth of a new idea or the emergence of the concept of novelty.
2. Dissemination of innovation, the stage of its widespread implementation.
3. The dominant stage of innovation in a particular field.
4. The stage of practical application of the created innovation.

In order to study and generalize the existing experience in the technology of modeling creative thinking activities of students in mother tongue education, lessons of primary school teachers were observed and answers to the following questions were sought:

a) questions related to the purpose of creative education - the relevance of the goals and objectives of the creative organization of education;

b) questions related to the content of creative education - the relevance of creative tasks to the content of the educational material, the relevance of students to the real learning opportunities, the role of this or that creative work in the system of educational tasks;

c) questions related to the process features of creative education - the type of lesson, the appropriateness of stages of creative tasks, real learning opportunities of children in creative education, the pace of work, methods used in creative work, application of previously learned knowledge and methods of creative tasks; means of recording methods of activity;

d) questions related to the results of creative work - the relevance of the importance of this or that creative work for students, the adequacy of students to fully master the content of educational materials, the role of creative work in the formation of independent activity in children, etc.

Students' activity was observed in the lessons organized on the basis of a certain preparatory project by designing the creative activity of students in mother tongue education. The students managed to do 4-5 exercises in each lesson and their answers to the teacher's questions were also reasonable. Student assessment rates increased. Based on the use of projects aimed at activating students in the classroom, a complete and objective assessment of students' knowledge was achieved.

In the process of using examples of folklore and modeling technology in primary school lessons in the native language, the following conclusions were made:

1. Elementary school native language lessons by analyzing the state educational standard of mother tongue in secondary schools, the basic curriculum, the curriculum of primary school mother tongue, pedagogical-psychological, methodological literature and the research work done and the genesis of innovative teaching ideas The didactic and methodological bases of activating students in the process of using examples of folklore and modeling technology in primary school lessons were studied.

2. In the process of modeling primary school mother tongue lessons, opportunities for modeling the learning process based on innovative approaches and principles of student activation technology were identified.

3. Creative thinking on the basis of the principles of visual and verbal-logical presentation of educational material on the subject, based on the development of basic and general competencies in science, improving the use of tools and methods in the design of technologies for activating students in native language lessons.

4. Cognitive tasks in the development of speech skills of primary school students is an educational chain between linguistic exercises and learning problems. They are an important step in the integration of

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classroom, group, individual work in the classroom: they are designed for students' thinking, focused on an active learning situation. It changes the status of the student in the traditional educational environment, making him or her a subject of the educational process.

5. Formation of the content of the subject of mother tongue in primary school, current knowledge of speech and language, speech skills in students; development of creative activity experience; to cultivate and develop the attitude to the people and the homeland through language and through it. Based on the tools and opportunities for the development of creative abilities of each student, technological maps and developments of educational lessons were developed and implemented in primary school mother tongue classes.

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