



PRIMARY SCHOOL STUDENTS DEVELOPMENT AND INFLUENCING FACTORS

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Abstract: *This scientific article is written about the development of all-round mental and psychological abilities of children of primary school age*

Key words: *and concepts: primary school teacher, creativity, creative ability, creative potential, creative direction.*

INTRODUCTION

Also, our president Sh. M. Mirziyoyev, in his address to the Oliy Majlis on January 24, 2020, in order to further strengthen the integral connection between education and training, said, "In our Eastern views, education cannot be separated from education, and education cannot be separated from education. This requires great responsibility from today's teacher" [2], they said.

Therefore, today's teachers are actively involved in educational work, they are required to organize their activities in sync with the times. Also, primary school teachers working in general education institutions should have general and special competencies and be able to demonstrate creativity in their work.

The main part. Professional growth and development of a person as a specialist is manifested as a process in its essence. Professional maturity is an important period of human ontogenesis, starting with professional growth and development ideas (14-17 years old) and ending professional activity (55-60 years old). The formation and development of a creative person depends on the mutual compatibility of changes in his internal and external world, socio-economic conditions, and human ontogeny - from birth to the end of his life, the content of activity that requires continuity and succession.

It is known that professional experience is reflected as an integration of knowledge, skills and abilities. However, the acquisition of professional competences and creative activity skills by primary school teachers requires not only the integration of practical skills and competences, the development of methods and tools for the effective organization of activities as a specialist, but also to be aware of the methodology of professional creativity. development of creative thinking and sufficient assimilation of personal qualities of a creative character is required.

LITERATURE ANALYSIS



In order to fully understand the general essence of the process of developing creative potential in primary school teachers, it is necessary to first understand the meaning of the concepts of "creativity" and "creative approach". According to Ken Robinson, "creativity is a set of original ideas with their own value" [6, p. 74]. And Gardner explains this concept in his research as follows: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value" [7, 110 p.].

Expressed in terms of Emebayle's approach, creativity means "the possession of highly unusual skills along with thorough knowledge of a particular field" [5].

Creativity (lat., ing. "create" - creation, "creative" creator) - describes the readiness of a person to develop new ideas and expresses the meaning of creative ability that is part of talent as an independent factor. A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities.

Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of talent. According to the American psychologist P. Torrens, "creativity is a problem or putting forward scientific hypotheses; hypothesis testing and modification; identifying the problem based on the formation of decision results; it expresses sensitivity to the mutual opposition of knowledge and practical actions in finding a solution to a problem" [3, p. 86].

DISCUSSION AND RESULTS

Having creative qualities of teachers directs their personal abilities, natural and social energy to quality and effective organization of professional activities. Also, it helps to create new ideas different from the traditional approach to the organization of educational and educational processes, not to think in a single mold, originality, initiative, intolerance to uncertainty.

Therefore, a creative approach to the organization of the professional activity of a pedagogue with creative qualities, activeness in the creation of new, advanced ideas that serve to develop the educational activities and personal qualities of students, independent learning of advanced pedagogical achievements and experiences 'learning also focuses on having the experience of continuous, coherent exchange of ideas with colleagues about pedagogical achievements.

At this point, it is worth noting that every person has the ability to be creative by nature. So, how can a person demonstrate the presence of creativity? At this point, Patti Drapeau advises: «If you think you are not creative, I suggest that you start organizing activities aimed at developing creative thinking right now. In fact, it's not about whether you are creative or not, but creativity is about organizing



activities in the spirit of creativity and striving to try new ideas in practice» [3, 4 p.].

According to Patti Drapeau, creative thinking is, first of all, comprehensive thinking about a specific issue. Comprehensive thinking requires teachers to rely on many ideas in the implementation of educational tasks, problems and tasks. On the other hand, one-sided thinking is based on only one correct idea. In observation, one cannot deny one of the one-sided and multi-sided thinking about the problem. Therefore, one and all-round thinking is equally important in the formation of creativity.

That is, when completing a task, solving a problem, a person looks for several options for a solution (multidimensional thinking), and then stops at the only correct solution that guarantees the most optimal result.

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental sharpness, «ensures the active involvement of students in the educational process.»

In addition, the existence of different opinions in the scientific understanding of the issue of creativity, the fact that a comprehensive conclusion has not been reached is another manifestation of the relevance of the research topic. However, this problem has been analyzed and studied differently in many Western countries. For example, N.N. Nechayev, Y.A. Ponomarev, D.V. Scientists like Ushakov generally studied the issue of creativity as an individual psychological characteristic of a person, while Agababyan A.R., Arutyunyan N.D., Aleynikov A.G., Andreyev V.I., Vishnyakova, N.F., Drapeau Patty analyzed the spiritual and psychological aspects of creativity [3,4 ,5,6,7].

By the 21st century, this term began to be used in the field of education of the Republic of Uzbekistan. Especially in «Innovative pedagogy», which has begun to form as a separate and young branch of pedagogy, we often encounter this term. R.A. Mavlonova in her textbook entitled «Pedagogy, Innovation, Integration in Primary Education» specifically focused on the issues of creativity and its formation. The content and essence of the concept of creativity are deeply analyzed in the manual. However, the scientific-theoretical, scientific-pedagogical aspects of the issue of creativity, as well as in the process of mastering professional and personal competencies, have not been researched as a special object of scientific research.

Today's modern continuous education system requires a creative approach.



A creative approach is a process directly related to innovation. Because in order for a teacher to be creative, he must be aware of the latest news in his field, as well as events and events in the whole society, and be able to use innovative news appropriately in his work. So, the teacher can find the most effective way in any situation, any process and at any time and organize the training process effectively by implementing it, quickly, understandable, convenient, easy and effective for the minds of the students. Can be said to be a form of creativity.

When we get acquainted with the research conducted by the above pedagogic scientists, especially scientist R.A. Mavlonova, summarizing all of them, the following points can be recognized:

1. Creativity is a pedagogical category that encourages a person to innovate (create something new).

2. Creative potential is the integration of the teacher's professional and personal qualities. Because if the teacher is not curious and aspiring by nature, he will never be able to show creativity.

3. Creativity is not a quality that emerges in teachers by itself, it is a teacher's desire for innovations, overcoming difficulties encountered in the process of mastering innovations and being able to apply them in his pedagogical activities, innovative innovations it is related to the ability to actively and creatively use in their work and to have their own author's ideas, to find optimal solutions.

Development of the creative potential of primary school teachers requires attention to the following factors, which are necessary in professional-pedagogical activities:

- show activity in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- sharing ideas with teachers and colleagues about pedagogical achievements.

Self-development and self-expression of each specialist as a teacher is directly related to his creativity.

The creative potential of the teacher is reflected as his general characteristic. It is the first condition and result of creative activity. This quality represents the ability and readiness of a person to express himself. In addition, on the basis of creative potential, the personal abilities, natural and social strength of each specialist are manifested as a whole. Creative potential is closely related to creativity focused on the cognitive process.

CONCLUSIONS AND PRACTICAL SUGGESTIONS

Today's teacher, in the organization of educational activities, abandons the types of activities planned in advance, forms and develops independent, critical,



logical, creative thinking in students, encourages them to think creatively, i.e. learn new ideas. To make them think, to change the attitude towards learning, to motivate them to achieve should be the main factor. The missing factor in training is creativity. Today, it is desirable for primary school teachers not to be creative or not, but to organize their professional activities in the spirit of creativity, to try new ideas in the educational process.

Developing the creative potential of primary school students requires action in the following four areas:

- 1) Creating necessary conditions for teachers to demonstrate their creative thinking skills and work freely;
- 2) Introduction of a strategy that encourages students to master academic subjects with interest;
- 3) Innovative approach and pedagogical problem (problems To ensure priority of creative approach in finding a solution;
- 4) Achieving the expected result by fully fulfilling the specified educational tasks.

So, each teacher's self-development and self-presentation, assimilation of professional competences is directly related to his creativity.

The formation of teacher's creativity comes from «needs, orientations and concepts of «I». It is a requirement of the time that the creative activity of the teacher should be manifested in all types of pedagogical activities. It forms a general conclusion that the teacher's creative activity is primarily related to pedagogical skills.

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