

## Yosh O‘quvchilarning Ijodiy Qobiliyatlarini Rivojlantirish

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**Abstract:** This article discusses ways to form the creative activity of primary school students through games, the development of students' creativity based on games, the preparation of primary school students for the process of creative activity, its pedagogical significance, student creativity. methods of development, ways, methods and effectiveness of organizing the creative activity of students on the basis of modern educational approaches.

**Keywords:** creative activity, teaching, lesson, elementary education, educational process, teacher, student, learning in cooperation.

In order for the process of developing creative abilities of primary school students to be successful, knowledge about the levels of development of creative abilities of students is necessary, because the choice of types of creativity should depend on the level of the student. For this purpose, diagnostics is used, it is carried out with the help of various research methods (measuring tools). Research is carried out according to certain criteria. One of the tasks of this study was to determine the criteria, indicators and tools for measuring the level of development of creative abilities of primary school students. Based on the concept of the term "creative abilities", it assumes the student's desire to think outside the box in his own way, to search and make decisions independently, to show interest in knowledge, to discover new things unknown to the student. The following criteria for the level of development of creative abilities of primary school students:

1. Cognitive criterion, with the help of which young students' knowledge of creativity and creative abilities, ideas, understanding of the nature of creative tasks is determined.
2. Motivational - need-based criterion - describes the student's desire to show himself as a creative person, the presence of interest in creative types of educational tasks.
3. Activity criteria - first of all, it reveals the ability to perform tasks of a creative nature, to activate the creative imagination of students, to implement the thinking process outside in a symbolic sense.

Each criterion has a system of indicators describing the manifestation of the qualities studied under this criterion. Measurement of the level of manifestation of indicators according to each criterion is carried out with the help of measuring instruments and some methods of research. Criteria, indicators and tools for measuring the level of development of students' creative abilities are presented in Table 1. There are also criteria, indicators and tools for measuring the level of development of students' creative abilities.

In accordance with the selected criteria and indicators, we described the level of development of creative abilities of primary school students. Features of the levels of creative abilities of primary school students

1. High level.

Pupils show initiative and independence in their decisions, they have formed the habit of freely expressing themselves. The child shows observation, intelligence, imagination, high speed of

thinking. Students create their own, new, unique things, unlike others. The teacher's work with high-level students is the use of methods aimed at developing their need for creative activity.

## 2. Middle level.

It is common for Students who consciously accept tasks, work mostly independently, but offer insufficiently original solutions. The child is curious and puts forward ideas, but does not show much creativity and interest in the proposed activity. Work analysis and its practical solution are used only if the topic is interesting and the activity is supported by volitional and intellectual efforts.

## 3. Low level.

Students at this level acquire the skills of absorbing knowledge and mastering certain activities. They are passive. They hardly get involved in creative work, they expect causal pressure from the teacher. These Students need more time to think and should not be interrupted or asked unexpected questions. All children's answers are stereotyped, there is no individuality, originality, independence. The child does not show initiative and there are no attempts at unconventional solutions.

After determining the levels of development of creative abilities, the first identification experiment was conducted. The purpose of the first identification experiment: to reveal the level of development of creative abilities of elementary school students in control and experimental classes.

The traditional education system is related to providing students with a certain level of knowledge. But memorizing a certain amount of material is no longer enough. The main goal of training should be to acquire a generalizing strategy, which we must teach, and one of the conditions for mastering such a strategy is the development of creative abilities. These words belong to the famous Soviet psychologist A.N. Luk, who studied creative psychology and creative abilities. In fact, often the teacher requires students to repeat only the knowledge given to him in a certain form. Creative abilities develop, we Rubinstein S.L., B.M. we determined in the theoretical analysis of his works. Teplova and Nemova R.S., this is possible only in the organization of truly creative activity.

R.S. Nemov determined the essence of the process of development of abilities in general and put forward a number of requirements for the development of abilities and activities that are conditions for their development. Especially among such conditions, Nemov R.S. emphasized the creative essence of the activity. It should be related to discovering new things, acquiring new knowledge, which ensures interest in this activity. This condition for the development of creative abilities was defined by Y.A. Ponomarev said in "Psychology of creativity". In order for schoolchildren not to lose interest in activities, it should not be forgotten that a small student strives to solve difficult problems for himself. This will help us to implement the second condition for the development of activity put forward by R.S. Nemov. This means that the activity should be as difficult as possible, but doable, or in other words, the activity should be within the child's zone of potential development. If this condition is met, it is necessary from time to time to increase their complexity when setting creative tasks, or as it is defined in his work "The Problem of Intellectual Activity Creativity" by B.D. Epiphany, follow the "spiral principle". This principle can be implemented only by long-term work with characteristic children, for example, when staging essay topics.

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