

Pedagogical-Psychological Analysis Of The Teaching Of Young School-Age Students To Keativity

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Abstract: Development of students' creative abilities is considered a problem of state importance and socio-pedagogical relevance. The primary task of modern education is the development of students' basic creativity and intellectual-creative abilities. Creative is a description of a person's ability to create. The main creative ability of a person is his intellectual-creative ability. It is these talented individuals who are the great wealth of the society and the country. Therefore, this topic is among the problems that need to be studied and researched quickly.

The article discusses the relevance of developing children's creative activity from the elementary school age, the psychology of elementary school students, their cognitive processes, perception, attention, memory, and thinking. Also, about the period of primary education, organization of education taking into account the interests and abilities of students, the psychological possibilities and importance of teaching students to creative activities, the formation of creative abilities taking into account their talents, talents opinions about it are stated.

Key words: Psychology, intuition, perception, attention, memory, imagination, speech, thinking, temperament, will, interest, passion, ability and talent, character, speech, education, thinking, creativity, sign, thinking, creativity, thinking, freedom, approach.

Introduction

Creativity in education is the Education demanded by today's times. It is necessary that the younger generation, which we educate and educate, matures as perfect people who can not stumble on the threshold of life, independently solve the problems encountered on their own, easily use modern tools without hesitation, enter into communication with people without difficulty, hesitation, think freely and creatively, have a place in society as a person. It is no coincidence that the reforms taking place in today's education are aimed at solving such urgent tasks, of course.[1]

A system of Continuing Education has been created in our country, and the process of primary education is an important stage in the development of the personality of the student, perception of the surrounding world, the development of knowledge, skills and abilities, the formation of scientific visions. The problem of developing the technology for shaping creative activity in primary school students is one of the multifaceted pedagogical-psychological social tasks and is one of the urgent tasks for the social development and development of society. Children of primary school age are very fond of artistic creation. This allows the child to reveal his personality in the most complete form. All artistic activity is based on active imagination, creative thinking. These functions give the child a new, unusual look to the world. They contribute to the development of thinking, memory, enrich his personal life experience, which in turn contributes to the development of imagination, creative thinking. The age school period is the period of significant changes in the child's life, it is determined by the time of entering school, which is the period from 6-7 to 9-10 years. During this period, both physical and psychophysiological development of the child occurs, which gives the opportunity to receive a systematic education.

Research object and used methods

Cognitive processes of elementary school teachers: perception, attention, thinking, memory, imagination, character, talent were taken as the object of research. Methods of observation, description, and analysis were used to cover the research topic.

The obtained results and their analysis

It is necessary to properly organize education, taking into account the age, individual and psychological characteristics of primary school teachers. However, pedagogical and psychological mechanisms actively

participate in the formation of a child's personality. That is, in the formation of a person, in addition to heredity, environment, upbringing, activities, many psychological characteristics, situations and processes, such as a person's old experiences, concepts, psyche, hobbies and interests, take the main place. From this point of view, it can be said that various factors affecting the child's personality are definitely reflected in the line of a person's psyche, intuition, emotions, and opinions. The creativity of primary school teachers is evident in their knowledge of children's psychological characteristics.

The accuracy, fluency, purity, and sharpness of the perception of elementary school students differ sharply from people of other ages. They have the opportunity to acquire important features of perception due to their attention to everything. A primary school student strives to clearly perceive any object, subject and novelty in reality, he is attracted by the mysterious world, magic, brilliance, charm of the environment. But at the initial stage of education, some weak points of perception are visible. A negative feature of primary school students' perception is the weakness in distinguishing objects from each other. They often perceive the studied material vaguely or even wrongly. As a result, they cannot fully imagine the difference between exactly similar letters, words, image, shape, and spatial location of things. For example, they do not distinguish between the letters "Q" and "K" and the words "reading" and "reading". And sometimes they notice things that are beyond the reach of adults. Children often make mistakes in the educational process due to the weakness of orderly, purposeful analytical activities.

Children's cognitive activities are a unit of emotional perception, theoretical thinking and practical activity. It arises at every stage of education and develops regularly. Cognitive activity is strengthened in all types of social relations and educational activities of students.[2] Usually, they pay attention to random signs, leaving aside necessary and important symptoms. Primary school students have very limited ability to fully and accurately perceive subjects.

Another feature of the perception of elementary school students is the richness of diverse, bright colors, clear images and emotions. That's why they first perceive things and events that evoke vivid emotions. That is why symbolic and conventional signs, drawings, diametrically shaped, lively "attractive" images are reflected in the form of vivid emotions. According to many physiologists and psychologists, the perception of brightly colored images temporarily stops the perception of symbolic and conditional drawings or confuses their essence. Therefore, it is not recommended to decorate elementary school textbooks with too many pictures. Because in this the reading slows down, mistakes increase, the number of pictures distracts children from the text. After the child has developed certain reading skills, decorating the pages of books with pictures will help his speech to grow and his interest in the subject and science to increase.

In the course of education, the perception of a primary school student rises to the level of purposefully controlled perceptual activity. Under the guidance of the teacher, the child learns to organize personal perception, set a task, control the product of perception and events. At the initial stage of education, the student tries to perceive rationally, and later to perceive the same thing correctly. In this case, perception is the main goal, and action is a condition of perception.

In the process of education, perception becomes purposeful perceptive activity and becomes more and more complex, as a result, the student's ability to observe, control, and differentiate increases. Therefore, if in the 1st grade the word is limited to naming something, then it begins to mean the general meaning of the studied object.

The improvement of perception takes place under the direct guidance of the teacher: he teaches students to organize perceptual activity effectively, to distinguish important and insignificant signs of objects, to concentrate and distribute attention, to analyze materials in a planned and orderly manner. For this, he takes children for a walk, uses instructional tools, compares physical and mental work processes, and develops observational skills. One of the important means of developing perception is to teach students to distinguish similar and different signs of things and events. The perception of space, time and movement in the perceptual activity of elementary school students has its own characteristics. These forms of perception are very limited due to lack of life experience in children, poor level of knowledge, and weakness of imagination. They have difficulty understanding scientific spatial terms, such as the height of mountains, the distance between space and the earth, the size of seas and lakes, and others, because they are limited to simple spatial concepts used in everyday life.

Due to the increase in life experience in the process of education and with the help of adults, the scope of perception of space, time and movement in children expands, they find answers to the questions that arise. In addition, their theoretical knowledge is enriched by testing in practical activities.

1. Voluntary conscious attention of elementary school students is manifested in an inextricable connection with the motives of studying. Usually, their study motives are divided into far-sighted and goal-related motives. While the motivations of high school students are far-sighted, the motivations of elementary school students are based on reality and reality. In children, carelessness develops as soon as attention is properly developed. Because there are important conditions for the growth of involuntary attention in the educational process. The clarity, brightness, and attractiveness of primary school educational materials involuntarily arouses emotions in the student, and makes it possible to easily acquire the basics of science without any effort of will. The variety of educational materials has a positive effect on concentration, concentration and stability of involuntary attention. Instructiveness is widely used in teaching primary school students. This event, firstly, increases children's activity, and secondly, it prevents logical assimilation of the material, its analysis, abstraction and generalization. They may also develop a dynamic stereotype based on demonstrability. The use of concrete and abstract materials in a mixture to get rid of artificial barriers and halal signs gives good results. The child's preoccupation with being instructed takes him away from the main goal, the child gets used to paying attention to external signs and deviates from internal important signs.

It is known that if the involuntary attention is directly connected with the interest of the students during the educational process, then naturally they seek and remain eager to get acquainted only with interesting and joyful information and texts. As a result, very subtle, i.e. attention given under the influence of external stimuli, is strengthened in their psyche. Habituation creates difficulties in mastering complex educational materials.

One of the characteristics of the attention of 1st and 2nd graders is that it is not stable enough. Therefore, they cannot focus on certain things and cannot stay on the object for a long time. In this case, braking and propulsion act inconsistently. During the reading exercise, seizures, stops, reduction of recitation image, sound vibration and decrease, sometimes cases of letters, phrases, and sentences falling out occur under the influence of this physiological mechanism.

A number of studies show that 1st and 2nd graders can sit attentively in class for only 30-35 minutes, focus on a specific object and work on it. That is why it is advisable to use active games that make children move in training.

The educational process creates favorable conditions for the development of voluntary, stable, strong, strong, cumulative, distributed, active, conscious attention of elementary school students. Voluntary, conscious attention is included in independent intellectual work, solving examples and problems, performing exercises, repetition, and voluntary effort to acquire knowledge.

1. One of the important tasks of teachers is to instill in students a certain desire to remember (memory) materials, to teach them methods of remembering, thinking operations.

In order to increase the productivity of the memory, it is necessary to use self-control during the educational process, focus on repetition of the material, take notes, and exercise effectively. If elementary school students are not taught memorization and recall techniques, they will be stuck repeating the material for a long time. That's why remembering is hard work. But students do not like to remember the material and do not understand how to easily restore it. Learning how to memorize, remember, recall, and recall material is the key to logical memory growth.

3. The imagination of a primary school student is shaped by the influence, demand, opportunities and conditions of his educational activities. A child's imagination is born with a sufficient reflection of tavarak - impressions of the environment, wonders of the world, instructiveness, works of visual art. In the process of education, children's bright, clear, vivid images of imagination turn into a specific reality with the help of imagination. The studied Science materials are arranged and the images in the works of art heard and read are organized, a generalized system of images is created. Another characteristic of elementary school students is the intermingling of fantasy with real life. Educators and adults in general should always pay attention to preventing students from giving in to imagination and fantasy.

4. Thinking plays an important role in forming the cognitive activity of primary school students. Scientists who studied the characteristics of thinking studied the child's thinking in the following three directions:

- a feature of thinking characteristic of the young age,
- its development,
- □ factors of formation of concepts.

When elementary school students learn a lot of scientific concepts in the course of their education, they mix and confuse various symptoms, signs, and characteristics learned in previous lessons. Because in them there is no integral connection between things and events that are part of concepts and their signs.

The quality of the skills and competences formed in them should be assessed based on the psychological foundations specific to a certain period of child development. By explaining to students the essence of various situations and forms of knowledge, the learning process can acquire a verbal and non-verbal character in relation to the level of development specific to each age of the student.

Development of students' thinking is one of the necessary conditions for solving problems related to personal education before the continuous education system. To the extent that a person is independent in his actions and activities, his understanding is broad and his intelligence is high. It is not difficult to understand that the problem of solving a responsible task is faced by the education of the mother tongue, if it is assumed that the thought is expressed through speech.

At the junior school age, this concept and all logical operations cannot be mastered at once, but students will encounter them already in the 2nd grade. However, teaching should be organized in such a way that students gradually acquire operations and their thinking is taken into account. The thinking of a primary school student is unique: this is expressed by the fact that he has not yet developed the abilities related to different forms of thinking. Naturally, this creates certain difficulties in teaching. Young children master the logical thinking process mentioned above. This is clearly visible in the study of school subjects such as mother tongue and mathematics.

An important aspect of the period of primary education students is that the personal experience, language wealth, and cognitive abilities that the child has acquired during the kindergarten age begin to be organized, he develops both intellectually, morally, and socially and matures. starts crying. According to Jean Piaget, a psychologist from Geneva, sharp turns occur in the intellectual potential of a 6-7-year-old child. His memory is much better, he falls into a certain system, order, now he remembers more the things he wants. This period is sometimes used with the phrase "children of junior school age".

A child of junior school age is around 10-11 years old, starting from 6-7 years old, and it mainly includes students of 1-4th grade, that is, the period of primary education. During this period, children have:

- a preschool child reaches the status of a student
- all body parts are developing, but bones are not yet fully formed
- nutq a'zolari ham to'liq rivojlanmagan bo'ladi
- psychological arousal and inhibition are rapidly changing
- it is required to switch from game activity to more study activity
- psychological guidance on going to school is carried out

Also, a child who has just entered school faces the following types of difficulties:

- change of the child's daily schedule when he goes to school
- communicate with teachers and peers (classmates).
- practical application of acquired knowledge, etc.

It is necessary to take into account the above psychological features and aspects of primary school students. Because the children of this age acquire new knowledge and concepts well, that is, the increase in cognitive activity and their education and upbringing depend on these factors.

For a child studying in primary school, his personal achievements - in studies, in sports, and his reputation among children become very important. The most important thing is that this period is very sensitive and favorable for understanding the meaning of moral standards, learning moral values and forming spiritual visions. Therefore, respect for adults, respect for children, respect for parents, love for the Motherland, and proper attitude towards personal and social property are cultivated. The child begins to distinguish the

difference between punishment and encouragement, and tries to avoid being punished at all costs and not to be seen by others. Therefore, the creation of good conditions for the moral and spiritual education of the child in the family and in the place of education will have a significant effect in this period.

It is especially important that students have exemplary character traits in the formation of their personality. During this period, it is appropriate to explain, develop, and form ethical concepts to every student. Because the child accepts everything as it is. Also, elementary school students are trusting and susceptible to external influences. As noted by our great scholars, a person's character is formed most of all in the first years of life, and the qualities that appear in him during this period become a person's second nature. All the responsibility for forming positive emotions and qualities in the second nature of a person, and for forming high moral norms falls on the primary school teacher. At this young age of the child, every word, every behavior of the teacher, appearance, treatment, influence method becomes an example for the students.

Reading, which is a new activity for young children, requires them to acquire new qualities and characteristics. Children should have stable attention, sharp mind, independence, diligence and patience for studying. As a result of their transition from kindergarten to school, there will be some change in their relationship with adults. Like any other quality (virtue), creativity is not formed suddenly. Creativity is consistently developed in certain stages. So, when do the characteristics of creativity appear in a person's work?

In the development of creativity in children, it is necessary to pay attention to the following:

- 1) encourage them to ask a lot of questions and support this habit;
- 2) encouraging children's independence and increasing their responsibility;
- 3) creating an opportunity for children to organize independent activities;
- 4) paying attention to children's interests is one of the important factors.

Also, there are many talented children in the class.

Talent is a quality of the human psyche that develops systematically throughout life and is determined by the fact that a person has the ability to achieve higher results in one or more areas compared to other people.

People with general abilities have high intellectual abilities, they are distinguished by the ability to quickly find a solution to a problem or issue, and a creative approach to their work. People with special abilities have a talent for a certain type of activity (for example, mathematics, music, drawing, playing chess, sports) and prefer to engage in this activity.

Gifted children are children who combine general and special abilities. They are distinguished from other children by the following signs:

- curiosity and high level of cognitive activity
- constantly searching for answers to various questions
- rapid development of speech, thinking, memory; productivity of thinking
- interest in music, drawing, reading, mathematics from an early age
- goal seeking and originality in finding solutions to problems.

The main task of the teacher is to determine the interest and talent of each student in the class, to make a plan for working with them separately, to support their ideas and thoughts, to encourage them in time, to give the necessary recommendations and to communicate with parents. consists of correct guidance together.

Conclusion

At every point of the process of education and upbringing of primary school students, based on the individual characteristics of each child, it is necessary to skillfully find a way to the heart of each of them with creativity. One of the main tasks of us pedagogues is to develop creative abilities of students by searching, finding and applying effective ways of educational and educational influence on the personality of the child.

Psychological preparation for school education refers to the objective and subjective worthiness of the child, the interrelationship of cognitive processes and personality characteristics. The student is psychologically and objectively prepared for school education in a broad sense. Consequently, his psyche reaches a stage of development sufficient to acquire knowledge. A child of this age differs from students of other ages (including teenagers) by the sharpness, clarity, purity, accuracy of his perception, his curiosity, kindness, benevolence, trustworthiness, vivid imagination, and strength of memory. Attention can be considered relatively long-term and conditionally stable in a child preparing for school education. Features of attention (distribution, migration,

strength, stability, division, vibration, etc.) in its role and plot game activities, drawing and viewing, crafting activities, making things from clay and plasticine, perceiving and understanding the speech of adults and peers, mathematical operations it is directly manifested in performing, listening to the story, and personally creating it. By this period, the child acquires a certain level of skill in directing his attention to a certain object, things and events, in collecting and strengthening it, and in distributing it. His memory is full of interesting wonders and surprises, he has the ability to carefully remember, remember and recall information and events that surprise an adult. Until this time, he has acquired this or that information directly under the guidance of adults, now he tries to obtain the necessary information based on his own will, based on a certain motivation, and sets a clear goal and a clear task in front of him. The child's memory activity shows that he has reached a certain level of development. Based on his not very rich personal experience, he used the repetition of poems, stories, fairy tales, convenient ways and methods of memorization to remember them, which is very useful for him in the educational process. So, he gets to know the techniques of reading, perception and mastering.

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