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Safiya Niyozova

Termez branch of TSPU named after Nizamiy

Teacher

+998901152403

FORMATION OF CREATIVE THINKING IN PRIMARY SCHOOL STUDENTS

Abstract: In this article, it is aimed to talk about the formation of creative thinking in primary school students, to touch on the issue of formation of free-thinking based on principles of development of independent thinking ability and education of Primary School students.

Key words: logical thinking, visual - imaginative thinking, divergent thinking, convergent thinking, productive or creative thinking, as an important factor of the teacher's personality, creativeness, pedagogical activity, pedagogical skill.

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Introduction

It is envisaged that the upbringing of our youth as an independent-minded all-round mature is carried out at every young stage, and here such young people develop the ability to think independently and to educate free thinking, to integrate the idea of national independence into the consciousness of young people every possible obstacle and to educate them in the spirit of another important function of this is to enrich our youth in all educational institutions in the system of continuous education with the ideas of national independence in the process of developing the ability to think independently and to educate free thinking, to enrich the consciousness spiritually, to arm the gap in their spirituality only for good, with the knowledge, skills, skills necessary for the

The practical function of this is to enrich the minds of young people spiritually and to develop the ability to think independently and to educate free thinking in the process of family, neighborhood, General secondary education, continuous law-based education system is an expression from the formation of high spiritual views and independent free-thinking in the minds of young people. All that a person perceives, keeps in his memory, will have a certain meaning and essence for him. Otherwise, he will not

even remember, the next time he collides with an analog object, he will not pay attention to it, too, the figure will continue to turn into a Fon. That is, we want all of what we see, hear, feel to be meaningful. It is also characteristic that the meaning given by us to such things and events is perceived differently by each individual. For example, for a scientist, any book - if the meaning of his life, the land for the peasant and the harvest from it-is considered significant. Even then, one thing is different in meaning and meaning for different people. If we take the example of the same book, then for the engineer engaged in the book industry - the product of production, for the seller of the bookstore - the goods - the product, for the reader - the source of knowledge, for the author scientist - the fruit of his creation, the most valuable thing. Our attitude to each thing directly affects its dignity for us, it can be got positive, go negative. From this point of view, too, we are in a selective attitude to things and events.

The more boring the lecture on cybernetic modeling for a student who has chosen to earn a profession in linguistics, the more relevant the information about money, benefits and ways of earning for those who want to acquire an economic profession, the more morphological analysis of a

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simple word - the more indifferent the situation will come. So the basis of our understanding of the world, its secrets, lies in the degree of personal connection, the significance of things and events for us. The process of cognition associated with our understanding of such a world, our understanding and our conscious attitude to it and our isolation is called contemplation, thinking in psychology. Contemplation is a form of generalized and abstract reflection, which ensures that there are complex, comprehensive relations between what are considered objects of knowledge of the human mind and phenomena.

Problems of thought have long been overlooked by psychologists with its complexity, it was considered a matter of opinion, mainly philosophers and logicians. The German scientist Wilhelm Wundt, who was considered the patronymic of the science of Psychology, also divided psychology into two parts - physiological psychology (a science that experimentally studies cognitive processes) and psychology of, who also included psychology of speech and thought into the composition of the last psychology and considered that it is impossible to study it experimentally, These conclusions show how complex the processes of thinking and thinking are in nature. But still, it is worth noting that the ban, first of all, the process of thinking and thinking - these are the processes of cognition;

* Secondly, they are also a form of reflection of being by an individual, a form of indirect reflection by generalizing;

* thirdly, these processes are also studied by experimental psychology;

* from the quatrain, contemplation is the highest and highest level form of cognition.

The perfect definition for the designation of the subject of contemplation. It is observed in the textbook of Tixomirov: "thinking is a process, cognitive activity, which consists in generalizing reality with its output, characterizing Bavarian reflection, dividing it into species, depending on the degree of generalization and the novelty of the means used, generalizations."

At present, there are different views and definitions on the subject of contemplation. S.L.Rubinshteyn to the main subject of psychological study is the process, manifested as an activity, that is, it emphasizes the activity of the subject. A.N. Leontev are aware that thinking is an activity of thinking, dividing it into different views, but he calls it a predestined practical activity. According to T. A. Galperin, contemplation is an orientation research activity. A.V.Brushlinskiy points out such aspects of thinking like the search for and discovery of important points of view, the prediction of hypotheses and theories, the features of pre-perception. He is a scientist who generalized his thinking and proved that there is a new and opening feature in it.

The nobility and complexity of thinking are that it is different from perception, without direct reflection, it allows to reflect things and their properties even when they are not. For example, when it comes to the subtropical regions of Africa, a person who has not gone to Africa once in his life can understand and accept this information even for the subtropical nature of it. It is also possible that during the test the student will be able to speak figuratively about the legalities that he studied yesterday, tested in laboratory conditions, as if they were opposite, and prove the events that occurred again utilizing formulas and statistical calculations. Based on these operations lies the thought processes.

The organ that provides our vision is our brain. All computational work-from planning to the most elementary actions, to proving complex abstract theorems, operations take place in the brain. Therefore, if you ask a person to express an opinion about a difficult matter when he is very tired, he will answer that "now my head hurts, I am very tired, let me come to myself a little, then we will think". So it turns out that the thinking activity with brain activity is intertwined. The reasoning ability and possibilities of our brain are so great that, according to some scientists, its laws of operation are close to the activities of complex, extremely "intelligent" computers, which now appear after 100-200 years, and not the computers that we are using.

All household dreams that come to our heads are thoughts. It is impossible to imagine a normal person without thoughts, every moment, every minute the human brain is occupied by candid thoughts. To arrange them, pay attention to the need, solve it employing internal or external speech is a thought process.

The generalization operation of reasoning is divided into these types:

By content: elementary; empirical; understandable; theoretical.

According to the direction of the idea: from private to general; from general to private; from single to general and more private; from general to private and from that same general to more general; from less general to more general; from a single general state to more general. The process of thinking arises when it is necessary to solve a particular issue, a problem, a puzzle. Thinking is always obliged to give at least one solution about something, otherwise, it can turn into another process - fantasy, fantasy. The idea is called Fantasy when there is no definite solution, the fact that the human brain reflects the essence of things and phenomena in existence.

Psychologists believe that during solving any issue, a person comes to a solution only when he imagines his conditions in several options. If we connect with perception, the figura becomes a fan, and the background becomes a figura, their place is exchanged and. The individual difference in this is

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that some children come to the solution directly on the basis of figura, while others consider the options of several solutions, and then come to a decision. Someone thinks very quickly, someone very slowly. Therefore, two children who sit side by side in the test solution process will prescribe the same solution, but each of the ways to come to the same solution will be unique. The psychology of contemplation studies how exactly this process takes place. The solution to the problem sometimes appears suddenly, as if in a bright star. Such a psychological condition is called insinuation in psychology. The man himself does not know when such thoughts are clear when mosaicism appears. Even the most intelligent, intelligent scientists, paying attention to the laws of their thinking, did not find the answer to when, in what way, the new idea appeared. Even sometimes it happens that the scientist who invented the novelty will not be able to even understand how unique his idea is, and if it remains, he will not even understand where the discovery came from, as if it were not his. Therefore, the true dignity of many genial discoveries is assessed by history after the passage of the author. Discoveries with similar values are attributed to the creativity of hundreds of scientists who have lived in our country. For example, scientists such as Ibn Sina, Alisher Navoyi, Abu Nasr Farabiy, Al-Farganiy, Xorezmiy, Zamashariy recognized and proved the history of the next generation, the whole of mankind, how important and immortal their ideas and discoveries were when they were created. In general, opening up news, the type of thinking associated with creativity is the most important and at the same time the most difficult of its kind. Because the creator, or rather the inventor, wants to invent something, is searched tirelessly, but he does not know when, under what circumstances, in what way he can open it. Famous scholar K. Yung was two categories according to what people thought:

1. Intuitive types. This is such a category of people that most often emotions in them prevail over logic, and in terms of brain activity, too, the activity of the right hemispheres is superior to the Chapnik. Such people can not express their thoughts in something stuck, until they see, feel and form a bright emotional attitude.

2. Types of thinking. In such people, logic always prevails over deep feelings, and the left side of the brain is dominant (superior) concerning the right. Because they rely on their knowledge, achievements in logical thinking, constantly try to speak correctly, constantly to logically base their thoughts - argumentation. If there are a tendency and psychological presence to this type of thinking in those who are engaged in exact and Technical, Medical Sciences, they will achieve very good results in their profession. From the representatives of the first category, which differ from them, good writers, poets, linguists, psychologists catch up.

We have reaped the above visionary individual characteristics and general laws that are inherent in this process. But in fact, the goal is such that each person should know the ways to grow it, knowing the specific side of the processes of thinking and thinking in him. Studies and observations of psychologists in recent years have shown that it is possible to cultivate thinking processes in Group conditions, even during classes, and to achieve this in short ways. In their opinion, collaborative activities in the group have a positive impact on the growth of perception and memory, accelerate the thinking process and make the activity more effective. Not taking into account some very serious and complex moments of creativity, a well-organized lesson process, the form of activity in it also positively affects the development of individual thinking. It is proved that working in a team leads to the birth of a large number of non-standard thoughts, the selection of the best among them and the emergence of new ideas from the new one.

One of such effective methods is the so-called "Brainstorming", the lexical meaning of which is "brainstorming" (in Russian "mozgovaya ataka" - "brainstorming"). Its transfer is based on the following principles:

In solving some problems, one can not be limited to a single solution, and for this purpose, a group of creative thinkers is formed, which is expected to have a "Gruppo effect" in the process. The work of the group will be aimed at making quick and optimal decisions, and it will not be allowed to influence individual decisions individually.

Those who are included in the group are such that they differ from each other in the uniqueness of their thinking styles. For example, someone is superior in logic, someone is creative, someone is a critic and so on. In the group there should be such a spirit of creativity that everyone can say the thought that he wants, he or she can be criticized, but the owner is not criticized. Under these circumstances, a person with an average intellectual level also begins to search for such thoughts that during the rest of them separately, the range would not have come to the brain either.

This process can also be used in lessons in higher educational institutions, only its above principles should be taken into account and there should be an atmosphere of mutual solidarity in the group. Thought plays an important role in the way that a person explains his thoughts, in the understanding of others. Hence the types of thinking: logical, theoretical, practical, convergent, divergent, productive, reproductive, visual act, cognition of the visual image, forms of contemplation: understanding, judgment, knowledge of conclusions, operations of contemplation: analysis, synthesis, comparison, generalization, cognition of abstraction are necessary. Independent thinking is a psychological condition for the formation of an objective and objective picture of

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the environment in the student-youth, it is important to cultivate the ability to think independently and to educate free-thinking in young people.

The junior school period starts from 6-7 years and lasts until 9-10 years. During this period, the child gets acquainted with all the different requirements that he puts on schoolchildren, is prepared biologically and psychologically for the study of the basics of science. His psyche develops to the extent that he reaches for knowledge. A child of the same age is distinguished from children of another age by the sharpness of perception, clarity, purity, accuracy, self-interest, confidence, the brightness of imagination, strength of memory, closeness of thinking. In a child preparing for school education, attention is relatively self-term and conditionally stable. The main activity of children of junior school age is reading. The fact that the child goes to school, his psychological development and his role in the formation of the personality is enormous. The child acquires the content of various basic forms of human consciousness under the guidance of the teacher in educational activities and learns to act based on human traditions. In the educational activity, the child will gain weight through training to achieve his or her learning goals. Educational activity creates new conditions for the development of the child's personality while requiring the child to develop the necessary level of speech, attention, memory, imagination, and thinking. The child, who first came to school, goes to a new system of psychological relations with those around him. He begins to feel that his life has changed radically, new obligations are imposed on him not only to go to school every day but also to obey the requirements of educational activity. The fact that members of the family are interested in the educational activities, achievements of the child, as well as the fact that he is in control of it, the attitude to the treatment in the new forms that are being done to him is the basis for a full sense of change in his social status, a change in his attitude towards himself. Adults teach children to be engaged in reading, playing, walking and other things well when it comes to the right of their time in practical terms. So in the family, the child takes a new place, with which he will be considered, consulted. The success of the student in the school will be a completely positive basis in the formation of his subsequent psychological upbringing and personality. They say that the child occupies a special place in the system of human relations, both parents, relatives, the surrounding people treat him as a special person who, as a young child, has duties, obligations, can be respected by the result of his activities. As a result of this, it can be seen that the child begins to realize his place in the family, class and other communities on his own. During this period, the motivation of the child "I want" begins to prevail over the motivation "I need to do so". In every student who comes to the first class at school, there is a psychological strain. This is manifested not only in his

physical health but also in his behavior, that is, to a certain extent, fear to overstrain, weakening of willpower activity.

By this period, the child will be able to know exactly what he wants, as well as what position he occupies in his family, having achieved a doomed result in his interaction with those around him. He will also have self-management skills, will be able to work depending on the situation and circumstances. Children at this age begin to understand that their behavior and motivations are not "I am a good child", depending on the assessments that they give themselves, but how these behaviors manifest themselves in the eyes of others. The child is prepared for school education when he is brought up in kindergarten. Psychologist P. In Piaje's research, children aged 6-7 years were asked to determine the amount of water in bottles of different heights. And the children knew that their answers were wrong only after they saw the amount of water in bottles equal to each other. During the junior school period, imagination develops mainly in children's drawings, as well as in fairy tales and storytelling. The imagination of children of small school-age becomes very broad and diverse. While some readers imagine real existence, others imagine fantastic images and situations. Related small school-age children can be divided into realists and dreamers. Children often imagine, create new images with the use of images, plot, which they adore. Based on this cross-section lay the feelings of joy, finding friends, overcoming their fears. It can also be manifested as an activity that leads to a more imaginative therapeutic result. A child is often given a fantasy in a situation where he has difficulties in real life and can not get out of them. For example, a child who is brought up in an Orphanage imagines that he will have a family, a house where everyone will envy him, that he will be a hero if thieves come to this house. The imagination creates an opportunity for the child to temporarily relax and accumulate strength to continue living without parents during this release. The Asabi mother, who constantly yells at her child, can imagine in the imagination of her child as a Loving Angel, a hero who saves her mother from a great, terrible danger, or as a mother who also dies because she constantly gives her contempt to the child. A child who has experienced good or bad situations in his imagination prepares for his or her future behavior motivation. Concerning adults, the importance of imagination in the life of children is very great. The child begins to think deeply about the environment, deviates from his personal experience with the help of imagination, develops creative abilities, promotes the development of his characteristics. A small school-age child will have a strong emotional connection with the teacher. Until this period, under the direct adult leadership, he or she has mastered this or that information, now, at his discretion, tries to collect the necessary information,

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set himself a clear goal and task. This activity of the child means the development of his memory at a certain level. The education process, which is organized wisely, is a dynamic development of the thinking of children of this age. A child of the same age will absorb much more than in other periods. School education changes the social status of the student's lifestyle in the classroom community and the situation in the family, its task remains to learn, acquire knowledge, acquire skills and skills.

One of the important characteristics of a small school-age child is the presence of specific needs in it. These needs are in their essence an expression not only aimed at acquiring certain knowledge, skills, and skills but also reflecting only the desire of the reader. Based on these needs lies the desire to have in their portfolio, the corner of preparing lessons for personal training weapons, the shelf of putting books, the desire to go to school every day as an adult. A small school-age child does not understand his native essence and function but understands that everyone should go to school. But he begins to go into training with diligence, following the instructions of an adult. After a certain period, with a decrease in the impression of joyful moments, the external signs of the school go away their significance, and the child realizes that reading is daily mental labor. Then the child will be disappointed with his reading if he does not have the skill of intelligent labor, then there will be a feeling of frustration. And the teacher, to prevent such a situation, should give the child a hint about the difference, curiosity from the House of the education and prepare him for this activity. The meaning of education the student's interest in acquiring knowledge is self-attachment with a sense of satisfaction from the result of his mental effort. This is done by stimulating the teacher to feel and form a tendency, desire, and enthusiasm to work more effectively in the student. The feeling of self-confidence in the power of pride, which appears in the child, serves to master the knowledge and develop skills. The process of teaching small-school-age children the main components of educational activities is by teaching situations, by teaching actions, control, and evaluation (It begins with an introduction on V.V.Davidov. In this regard, all predestined actions must be carried out in conditions that are conducive to mental development. If the child incorrectly performs the training movements, this may be because he does not know the actions associated

with either control and evaluation of his training movements or he does not have a good grasp of them. The fact that the child can independently compare the results of his actions with the characteristics of his behavior indicates that the features of self-control are formed on a subconscious level. Thought plays an important role in the way that a person explains his thoughts, in the understanding of others. Therefore, it is necessary to know the types of thinking: logical, theoretical, practical, convergent, divergent, productive, reproductive, visual action, cognition of the image of vision, forms of thinking: understanding, judgment, knowledge of conclusions, operations of thinking: analysis, synthesis, comparison, generalization, abstract. Independent thinking is a psychological condition for the formation of an objective and objective picture of the environment in the student-youth, it is important to cultivate the ability to think independently and to educate free-thinking in young people.

Again from psychological sources, it is known that for students to think independently, it is necessary to achieve the minimization of the educational process in the procedures introduced in it. Because the old system of education required the teacher to copy, write, tell exactly what he said, the text of the lecture he wrote. This position allows the brain to work in an automatic position, creating a vacuum-like a zombie on its own, in which the vacuum is subsequently absorbed by other ideas and concepts very quickly, because the brain is almost brake, any different message easily penetrates its brain.

This means that our time requires the leader, the educator to change their methods of work, improve their communication skills. This requires that its impressionable qualities be effective. And this directly becomes a real basis for the development of independent, free-thinking in young people.

All educators of the educational system should use moral values in the protection of young people from various bad effects and be able to introduce the technology of moral influence in their activities wisely. Teaching morals, being morally and spiritually high, in general, rejects repression, the use of force. Administrative harassment can not protect young people from foreign influences. The only way to do this is to introduce a humanistic principle in the relationship of students with young people, to create an atmosphere of free exchange of views.

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