

OPPORTUNITIES FOR DEVELOPING CREATIVE ABILITIES IN PRIMARY EDUCATION STUDENTS.**Shamshidinova Dilsabo Munavvarjon kizi**4th-year student of the Faculty of Preschool and Primary Education,
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Annotatsiya: Mazkur maqolada boshlang'ich ta'lim o'quvchilarining ijodiy qobiliyatlarini rivojlantirish imkoniyatlari yoritilgan. Unda o'quvchilarning ijtimoiy-ma'naviy hayotiga xos bo'lgan kreativ ko'nikmalarni shakllantirishning muhim jihatlari tahlil qilinadi. Ta'lim jarayonining murakkab va ko'p qirrali ekanligi sababli, uni samarali tashkil etishda nazariy-ilmiy hamda metodologik asoslarning ahamiyati asoslab beriladi. Shuningdek, o'quvchilarda kreativlikni rivojlantirishda integrativ faoliyat yondashuvi, loyihalash jarayonining zarur shartlari va uni bosqichma-bosqich amalga oshirish mexanizmlari tavsiya etiladi.

Kalit sozlar: boshlang'ich ta'lim, o'quvchilar, ijodiy qobiliyat, kreativlik, integrativ faoliyat, ta'lim jarayoni, metodologiya, loyihalash, ijtimoiy-ma'naviy rivojlanish, innovatsion pedagogik yondashuv

Аннотация: В данной статье рассматриваются возможности развития творческих способностей учащихся начального образования. Анализируются важные аспекты формирования креативных навыков, характерных для социально-духовной жизни учащихся. Обосновывается значимость теоретико-научных и методологических основ для эффективной организации образовательного процесса, учитывая его сложность и многогранность. Также предлагаются интегративный подход к развитию креативности, необходимые условия проектной деятельности и механизмы её поэтапной реализации.

Ключевые слова: начальное образование, учащиеся, творческие способности, креативность, интегративная деятельность, образовательный процесс, методология, проектирование, социально-духовное развитие, инновационный педагогический подход

Abstract: This article highlights the opportunities for developing creative abilities in primary school students. It analyzes key aspects of forming creative skills related to students' social and spiritual life. Due to the complexity and multifaceted nature of the educational process, the importance of theoretical and methodological foundations for its effective organization is substantiated. The article also proposes an integrative approach to developing creativity, as well as the necessary conditions and step-by-step mechanisms for implementing project-based activities.

Key words: primary education, students, creative abilities, creativity, integrative activity, educational process, methodology, socio-spiritual development, innovative pedagogical approach

INTRODUCTION

In global higher education institutions, creative mechanisms for developing students' professional and creative abilities have been integrated into the educational process. In this regard, systematic work is being carried out to develop students' professional and creative abilities, model the educational process, create electronic educational resources, use modern pedagogical and information and communication technologies, enhance students' creative competence, and improve the activities of subject clubs. In general secondary schools, identifying, developing, and directing the creative abilities of primary school students into a certain field is considered one of the most important stages. It helps students reinforce the knowledge they acquire during lessons, as well as develop skills and practical competencies that form the foundation of their interest in learning.

At present, special attention in general education schools is being paid to primary school students due to the increasing volume of information required by the specific features of teaching, as well as the continuous modernization and growing complexity of curricula and textbooks. Under increasingly complex learning conditions, the young организм of primary school students is forced to cope with high levels of workload. Therefore, it is important to continuously improve students' creative abilities in order to ensure that they successfully complete primary education without harming their health, without losing interest in learning, and without losing confidence in themselves and their abilities.

LITERATURE REVIEW AND RESEARCH METHODOLOGY

Today, creating conditions that help shape the creative abilities of future primary school teachers is considered one of the most important factors in their creative development. Based on the analysis of the works of the Nikitin family, it is possible to identify six main conditions for the successful development of children's creative abilities. The first important condition for developing creative abilities at any age is to create a favorable environment for engaging in creative activity. It is necessary to establish such an environment and system of teacher-student relationships that encourage various types of creative activities.

The second, extremely important condition for the effective development of creative abilities arises from the specific nature of the creative process, which requires maximum effort. The point is that the more often a person reaches the "highest level" of their capabilities in their activity and gradually raises this level even higher, the more successfully their creative abilities develop. The third condition for the successful development of creative abilities is to provide future specialists with a high degree of freedom in choosing the type of activity, determining the sequence of tasks, selecting the duration of engagement in a particular activity, choosing methods, and so on. In this case, the learner's desire, interest, and emotional engagement serve as a reliable guarantee that intellectual effort will not become excessive, but instead bring positive results.

The fourth condition for developing creative abilities is related to the professional training of future teachers, which should be oriented toward the creative realization of their abilities, potential, and opportunities within their professional field. The ability of teachers to continuously enrich their knowledge and skills, the level of development of professionally significant personal qualities, and their orientation toward professional and creative self-development are key indicators of the quality of modern professional pedagogical education and its strategic goals.

Each ability has its own specific structure. Within the structure of abilities, it is necessary to distinguish core and leading characteristics, as well as background or auxiliary features. A fundamental characteristic common to all abilities is observation—the ability to see. This means being able to notice the unique aspects of an individual object, which serves as the initial material for creative activity. It is clear that the observation skills of an artist differ from those of a natural scientist. Since their observation is directed differently, each of them perceives the world in their own way.

The leading characteristic of ability is creative imagination. This feature is not only specific to artists, mathematicians, or literary scholars, but is also essential for teachers. To develop the creative abilities of future teachers, the following types of encouragement can be used:

- ✓ Conducting their own scientific research;
- ✓ Providing opportunities to work based on a specific program;
- ✓ Giving the opportunity to work with a particular class;
- ✓ Ensuring a flexible and convenient work schedule;
- ✓ Allocating time for methodological work;
- ✓ Supporting the generalization of experience and assisting in the publication of methodological materials.

In addition, motivation is enhanced by maintaining a conflict-free environment, fostering an atmosphere of respect, instilling pride in the profession, encouraging initiative, and providing continuous support and incentives.

DISCUSSION AND RESULTS

The role of upbringing (education in a broad sense) is crucial in developing the intellectual potential of primary school students. The essence of the educational process aimed at enhancing intellectual capacity reflects the internal connections and relationships inherent in this process and manifested through specific закономерности (patterns). In the process of developing intellectual potential, students acquire behavioral skills and habits that are beneficial to society and aligned with moral requirements placed on an individual. To achieve this, it is necessary to exert a systematic and continuous influence on the learner's consciousness, worldview, and willpower.

During the development of creative potential, if any of these components are neglected, achieving the intended goals becomes more difficult. Only by taking these psychological aspects into account is it possible to create favorable conditions for forming and further developing the intellectual and creative abilities of young learners. Modern pedagogical methods are aimed at developing students' critical thinking skills. Teaching students to analyze problems, make decisions, and justify their opinions is essential for their future success. This process also helps learners develop self-assessment skills and expand their knowledge independently. Teachers can foster students' critical thinking abilities by guiding them in solving problems.

Modern pedagogical approaches also contribute to increasing students' motivation. When learners are given opportunities to apply their knowledge in practice, their interest in education increases. Teachers can enhance motivation by assigning engaging and meaningful tasks. This process supports students in achieving their goals and developing their abilities. [3]

At present, the effectiveness of efforts aimed at developing intellectual potential does not fully meet the required standards. Based on the demands of society and the state, it is necessary to successfully organize the development of students' intellectual potential throughout their education in general secondary schools. This requires the application of psychological and pedagogical technologies in the educational process, as well as the creation of a fundamentally new educational system that meets modern requirements.

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