

CONTENT AND SIGNIFICANCE OF APPLICATION OF CREATIVE APPROACH IN PRIMARY EDUCATION

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ABSTRACT

The educational process is long-term, complex, continuous, and has unique features. While modern teaching technology is supporting the pupil's leadership role in the educational process, the pupil is unable to take the lead in the educational process. The pupil needs the help of an educator. The article outlines the meaning and essence of using a creative approach to primary education.

KEYWORDS: education, pedagogy, technology, creativity, primary education, students, teachers, approaches, activities.

INTRODUCTION

Ideas for the development of education and training of teachers in the Republic of Uzbekistan, attention and requirements to the teaching profession are growing rapidly, including the idea and ideology of national independence of the Republic of Uzbekistan, the Law "On Education" [1] and the "National Training Program" [2], as well as scientific and pedagogical, scientific and methodological, as well as scientific innovations in the field of pedagogy and psychology.

Although modern educational technology favors the leadership role of the learner in the learning process, the learner cannot occupy a central position in the learning process. Because the character and worldview are not sufficiently formed in him, he needs the help of the teacher in this regard, so the technology of education must be updated both logically and structurally. Planning the results to be achieved by the students and the ways to achieve it, modeling these methods, implementing the produced plans and models, the person who implements these plans is the teacher.

There should be a relationship between teacher and students based on the following factors:

- human attitude to the student;
- Respect for his rights and freedoms;
- To set requirements for the student that are strong and reasonable;
- To understand the situation of the student, even when he refuses to comply with the requirements;
- Respect for the right to be with oneself;
- To convey the goals and objectives of education to the minds of students;
- Not to form the required qualities;
- Prevention of punishment that insults the honor and dignity of the person;
- Recognition of the right of a person to reject the formation of qualities that for some reason contradict his rights.

This creates a basis for the formation of a new content and essence in the education system, in particular, the organization and implementation of educational processes, the development of teaching aids, especially in improving the efficiency of teaching and learning.

In order to successfully carry out such a huge task, it is especially important to provide teachers and students with the necessary textbooks in the state language.

The creative approach is aimed at the development of education, which leads to the formation of content and essence in the education system, in particular, the organization and implementation of educational processes, the development of teaching materials, especially the effectiveness of teaching and learning.

One of the efforts to reform the education system is to ensure that teachers work in line with modern requirements, have a deep knowledge, skills, abilities and culture for the development of a well-rounded person.

This introduced the concept of "creativity" into the science of pedagogy, which studies the laws of self-education and upbringing. Especially the current development of scientific knowledge, the impact of creativity on the development of the individual, society and the state requires an in-depth study of this issue from a scientific and pedagogical point of view.

Especially in secondary schools, there is a social order to develop the creativity of teachers, which requires more thorough scientific and pedagogical research. Today, in all areas of modern education, scientific and personal views around this concept are growing rapidly, culminating in the conclusion that ideas are the joint activity of teacher and student. Well how to conduct a lesson with a creative approach to the student studying in primary education.

Primary education is one of the types of education that leaves a deep mark on the life of every child, and at this stage of education, great responsibility is required from educators. That is, the creative activity of primary school teachers still requires special study.

The creative orientation of primary school students can be formed on the basis of the following pedagogical conditions, if:

- Primary school teachers are native teachers;
- be aware of innovations in their field in an integrated and continuous manner and apply them in their pedagogical activities;
- be able to overcome existing psychological barriers;
- The creative activity of teachers is taken into account and supported by the management.

While NN Nechaev studied the problem of creativity in general, P.A. Florensky analyzed the spiritual, psychological aspects of creativity. In the scientific works of MM Bakhtin, AN Leont'ev, creativity is analyzed as a quality of the individual, and the problems of diagnosing creativity are analyzed. In particular, the development of methods for diagnosing creativity is one of the main problems in the field of science [3].

By the XXI century, the term began to be used in the field of education in the Republic of Uzbekistan. Especially in Innovative pedagogy, which is beginning to take shape as a separate and young branch of pedagogical science, we are faced with this term. In the scientific works of many of our pedagogical scientists, such as J. Yuldashev [4], R.A. Mavlanova [5], creativity is analyzed as a separate indicator of innovative activity. In her textbook "Pedagogy, innovation, integration in primary education" RA Mavlanova focused on what creativity is and its formation. The guide provides an in-depth analysis of the content and essence of the concept of creativity.

What is our main goal, which is the current system of creative education, which is recommended for quality education and training?

Our modern educators must first find answers to the following questions:

- Scientific and pedagogical analysis of the concept of "creativity";
- Scientific and theoretical substantiation of the fact that creativity is a personal quality inherent in the teaching staff;
- identify the components of creativity;
- The creativity of the teacher's personality and his spiritual image

Substantiation of dependence and, of course, education based on creative learning.

Another aspect of the priority of our education system is that education and upbringing are inextricably linked. Along with modern knowledge, upbringing has a special place in any of our goals.

We are well aware that the process of upbringing is long, complex, continuous, and it has its own characteristics.

Today, society has set itself the task of school: to develop their special abilities in accordance with the purpose of their independent learning. It is recommended that the teacher work with each child on a case-by-case basis.

The creative approach is based on the personal qualities of the students and requires the teacher to:

- Regular study and good knowledge of individual characteristics of the person (character, client (temperament), attitudes, habits, etc.);

- Skillful diagnosis and knowledge of the level of real formation of personal qualities;
- Involvement of the pupil in more complex activities that ensure the development of the individual;
- rely on the activity of the person;
- transition from personal upbringing to self-education, the formation of the ability to determine the purpose, content, methods and forms of self-education;
- development of independence, initiative, initiative, skillful organization and direction of activities that lead to success.

The study of the concept of creativity from a scientific and pedagogical point of view is an analysis of its manifestations in the activities of primary school teachers.

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