



**ORGANIZATION OF INDEPENDENT CREATIVE ACTIVITY OF
PRIMARY SCHOOL TEACHERS**

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ABSTRACT

This article outlines the problems and solutions to the organization of independent creativity of prospective elementary school teachers. It outlines the characteristics of performing creative work in the preparation of a future teacher, analyzing effective forms of improving students' artistic skills and skills.

KEYWORDS

Activity, systematicity, independent, skills, creative work.

Our main goal is to ensure that young people have the opportunity to receive quality education, creating all the necessary conditions for them to realize their ability and talents.

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Introduction

It is important to further improve the experience and skills of teachers in improving the spirituality and professional well-being of a person who is a key factor in the modernization and power of social life, the development of Uzbekistan today and in the future.

In his essay "High Spirituality - An Invincible Power," I.A. Trump, the first Prime Minister of the Republic of Uzbekistan, highly esteemed the teacher's work and said: "We respectfully mention the noble work of teachers and teachers, another great man who is closest to us, along with our parents. We rely and rely on these hard-earned professionals in the first gallery to accomplish such a responsible task as raising a new generation and new thinkers in our country. We imagine that their service is insignificant in questioning the spiritual world of young people who will come to our place tomorrow."

Education prevents elementary school students from approaching creativity and interpreting students as subjects of the learning process. On this basis, it is important to describe the principle of interpreting student creativity in the "Subject-Object" system. Personal qualities that students develop in teaching, such as consciousness, independence, and poverty, are not the result of a distinguished teacher's work, but in many ways they depend on the students themselves. In accordance with this principle, the educational material is viewed as a work and the components of its creative work are distinguished. Creative activity is a form of thinking, thinking that is developed by educating abilities, qualifications, minds, mayl, passions, innovation, and creativity are signs of activity.

Another issue of creative organization of education involves highlighting the problem of mutual study of students' academic activities and knowledge activities. Their comparison leads to a number of conclusions: the composition of these is the same and consists of motive, purpose, tool, result.

According to the work of elementary school students, creative assignments can be analyzed in three groups. These are creative independent work, creative training, learning problems.

1. Two aspects of creative independent work from other types of creative tasks

differs: the ability to organize operational (immediately) and the ability to continue training activities.

Thus, creative independent work is such a means of education that by applying it to education:

- continues to be passionate about reading, learning, yielding within the framework of the lesson

the continuation of the motives made;

- comes; to educate students, to expand their scope of knowledge and skills,

- students' own activities on the learning material being studied

prepared the ground for independent continuation;

- to a certain extent, to direct the work of students

it's easy.

When applying creative work to education: "determining or separating the ability to perform activities" the order in which the assignment is drawn up, performing the task, remembering the result achieved in its performance, if necessary, sharing the result with classmates, and telling it to the teacher will be respected.

2. Creative training. Always remembering and practicing knowledge

causes students to get bored in education. It causes students to get bored during the exercise process.

Creative exercises are used to relieve students' boredom during the training process. So how to understand creative training?

Creative training differs from negative exercise in two different characteristics: expanding the scope of knowledge learned. At the same time, when the reader returns repeatedly to the learning material studied before, he enriches the scope of his or her concept with new knowledge, imaginations, facts, and connections.

Creative exercises are designed to be adapted to both memory and thought, unlike exercises designed to be constantly engaged. In this way, the student also creatively learns the knowledge and methods of activity studied in the subject.

3. Educational problems are the "Framework of Learning Assignments", which can be imagined in the form of a system of creative assignments.

(Matthew 24:14; 28:19, 20) Therefore, life itself prevents today's teacher from becoming an artist who works tirelessly on himself, thinks extensively in all respects, and can effectively apply advanced pedagogical and information technology and has the highest qualities that deeply penetrate the hearts of young people [2, 3, 4].

From this point of view, the problem of increasing the teacher's pedagogical skills today is a time-consuming process [5, 6].

The role and responsibilities of the teacher in building a democratic legal society are important.

In the process of pedagogical skills, the teacher performs a number of educational tasks [7]. He is primarily the person responsible for the educational process of educational institutions and the bright future of the students in extracurricular activities.

The success and effectiveness of the teacher's work is always creatively carried out in accordance with the conditions that affect his scientific organization, the rational organization of labor, and the work.

Therefore, the teacher who performs the work, first of all, should rely on his or her knowledge of the pedagogical skills he or she has acquired in planning his or her work.

(Matthew 24:14; 28:19, 20) Today, during the development of information communication technologies, the scientific organization of teacher labor also depends on the extent to which the achievements of science and technology are absorbed by the teacher.

In the science of world discipline, children's leading activities are based on the fact that they are a game and that games are considered important in preschool. The didactic form of games also plays a special role in primary education practice.

Studies devoted directly to children's play emphasize that games are one of the main work activities not only for preschool-age children but also for elementary school students, and have a significant impact on their skepticism as individuals.

Creativity is reflected in the creativity of a teacher who determines the teaching content of his or her professional work.

Creativity is a process that produces a new orgasm and irreversible scientific innovation in the teacher's educational process. Any problem identified in the teacher's productive creativity will be successfully solved, and these aspects will be displayed at the core of teachers who are qualified to create.

The teacher's Christian creativity means encouraging and promoting innovations in his professional activities in the world, namely, the ability to intensify ideas, hypotheses, and to consistently realize their proximity, probability, reliability to the truth, and to develop thinking based on the process of thinking. The creative creativity of the teacher involves the creation of new social aspects, which come out with their own independent ideas and suggestions, and only skilled and experienced, qualified teachers can achieve this.

European sociologists call the positive state of the teacher's work "feeling the flow," that is, to fully engage in self-activity and to be satisfied with the work process, which in turn testifies to the teacher's strong high internal reflexive condition. The work of teachers, who do not feel satisfied with creativity and hard work in their profession, often leads to inactivity, rapid fatigue of their nerves and anger.

Summary

In a nutshell, every interesting exercise that has been passed will cultivate its independent creative abilities while remaining better in the minds of students as well as expanding their worldview. The creative reader reflects on it in a unique way. His opinion is independent, clear, not like someone else's, and he can often also find unusual natural solutions. Experiments show that in primary school teachers and later graduates, he or she is struggling to study these subjects and apply these knowledge, skills to other subjects, to think independently, similar to the knowledge gained, or to move them to new situations. This is all due to a disagreement between different subjects in primary schools. In this case, integration is not only the process of moving knowledge of one predecessor to the other and exchanging activity, but also the process of creating new didactic equivalents that reflect the direction of integration of modern science.

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