



METHODOLOGY FOR THE DEVELOPMENT OF CREATIVE ABILITIES OF STUDENTS IN ELEMENTARY SCHOOL MATHEMATICS LESSONS

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ABSTRACT	KEYWORDS
this article contains resources that can be used to develop creative abilities in elementary school students. This article covers the problems and solutions to the organization of independent creative thinking of primary school teachers. In the preparation of the future teacher, the peculiarities of performing work in the formation of creativity in primary school students are revealed, and effective forms of improving creativeness, skills and competencies in primary school students are analyzed. On the basis of the opinions advanced in the article, an attempt was made to provide information that teachers and parents could benefit for themselves based on the relevant sources.	pedagogy, creative activity, skill, morality, interactive method, education, methodology, thinking, creative, sign, exercise, thinking, creativity, freedom, childhood, problem assignment.

Introduction

The term creativity "creativity" itself is Z. Appeared after Freud's research. It was first performed by D. It can be found in Simpson's(1922), in which creativity was understood as the ability of a person to abandon stereotypical and historical ways of thinking . Through this term, the person is in the mold, stereotyped (from another Greek. στερεός "strong" + túnos" Trace") is a pre — formed mental assessment of something that can be reflected in stereotypical behavior. A stereotype can be both negative and positive, so it is necessary to distinguish between stereotypes and prejudices that are only negative.), which defined the ability to abandon conventional thinking. (Latin. creatio – creation, incarnation) is a person's ability to give unusual ideas and thoughts, not to repeat problems, to find an original solution, to get rid of traditional forms of thinking. It is in addition to the above points that it is important to be able to assess the consequences in both cases of child rearing, either in a new way and or in advance during the use of traditional methods.

The study of today's pedagogy and the issue of the attitude of the era to it is becoming a special scientific problem. The individual, as an independent creative activity and a skilled specialist in his

field, should be able to influence the development of the social thinking of the nation. Independent creative activity, creativity act as a benchmark that ensures the level of readiness of students and young people for social life on the basis of social erudition and consciousness. The higher pedagogical education system is an important stage in this regard, especially in pedagogical faculties, the formation and development of professional skills, ethics, etiquette and necessary qualities, qualities of teachers of the future primary class are gaining priority. In higher pedagogical educational institutions, 35-45 percent of the time distribution is allocated on the basis of the study of each subject for the skills and independent creative work that will be necessary in the professional training of future primary school teachers. Mastering the content of education in the curriculum and program is organized, with a wide place in the independent creative activities of students as theoretical, practical and independent education in the classes. In the theoretical part of the training, new pedagogical and information technologies, interactive non-traditional methods are widely used. Practical classes, on the other hand, are organized in the form of seminars, laboratory classes, conversations, aimed at creating problem situations and finding solutions. In independent education, however, relatively important and complex considered topics that directly promote the continuity of curriculum and programs are intended to be studied by students independently in depth and comprehensively.

Literature analysis and methodology K.

Rodgers (1944) understands that creativity is a new solution to problems and the identification of new ways of expressing something, Event, state. Studies in which creativity is compared with personality and intellectual properties are of great importance. Research on comparison with intellectual properties Dj. Performed by Guilford. Creativity is a personal property of a person, associated with his self-improvement and development. Creativism (Latin., Eng. "create " – creation, " creative" - creator, creator) - the creative ability of an individual, which characterizes the readiness to produce new ideas and is part of giftedness as an independent factor. The creativity of an individual is manifested in his thinking, communication, feelings, in certain types of activity. In the development of creativity in children, it is necessary to pay attention to:

- 1) encourage a lot of questions to be asked by them and support this habit;
- 2) encourage children's independence and strengthen responsibility in them;
- 3) to create an opportunity for the organization of independent activities by children;
- 4) focus on children's interests.

The following factors prevent the development of creativity in an individual:

- 1) taking oneself away from risk;
- 2) allowing rudeness in thinking and behavior;
- 3) lack of high appreciation of personality fantasy and imagination;
- 4) to be subject to others;
- 5) in any case, just thinking about the achievement.

Particular attention was paid to the fact that one of the important factors affecting the methods and means of developing the creative abilities of elementary students is Teacher-Student cooperation. It is known that the educational process is of a two-way nature and is formed from the equal relationship of the teacher and students. The teacher leading this process is the person responsible for the proper organization of the educational process, the correct implementation of educational goals and educational results. But this is not the basis for the birth of the misconception that the educational process is a process that takes place under the full rule of the teacher. The requirement of the current

period is also to achieve a positive result not by subjugating someone, but with the help of a cooperative attitude. It should be remembered that the formation of students' activities in the educational process is not only a mechanism for mastering the basics of science, but also focuses on the content of the individual's general socio-cultural abilities. In our opinion, the educational situation is considered a changing system that constitutes the educational process, which consists of two parts as follows: - student interaction with the teacher; - student interaction with each other.

The discussion and results begin with the teacher's student collaboration with the teacher's support that the teacher provides to the students. It is gradually activated and transformed into training movements. As a result, the relationship of students with the teacher grows into a cooperative position. Material analysis shows that knowledge acquisition is productive only when logical tasks are performed in collaboration. In scientific sources, it is accepted to call such an organization of Education a situation of collaborative productive activity. According to the analysis of pedagogical literature and the results of our creative experiments, it is advisable to indicate 2 basic principles of organizing the situation of collaborative productive educational activities:

1. The principle of consistency of content in education. According to him, the continuous formation of this activity is visible when a person organizes his activities on the basis of a specific goal.
2. The principle of the connection of teacher-student cooperation with independent creative activities. Cooperation with students in the educational process is of great importance. The extent to which students are passionate about education depends on the teacher's skill in being able to create this collaboration.

The correct Organization of the environment of students' academic activities with the teacher increases students' interest in science, motivating them to spend all their energy and enthusiasm. This is such a form of interaction in which the student sees himself not as an object of pedagogical education, but as an independent and free-acting person. The teacher's appeal to students as if they were seeking help during clarification of some information on the subject being studied further deepens the collaborative activities. Turning students into learners and educators is not only a condition for the successful conduct of the reading teaching process, but also an important condition for raising them as competent people in all respects. The student becomes a person who receives knowledge and upbringing in the process of teaching and upbringing. Sh.A. Noting the need to establish a cooperative relationship with the student in the educational process, Amonashvili says: "the educational and educational activities of the student are regulated not only by means of interesting educational material and various methods of its explanation, but also by the nature of the treatment of the educator in the educational process. In an environment where there is affection, trust, cooperation, respect, the student easily masters teaching assignments. Seeing that his achievements, independent opinion, creative research are highly appreciated, the student begins to strive to complete educational tasks that are more complex."

The use of problematic education in teaching is also effective in the formation of creative abilities. Along with heuristic or exploratory techniques from educational methods associated with students' independent search and discovery of some reality, the process that leads students into the "laboratory" of creative thought is also of fundamental importance. Problem Education has several advantages in this regard:

1. It teaches students to think logically, scientifically, didactically, creatively.
2. He makes the teaching material believable, thereby promoting the transformation of knowledge into faith.

3. He is generally much more influential, creating a sense of confidence in his capabilities and strength of deep intellectual feelings, including the uplifting spirit, his sense, so he will interest readers, content readers with a serious interest in scientific knowledge.

4. It has been clarified that the independent “discovery” of the law of truth does not forget the acquired knowledge, it is possible to quickly restore them even if the independently generated knowledge is forgotten.

Research on the problem showed that the attitude of students to the educational process depends on the correct Organization of the process of interaction of teachers and students, methods of selection and organization of educational materials, improvement of the process of mastering knowledge, an assessment system for academic results. Creativism and interoperability are strongly linked. After all, only cooperation is created in the age of a new approach, and it is in this collaboration that creativity comes into play.

1. Answer children's questions correctly with endurance.
2. Take their questions and opinions seriously.
3. Set aside a separate room or corner for the children to do their work.
4. If there is a connection with the creative process, then do not put the child for the mess in the room.
5. Show children from time to time that you love them and accept them as they are.
6. Instruct the children to perform fists that are suitable for their capabilities.
7. Help them develop their personal plans and make decisions.
8. Help children achieve high results in activities.
9. Do not compare the child with others, indicating their shortcomings.
10. Do not underestimate the child and do not allow himself to be considered bad, helpless.
11. Train him to think independently.
12. Arm the child with the necessary items so that he can organize his hobby.
13. Force him to come up with various events, fantasize, help him in the process.
14. Get the child used to reading and learning from a young age.
15. Always focus on the needs of the child.
16. Find time to talk to the child face to face every day.
17. Also involve children in the discussion of family issues.
18. Don't make fun of the child for his mistakes.
19. Praise the child for every achievement.
20. Be sincere in praising his achievements.
21. Teach the child to communicate with people of different ages.
22. Come up with practical experiences that will help him realize being.
23. Do not forbid the child to play with different rags-this will enrich his imagination.
24. Encourage him to find a problem and solve it.
25. Be fair in assessing your attitude towards the child.
26. Do not limit the topics that will be discussed with him.
27. Allow the child to make decisions independently and be responsible for it.
28. Help the child to form his personality.
29. Help the child to watch TV shows that are useful to him and listen to radio broadcasts.
30. Get him used to receiving his abilities positively.
31. Teach the child to be independent of adults.

32. Do not teach a child to be indifferent to failures, saying “I do not know this either.”
33. Give the child a chance to bring the work to the end, although he does not believe that the work will have a positive result.
34. Keep a diary and record for it the formation of creative abilities in the child.

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