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DEVELOPMENT OF CREATIVE THINKING OF PRIMARY CLASS STUDENTS BASED ON PIRLS' FLOWS

X.Sevinch
M.Ruxshona
N.Diyora
Student of Termiz State Pedagogical Institute

Abstract: This article describes the pedagogical and psychological aspects of the development of creative thinking of elementary school students based on PIRLS tasks.

Key words: creativity, International Assessment Program, PIRLS tasks, elementary school, student, ability, talent, personality.

Today, many conditions are created for students to develop their abilities, independently choose a profession, and acquire modern professions. Also, by 2030, Uzbekistan will be among the first 30 advanced countries in the world according to PISA (The Program for International Student Assessment), PIRLS (Progress in International Reading and Literacy Study) rating of the international student assessment program. intended to be achieved. PIRLS (Progress in International Reading Literacy Study) is an international assessment system that assesses the quality of reading and comprehension levels of primary school students in different countries.

Creativity (lat., ing. "create" - creation, "creative" - creator) means the ability of creativity, which describes the readiness of an individual to produce new ideas and is part of talent as an independent factor. A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of talent. Analyzing the above points of view on the issue of the components of creativity abilities, we can conclude that despite the difference in approaches to their definition, researchers unanimously define the quality of creative imagination and creative thinking as mandatory components of creativity abilities. Creativity ability is a factor of high creative development. and is expressed in various aspects of activity, including speech, writing and many other types.

The development of creativity in schoolchildren, first of all, a person-oriented approach, emotional-psychic mood, active, creative imagination, self-activation, independence, self-control, manifestation, expression, evaluation , requires the use of innovative educational technologies in the educational process. Abilities are a set of mental-individual characteristics that allow acquiring important knowledge, skills and abilities for productive activity.

Currently, PIRLS defines reading literacy as the ability to understand and use forms of written language that are required and valued by society, as well as the ability to make meaning from texts in a variety of ways.

Activity is as necessary for abilities as water and air (activity creates conditions for its formation and development). Intellectual ability refers to the ability to use concepts and make logical generalizations. The following were determined as indicators of creativity: knowing the possibilities of setting a goal and realizing it, being able to explain one's goal; formulating cognitive tasks and putting forward hypotheses; to analyze one's learning activity; acquiring knowledge independently; are indicators of creativity. In the process of introducing the technology of the teaching module, the

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conditions for independent work of students were provided, they had the opportunity to analyze and control the process and results of their educational activities, internal and external aspects of education. guaranteed to achieve its goals. The theoretical analysis of the problem of development of creative abilities in the field of primary education includes the solution of two main issues.

Firstly, to reflect the essence of developing creative abilities in the content of primary education;

secondly, to use the scientific and pedagogical potential of primary education to develop the creative abilities of primary school students. At the current stage, we will try to describe the features of solving the above problems.

The concept of creative abilities is widely used in modern pedagogy. Modern psychology distinguishes various types of creative abilities: scientific, economic, intellectual, creative, professional, etc.

There are many exercises to develop creative thinking. One of the main goals of such intellectual games or exercises is to move away from usual and traditional ways of thinking and create new ideas, which can then be evaluated and the most useful can be selected. The first direction includes the organizational integrity of the process of developing creative abilities of the elementary school student. Creative qualities of elementary school students can be formed only in the pedagogical process effectively organized at all levels of general education. This will be helped by the use of various organizational forms of teaching, tools, and effective methods of the pedagogical process. Starting with a new approach to education, we will start with the ability to study Define the following three directions of organization: organizational, meaningful and personal. Bír ínchí direction ei r a r xíyaníng ba r cha da r ajala r ída tu r lí xíl quí tízím r kíbíy kísmla r bílán k r eatívlík kóbíyatla r íní r ívojlántír í The organizational structure of the country is its own. It is possible to form an organized peagogík ja r ayonda only in general education.

This includes the organizational structure of education, means, and pedagogical methods. The second direction reflects the meaningful integrity of the educational process in the conditions of primary education. Then, teaching technology (labor), like teaching all academic subjects, can reflect a holistic system in scientific, methodological, and practical relations. The third direction includes a holistic perception of the subject of education (teaching creativity) and considering it as a component of its social environment, in which it is at the same time creativity, creativity, work, as well as It functions as an object and a subject of the p-level educational environment.

The participation of the Republic of Uzbekistan in the PIRLS research serves to improve the quality of education, strengthen the country's reputation at the international level, and bring the students' knowledge to the level of international requirements.

Thus, in the process of developing creative abilities, we present the activity of the integrated process system of teaching creativity at the organizational, substantive and personal levels, which contributes to the objective view of the causal relationship between the theoretical, methodological and practical preparation of elementary school students. we determined the directions.

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