



## METHODOLOGICAL BASIS OF FORMING CREATIVE ABILITY OF PRIMARY STUDENTS

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**Abstract:** This thesis covers the methodological foundations of the formation of creative abilities of primary school students. It analyzes scientific and theoretical principles and methodological approaches to the implementation of creativity in the teaching process. The role of innovative technologies, project activities and problem-based learning in the development of creative thinking in students is indicated. The results of the research serve to form creative thinking in the primary education system.

**Keywords:** creativity, methodological foundations, innovative approach, creative thinking, primary education, problem-based learning.

**Annotation:** This thesis explores the methodological foundations of developing creativity among primary school students. It analyzes theoretical principles and methodological approaches applied in the process of teaching creativity. The study highlights the role of innovative technologies, project-based learning, and problem-based education in fostering creative thinking. The research results contribute to the development of creative and analytical skills in the primary education system.


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**Annotation:** V dannoy rabote raskryvayutsya metodologicheskie osnovy formation kreativnykh kobnostey uchashchikhsya nachalnyx klassov. Proanalizirovany nauchno-teoreticheskie principles and methodical approaches, principles and processes of training creativity. Otmechena rol innovatsionnykh tekhnologiy, proektnoy deyatel'nosti i problemnogo obucheniya v razvitiy tvorcheskogo mishleniya. Rezultaty issledovaniya sposobstvuyut formirovaniyu kreativnogo i analyticheskogo mishleniya v sisteme nachalnogo obrazovaniya.

**Key words:** creativity, methodological principles, innovative approaches, creative thinking, primary education, problem learning.

In our republic, the upbringing of a well-rounded person with creative thinking is one of the priority tasks of the educational sphere in modern conditions. The main focus should be on the creation of a person's own way of life, positive changes, and the formation of his abilities. Therefore, education and training cannot be just a preparation for future professional activity and life, it should be a daily routine, preparation for independent life, and engagement





in all types of communication. Education should not only equip a person with knowledge, but also shape him as a future personality.

The process of socialization establishes a unique relationship between the creative individual and the social environment. First, creative people often face discrimination due to the school's focus on "average grades", the combination of styles, and the strict regulation of behavior. Teachers often consider creative students to be "boastful", unruly, undisciplined, and stubborn. Creative students' resistance to repetitive tasks and their high sensitivity to monotony are perceived as stubbornness, stupidity, and stubbornness. Often, gifted children become the objects of persecution by their peers. As a result, according to Guilfor, gifted children tend to hide their abilities or become depressed after finishing school. However, they move faster through the primary stages of intellectual development and reach higher stages of moral development.

The complexity of the problem of developing children's creative abilities is due to the large number of various factors that determine the nature and manifestation of creative abilities. Basically, these factors can be combined into three most common groups.

The first group includes natural inclinations and individual characteristics that determine the formation of a person.

The second group includes all forms of the influence of the social environment on the development and manifestation of creative abilities.


The third group is the dependence of creative development on the nature and structure of the activity.

V.S. Yurkevich's work "The Gifted Child: Illusions and Reality" emphasizes that creativity or creativity is inherent in every child. Children's creative manifestations have a large content, and most experts associate it with such cognitive qualities as fantasy and creative imagination. The development of creative abilities is facilitated by creative activity. Many studies suggest that a decrease in creativity as children grow up is a consequence of the child's admission to school [4].

According to A.M. Matyushkin, "the period of development of a child from primary school to secondary school age (from 6-7 years to 12-13 years) is characterized by the interaction of attention and intelligence. It is especially important to stimulate the development of creative, non-standard thinking at this stage." However, this decline is considered temporary. Some researchers claim that after a certain period called "latent (living)" creativity can be observed in some school curriculums. In this regard, many researchers emphasize the non-interesting type of development of creative abilities, suggesting that there are two stages of development, one of which is associated with a young age, more precisely, school age, and the second, which occurs after such a decline [2].

In addition, it should be noted that there is no uniformity in the age range of these two developmental stages between studies, and in particular, the decline in verbal and figurative creativity may occur at different times. Often, the decline (decline) of creative abilities occurs in the early grades.





The list of creative tasks, in our opinion, has a significant impact on the child's thinking, speech, imagination, and activity. Creative tasks allow for extensive reliance on the child's subjective experience and correspond to the understanding of the SLT (personally oriented education). It is important that creative tasks also have their own developmental characteristics.

Currently, developmental psychology has two complementary approaches to the problem of creative development:

1. The genetic factor plays the main role in determining the mental characteristics of the herd.
2. Environmental factors, external conditions, are considered decisive factors in the development of mental abilities.
3. Genotype is the interaction of the environment, and its proponents distinguish different types of adaptation of an individual to the environment, depending on hereditary characteristics.


To diagnose creative abilities, it is necessary to study the ability of students to engage in various types of activity: visual-figurative and verbal.

V.N. Druzhinin and E.E. Tunik formulate the basic socio-pedagogical conditions for the development of creative abilities:

1. The influence of family relationships on the development of creative abilities in primary school students:
  - ✓ harmony of relationships between parents and children;
  - ✓ The creative personality of the parents is a model and identification of the subject's qualities;
  - ✓ common intellectual interests of family members;
  - ✓ Parents' hopes for the child: achievement or the formation of independence;
2. Social and pedagogical conditions for the development of creative abilities in school:
  - ✚ practical tools, techniques and methods aimed at developing creative abilities;
  - ✚ relationships based on class honor;
  - ✚ solving and encouraging many problems;
  - ✚ encouraging responsibility and independence ;
  - ✚ independent development, focusing on observation, feelings, generalization, and comparison processes;
  - ✚ social reinforcement of positive behavior [3].

One of the socio-pedagogical conditions for the development of creative abilities is the use of educational materials, methods, and tools aimed at the development of creative abilities. The basic conditions that support the development of creative abilities and creativity are the position of quality education in relation to creative children and the content of educational materials.

There is no doubt that modern pedagogy can provide a quality education. According to I.Ya. Lerner, this can only be achieved by finding optimal conditions for such training. [8]



According to researchers, the experience of creative activity serves as an independent component of the educational content. He assumes the following:

- adapting previously learned knowledge to new situations;
- to see the problem independently, to consider alternative solutions;
- combining previously learned methods with new ones, etc.

To develop children's creativity, it is necessary to develop the above-mentioned creative potential and teach them to use it comprehensively.

### ***Playability***

*Skills acquired during the game:*

*Analogy (similarity, similarity of objects, phenomena, processes, quantities, and other properties of any kind) method;*

*"Animating" style;*

*The method of changing the state of aggregation;*

*Multiplication-subtraction;*

*Acceleration - deceleration method;*

*Lubrication - selection;*

### ***Empathy***

People who can understand what others are thinking and feeling have a unique creative ability. They are able to implement other people's ideas. In order to develop empathy, a person must develop the ability to listen. Therefore, it is necessary to overcome all obstacles that hinder comfortable cooperation.

### ***The truth of thinking***

A willingness to consider alternative points of view and approaches is an important component of critical thinking. It is the task of establishing a dialogue process with unfamiliar and therefore uncomfortable worlds.

*These abilities can be developed in children if the following conditions are met:*

*1. To develop a child's curiosity, enrich his environment with a variety of new objects or objects and motivations.*

*2. Give children the opportunity to ask active questions.*

*3. Engaging in pair and group discussions about different points of view.*

### ***People believe in themselves***

A person's belief in their ability to create valuable ideas expands their creativity.

*Providing a favorable environment. The benevolence of the teacher, his refusal to evaluate and criticize the child, contributes to the free manifestation of creative thinking;*

*Using children's creative works to decorate the classroom, organizing regular exhibitions of children's creative works;*

*Believing that the child has the technique to improve himself.*

### ***Attitude towards oneself***

children's self-esteem and confidence in their creative abilities.

***The balance of emotions and feelings related to the problem***



To balance the approach, a person can ask themselves the following questions:

- a) What feelings does the current work I am doing evoke in me?
- b) What am I thinking about?

### ***Invention***

People who often think of new things are naturally good at other creative tasks. Perhaps invention is a good practice for any kind of creativity.

From this point of view, it is necessary to do the exercise “If, otherwise....” together with children. *This exercise is considered a method that allows a person to get out of the usual pain.*

It is necessary to create conditions for the development of creative abilities in primary school age, encourage children to find unusual ways of learning, and support children in their efforts, taking into account the age characteristics of the child.

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