

CONTENT OF METHODS FOR TEACHING
ELEMENTARY SCHOOL STUDENTS TO CREATIVE
THINKING THROUGH EXERCISES IN THEIR
NATIVE LANGUAGE LESSONS.

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Abstract: This article highlights the importance of using communication in the development of students' creative thinking in the lessons of their native language and reading literacy in primary school students. The issues of educating a spiritually mature harmonious generation through education based on a personality-oriented, competence-based approach were also touched upon. Creativity can be described as: striving for creativity, a creative approach to life, a constant critical look at oneself and analysis, and this is reflected in the article.

Keywords: creativity, creativity, personality, education, upbringing, competence education, communication, communication.

Аннотация: В данной статье освещается значение использования общения в развитии творческого мышления учащихся на уроках родного языка и грамотности чтения у учащихся начальных классов. Также были затронуты вопросы воспитания духовно зрелого гармоничного поколения через воспитание, основанное на личностно-ориентированном, компетентностном подходе. Креативность можно охарактеризовать как: стремление к творчеству, творческий подход к жизни, постоянный критический взгляд на себя и анализ, и это отражено в статье.

Ключевые слова: креатив, креатив, личность, образование, воспитание, компетентностное образование, коммуникативность, общение.

Annotatsiya: Mazkur maqolada boshlang'ich sinf o'quvchilarida ona tili va o'qish savodxonligi darolarida o'quvchilarning ijodiy fikrlashni rivojlantirishda muloqotdan foydalanishning ahamiyati yoritilgan. Shuningdek, shaxsga yo'naltirilgan, kompetensiyaviy yondashuvga asoslangan ta'lim-tarbiya orqali

ma'naviy yetuk barkamol avlodni tarbiyalash masalalari haqida so'z yuritilgan.

Kreativlikni: ijodga intilish, hayotga ijodiy yondashish, o'ziga doimiy tanqidiy nazar solish va tahlil etish deyish mumkin va bu jixatlari maqolada o'z aksini topgan.

***Kalit so'zlar:** kreativ, ijodiy, shaxs, talim, tarbiya, kompetensiyaviy ta'lim, kommunikativlik, muloqot.*

The idea of sustainable development of the world educational process was put forward, and the concept of Sustainable Development Education, adopted before 2030, established such urgent tasks as “creating an opportunity for quality education throughout life.” From these tasks, special attention is paid to the further development of the technology of teaching the native language in the development of Reading Literacy in primary school students, the development of creative thinking skills in the means of assessing the content and essence of the text by analyzing information, studying the text, knowledge of theoretical knowledge in native language lessons based on an innovative approach.

Scientific research on the development of skills for teaching elementary students based on a competency approach, research on factors affecting the quality of teaching their native language, as well as the practical application of theoretical knowledge in students is carried out on a large scale all over the world. As a result of the reforms carried out in Uzbekistan in order to improve the quality of education and education of students, improve the effectiveness of creative thinking of Primary School students, provide qualified personnel and specialists, strengthen the educational methodological support, the teaching of native language in primary classes on a new approach, the application of modular educational technologies, the scientific organization of Among these, there is a need to clarify the methodological aspects of the formation of creative thinking in students in primary school native language classes.

The development strategy of the New Uzbekistan for the further development of the Republic of Uzbekistan sets out such important tasks as educating young

people who think independently, think creatively, can independently build their own life path, are loyal to the motherland. It is through this that it shows that it is of urgent importance in the further formation of an innovative approach-based methodology for teaching the application in practice of knowledge acquired from native language lessons in the formation of independent thinking skills in students.

Exercises are given on the basis of certain requirements and are an educational theoretical material that directs elementary students on the subject to practical activities . Primary school students are carried out in order to be able to consciously master this topic on each topic, to strengthen the knowledge received by the student on this topic, and to further develop the skills of oral and written speech . According to its linguistic content, educational exercises can be classified into the following types.

1. Educational exercises on phonetics and graphics.
2. Educational exercises on the lexicon.
3. Educational exercises on morphemic and s own making.
4. Educational exercises on orthography and orthoepia.
5. Educational exercises on morphology.
6. Educational exercises on syntax and punctuation.

Elementary students who are proficient in speech sounds produce a solid qualification in the speech process as well as in correct writing .

Elementary students who do not master phonetics perfectly cannot master orthography and morphology well either. The appropriation of phonetics by the reader is considered to be related to the cultivation of their thought thinking. Exercises are performed on the utterance and spelling of the sound of the speech under study in the composition of the word. Work on speech cultivation in primary school students is continued with a link to phonetics training. When teaching phonetics, the orthographic qualifications of students are mainly cultivated during the phonetic analysis of the words contained in educational exercises, performing

educational exercises assigned to it . Methodist scholar. O.Rozikov considers educational exercises on speech sounds and their mutual differentiation as purely phonetic-orthoepic, educational exercises on spelling as phonetic-orthographic exercises[3].

The classification of types of exercises is, in principle, V.A.Mandich. G.S.Krasota. analyzed in their work. In Particular, V.N. Mandić classifies educational exercises according to the following signs:

1) according to the purpose of execution (educational exercises and control educational exercises;

2) according to the place of execution (educational exercises for performing in the classroom and educational exercises for performing at home ar);

3) according to the form of expression of thought (oral educational exercises, written-oral educational exercises, written educational exercises);

4) by the nature of thinking activities (analytical educational exercises and synthetic educational exercises);

5) phonetic educational exercises according to the content, lexical educational exercises, grammaticstilistic educational exercises and functional-stylistic educational exercises.

Apparently, V.A. The Mandich classification is made on the basis of several signs of educational exercises and is a comprehensive classification. It is appropriate that educational exercises are divided into educational exercises and control educational exercises according to the purpose of their implementation. Because part of the educational exercises in textbooks are given for the purpose of checking, controlling the knowledge gained on the subject or section. But the author did not show that educational and control exercises are again divided into separate groups. A gifted person is another manifestation of ability - it is considered creative ability. Such as observability, robustness of memory, formation of figurative imagination, creativity, independent thinking, initiative, striving to create news, resourcefulness,

self-critical assessment, wealth in fantasy, being able to advance even the simplest elements are personality-specific qualities with creative abilities.

The development of creative abilities and creative thinking is constantly developed on the basis of reading works of art, familiarizing yourself with examples of cinema, theater, music, crafts and Fine Arts, enjoying works, giving personal assessments of them and being more in the eyes of nature.

Pedagogical creationism should not be understood only as an attempt to innovate, to conduct experiments. This aspiration also represents the victory of common sense over formality. Creative cooperation will end when democracy, where there is no publicity, administration and the will of the teacher, rahhna to the independent thinking activities of students in the course of the lesson. A special place in the classes of the primary class is occupied by work on assignments that serve to develop the creative personality of students. The student carries out the activity of thinking through oral or written speech, relying on life and educational experience in conditions favorable for him. In it, spiritual preparation for active cooperation with the teacher arises, in the face of the unknown facets of each subject itself. It attempts independent creative research to provide appropriate answers to questions posed on the subject. In the process of such cooperation, the teacher, along with the cultivation of the creativity of students, also performs a diagnostic function, that is, determines the ability of students, the area of interest, measures the creative talent. This is extremely important in the process of working on tasks that develop creativism.

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