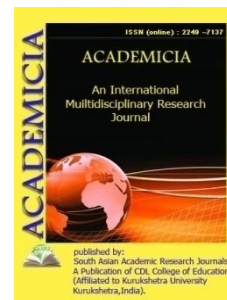


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DEVELOPING THE CRITICAL THINKING OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

The study of the development of creative abilities requires the identification of the conditions under which this process takes place, i.e. the developing environment. Some aspects of this problem have been studied. However, the opportunities for creative development of students included in modern programs are not fully used by primary school teachers.

KEYWORDS: *Primary School Teachers, Modern Programs, Some Aspects Of This Problem, Conditions Under Which This Process*

INTRODUCTION

Young school age is a period of rapid development of the child's psychological development, all mental functions, the formation of complex activities, the formation of the foundations of creative abilities, motives and needs, ethical norms, self-esteem, voluntary regulation of behavior is an important stage. Creativity is a complex mental process related to a person's character, interests, and abilities. Imagination is the focus of his attention. A new product that a person receives in his work can be objectively new (a socially significant discovery) and subjectively new (a discovery for himself). The development of the creative process, in turn, enriches the imagination, expands the child's knowledge, experience and interests. Creative activity develops children's emotions, contributes to a more acceptable and intensive development of higher mental functions such as memory, thinking, perception, attention. The second, in turn, determines a child's academic success. Creative activity develops a child's personality, helping him or her to master moral and ethical norms. In creating a work of creativity, the child reflects in them his understanding of his life values, personal qualities. Primary school age children love

to engage in the arts. They sing and dance passionately, sculpt and draw, write fairy tales, and engage in folk crafts. Creativity enriches and delights a child's life. Children can be creative, regardless of their personal complexes. Often adults who criticize his creative abilities are ashamed to show them off. Each child has unique characteristics that can be recognized early.

The study of the development of creative abilities requires the identification of the conditions under which this process takes place, i.e. the developing environment. Some aspects of this problem have been studied. However, the opportunities for creative development of students included in modern programs are not fully used by primary school teachers.

The aim is to theoretically substantiate and define the pedagogical conditions for the development of creative abilities in the process of labor education.

Functions:

1. Theoretical analysis of the problem of developing creative abilities in students.
2. Emphasize the developmental characteristics of creative abilities in primary school students.

Implement the selection of content and methods for the development of creative abilities of primary school students in labor education classes

Develop a system of creative tasks as a means of developing creative skills in labor lessons in primary school students.

The object of study is the development of creative skills in primary school students.

The topic is the pedagogical conditions for the development of creative abilities in young students in the process of labor training.

Research methods:

Tracking

Conversation,

Free conversations

Games to develop creative skills

The analysis of the problem of developing creative abilities is determined by the content included in this concept. Often in the everyday mind, creative ability is defined by different types of artistic activities, beautiful drawing, writing poetry, writing music. However, the creative abilities to be disclosed, their structure and characteristic features, determine the consideration of the concepts of 'creativity' and 'ability'.

To date, there are different approaches to the definition of creativity in the philosophical, psychological, pedagogical literature. The main difficulty is primarily related to the lack of a direct operational, psychological content of this concept; it can only explain the use of the definition of creativity so far by creating its product - a new one. Philosophers define creativity as a necessary condition for the development of matter, the formation of new forms of it, the emergence of many forms of creation. The Philosophical Encyclopedia describes creativity as follows: "Creativity is an activity that never before attracts new things."

From the point of view of psychology and pedagogy, it is especially important to study the creative work itself, the process of preparation for creativity, to identify forms, methods and means of developing creativity. Creativity is purposeful, determined, intense work. It requires mental activity, intellectual abilities, willpower, emotional qualities, and high performance.

L.S. Vygotsky argues that the highest expression of creativity still exists in a few selected geniuses of humanity, but in the daily life that surrounds us, creativity is a necessary condition for existence. Some of the out-of-the-ordinary and new lies must also come from the human creative process.

The phenomenology of creativity can be divided into three main types that correspond to the types of creativity:

Stimulus-effective - activity can be effective, but this activity is determined by the action of certain external stimuli each time.

Heuristic - the activity is creative in nature. A person with a reliable solution method will continue to analyze the structure and structure of their activities, comparing individual tasks with each other, which will lead him to find new original, more rational solutions from the outside. Every legitimacy found is experienced as a new “own” way of discovering, creative finding, solving tasks;

Creative - The empirical regularity found independently is not used as a solution, but works as a new problem. The patterns found were proven by analyzing their original genetic basis. Here the action of the person becomes generative in nature and gradually loses the form of response: its result is broader than the original goal. Thus, creativity begins in the narrow sense of the word, not just the answer, but the solution of the task at hand. At the same time, it remains both a decision and an answer, but at the same time there is something “outside” it, and that defines his creative state.

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