

**DEVELOPING MAGICAL THINKING IN PRIMARY GRADE STUDENTS IN THE
CONDITIONS OF THE NEW UZBEKISTAN**

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Abstract: This article discusses the psychological content of developing creative thinking in primary school students in the conditions of New Uzbekistan, the stages of its formation, and the issues of developing creative thinking in students. The concept of creative thinking, the theoretical foundations of creative thinking, the role of the teacher in its formation, and the importance of modern educational technologies are also analyzed.

Keywords: creative thinking, primary education, innovation, teacher skills, interactive methods, New Uzbekistan.

The development of the “Strategy of Actions” on five priority areas of development of the Republic of Uzbekistan for 2017-2021, by the decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated February 7, 2017, places the education sector as a priority in state policy, while also paying special attention to the participation of the general public. The fourth area of the “Strategy of Actions” is aimed at the development of the social sphere, in which special attention is paid to the development of education, culture, science, literature, art and sports, and the improvement of state policy on youth, as well as the improvement of the quality and efficiency of higher education institutions based on the introduction of international standards for assessing the quality of education and training.

The development strategy of the new Uzbekistan sets out such priority tasks as "further improving the system of continuous education, increasing the opportunities for quality educational services, supporting and realizing the creative and intellectual potential of the younger generation." In this regard, it is important to analyze the practice of developing students' creative personality based on psychological prevention, developmental training and interactive technologies, and to develop a practical mechanism for students' intellectual development and acquisition of knowledge and skills based on their own abilities.

Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 “On the Development Strategy of New Uzbekistan for 2022-2026”, Resolution No. 472 of the Cabinet of Ministers of the Republic of Uzbekistan dated June 7, 2019 “On measures to further improve the system of training personnel in the field of psychology and prevent crimes in society”, Resolution No. 577 of the Cabinet of Ministers of the Republic of Uzbekistan dated July 12, 2019 “On the Regulation on the organization of psychological services in general secondary and secondary specialized state educational institutions” and the activities of the general secondary education system have raised the issue of education and upbringing to the level of state policy in our Republic in recent years. In particular, in this regard, the Development Strategy of New Uzbekistan sets out such priority tasks as “further improving the system of continuous education, increasing the opportunities for quality educational services, supporting and realizing the

creative and intellectual potential of the younger generation”, and in this regard, it is important to analyze the practice of developing students' creativity based on psychological prevention, developmental training and interactive technologies, and develop a practical mechanism for students' intellectual development and acquisition of knowledge and skills based on their own abilities. In the conditions of New Uzbekistan, special attention is paid to the human factor in the education system. The principle “For the sake of human dignity” put forward by the head of our state, first of all, involves educating well-rounded, creative, and independently thinking young people. For this reason, the issue of developing creative thinking in the educational process is considered one of the most important pedagogical directions.

The New Uzbekistan Development Strategy sets out tasks such as “Focusing education on human capital”, “Expanding the activities of innovative schools”, “Supporting creative youth”. This process is manifested in primary education through the following factors:

- STEAM-education (integration of science, technology, engineering, art, mathematics);
- Digital educational resources - multimedia lessons, online platforms;
- Interactive methods - “Brainstorming”, “Cluster”, “Venn diagram”, “Sinkwein”, “Debate”;
- Problem-based learning - discussion in the classroom based on real-life situations.

Creative thinking is the process of creating a new idea, solution, vision or product based on existing knowledge. It includes the following components:

- Independent thinking - the student's ability to form his own point of view;
- Creativity - a new approach, expressing an unusual opinion;
- Finding a way out of a problem situation - analyzing and drawing conclusions;
- Fantasy and imagination - being a generator of new ideas. The most common indicator of a person's ability to think creatively is the number of ideas a person is able to generate, often called creative productivity. In fact, creative productivity is the most widely used measure of a person's propensity for creative activity.

Primary education is the period of the most active formation of human thinking, and it is at this stage that children develop the skills of free thinking, striving for innovation, and independent problem-solving. Therefore, the teacher should not only be a person who gives knowledge, but also a person who organizes a creative environment. Usually, in primary school visual arts classes, the development of creative thinking skills of students is ensured through the implementation of scientific research or scientific projects and the achievement of mutual creative cooperation. Primary school students do not become creative by themselves. Their creative abilities are formed over a certain period of time through consistent study and work on themselves, and they gradually improve and develop. In this regard, it is important for primary school students to direct themselves to creative activity and be able to effectively organize this activity. In organizing creative activities, primary school students should pay special attention to solving problem problems, analyzing problem situations, and creating creative products of a creative nature. When solving problematic issues and situations, the creative approach of primary school students to finding a solution to the problem helps them develop emotional and volitional qualities. By setting themselves problematic issues, primary school students initially

encounter arguments that contradict their existing knowledge and life experience. As a result, they feel the need to work on themselves, to study independently.

According to scientists, creative thinking is not just another skill, but a complex process of human subjectivity based on a set of psychological resources specially structured and regulated in human behavior. Modern researchers have expanded the concept of creativity, recognizing that creative activity is a dynamic and uncertain process and even forms a broader social context. Taking into account the different approaches to their study adopted by Rodges, creativity is defined as a result, as a process, as a construction arising from the influence of the context, and as a personal feature of human nature. As a result of the development of creative thinking, the child not only acquires knowledge, but also learns to apply it in practice.

In primary education, the teacher is the main person who shapes creative thinking. The following aspects are of great importance in his work:

- Creating a creative atmosphere in the lessons;
- Allowing students to express their opinions freely;
- Recognizing the individuality of each child;
- Forming a culture of learning from mistakes;
- Motivating by appreciating each student's idea.

The following methods are effective for the development of creative thinking in the process of primary education:

- Brainstorming - quick expression of ideas on a given topic, developing free thinking in students;
- Siquain – expressing a topic through a 5-line poem, increases language and imagination;
- Role playing – creating scenes, develops empathy and creativity;
- Problematic questions – questions like “What if this happened?”, strengthen the ability to analyze;
- Cluster – expressing ideas in a networked form, forms logical thinking.

An educational system focused on creative thinking provides the following positive results:

- Students develop the ability to make independent decisions;
- Internal motivation for learning increases;
- An initiative person grows up who is not afraid of innovation;
- Creates an atmosphere of creative cooperation between the teacher and the student. The problem of the influence of genotype on the development of creative thinking is an independent work, which has been specially studied in many psychogenetic studies (S. D. Biryukov, E. L. Grigorenko, B. I. Kochubei, R. Nichols, etc.). The results of the study show that the contribution of genotype in determining individual differences in the level of development of divergent thinking is relatively small. According to R. Nichols, when summarizing the results of 10 twin

studies on the diagnosis of divergent thinking, the average correlation between monozygotic twins is 0.61, and between dizygotic twins is 0.50. In their studies, S. D. Biryukov, V. N. Druzhinin, E. L. Grigorenko, B. I. Kochubei, etc. achieved similar results. Thus, the hypothesis of a high degree of heritability of individual differences in creativity was confirmed to be incorrect.

The data obtained often turned out to be contradictory. For example, V.N. Druzhinin noted that if the same requirements are imposed on all children in the family when regulating behavior, and there are harmonious relationships between family members, this leads to a low level of creativity in children. D. Manfield, R. Albert, M. Runko found a positive correlation between disharmonious, emotional relationships in the family, psychotic parents and high creative thinking in children. R. Sternberg, on the contrary, shows that harmonious relationships are necessary for the development of creativity. In this regard, V.N. Druzhinin suggests that a wide range of permissible behaviors (including emotional), less specific requirements do not contribute to the early formation of rigid social stereotypes and contribute to the development of creativity. Thus, a creative person appears to be psychologically unstable. Requirements for success through obedience do not contribute to independence and, as a result, creativity.

In conclusion, it is worth saying that the child's thinking, interests, inclinations, mainly from the primary grades, begin to take on an individual appearance. Each of the subjects intended for study during this period has a significant impact on one of the emotional-volitional characteristics and cognitive processes in the child. For example, in mathematics lessons, logical thinking and memory; in reading lessons, emotions, speech culture, and communication; in native language lessons, coherent speech, creative thinking; in fine arts lessons, imagination, and fantasy; in physical education lessons, educational tasks aimed at cultivating will and character traits are implemented. The greatest emphasis in the formation of creative thinking qualities of primary school students is on creative productivity. This will help the future generation to make a greater contribution to the development of our homeland.

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