

The Didactic And Socio-Pedagogical Necessity Of Developing The Creative Abilities Of Primary School Students

Qandimova Nasiba Ramazonovna

Second-Year Doctoral Student at Bukhara State Pedagogical Institute,
Uzbekistan

ABSTRACT

This article highlights the didactic and socio-pedagogical necessity of developing the creative abilities of primary school students. The theoretical foundations of developing creative thinking, the role of a creative approach in the educational process, as well as the opportunities for developing students' independent thinking, problem-solving, and information-processing skills through modern pedagogical technologies are analyzed.

Keywords: Primary education, creative ability, creative approach, didactics, socio-pedagogical necessity, creative thinking, competence, educational technologies.

INTRODUCTION

A number of decrees, resolutions, and legal and regulatory documents have been adopted to raise the education system of the Republic of Uzbekistan to a higher level, and their impact is being observed. In particular, the main objective of teaching the native language in general secondary education institutions has been defined as enabling students to express their oral and written speech correctly and fluently, understand the opinions of others, and develop a culture of communication. The National Curriculum for the subject "Native Language and Reading Literacy" aims to develop competencies and abilities directed at students' correct speaking in their native language, fluent reading, understanding and analyzing texts, and developing written and oral communication skills. In addition, in order to ensure that students are assessed in reading literacy within international assessment systems (PIRLS and PISA), exercises and tasks aimed at developing reading comprehension skills have been included in textbooks.

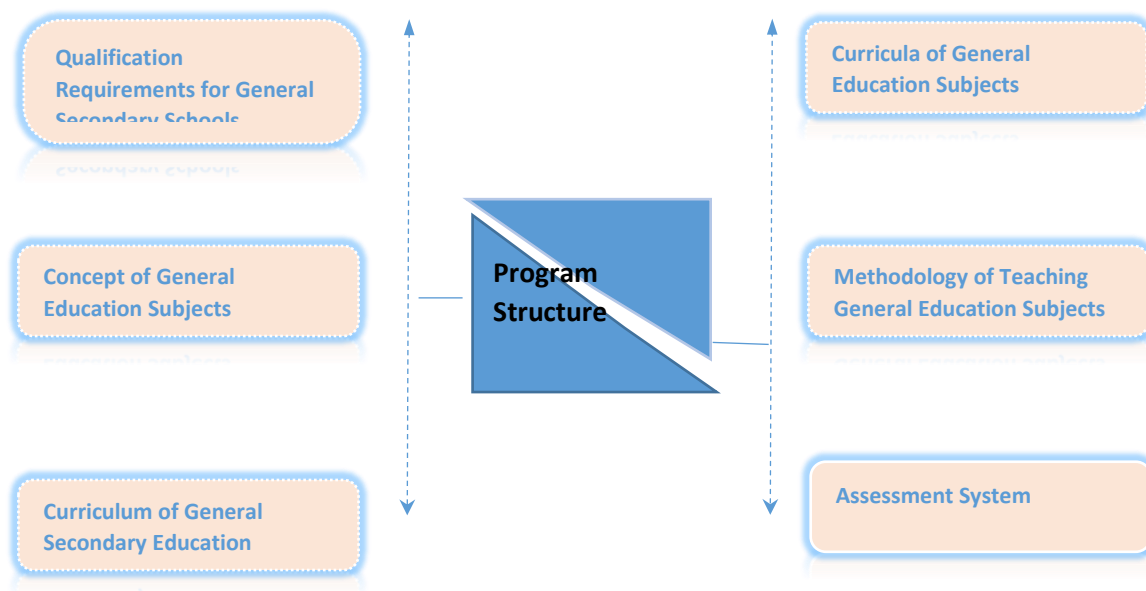
Main Part

The current stage of development of the Republic of Uzbekistan is characterized by fundamental reforms being implemented in the political, socio-economic, and spiritual spheres of society. After the Republic of Uzbekistan gained independence, all modern and favorable conditions were created for the in-depth study of reading literacy and native language subjects, along with other disciplines.

When selecting educational materials, attention was paid to such aspects as reading, listening to, and analyzing complete texts containing interesting information in various styles or excerpts from literary texts expressing complete meaning, as well as comparing texts written on the same topic and in the same style.

This program has been gradually piloted since the 2021–2022 academic year and is planned to be fully implemented in practice by the 2026–2027 academic year.

The program has developed innovative technologies and assessment systems aimed at improving reading literacy while taking into account students' individual age characteristics and abilities.



Main components of the national curriculum

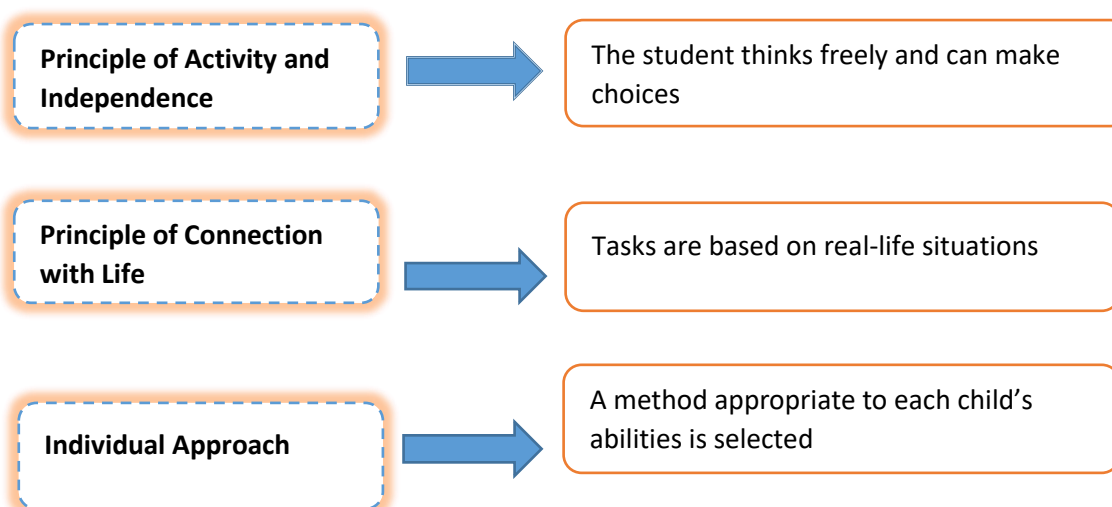
In order to achieve efficiency in the education system of our country, the Finnish education system is being taken as a model, and new-generation textbooks are being published on this basis. Certainly, the National Curriculum serves as the foundation, with international standards, such as the Finnish model, integrated into it. The Finnish education system is considered one of the most advanced and successfully effective education systems in the world. In this system, the native language and reading literacy occupy an important place, and a number of achievements have been made in this area:

- increasing the literacy level;
- interest in and culture of reading;
- an individual approach;
- developing literacy from an early age;
- teachers' qualifications;
- an innovative approach.

At the same time, in the "Native Language" and "Reading" textbooks, students' knowledge is reinforced on the basis of the 4C model (communication, critical and creative thinking, collaboration). The formation of their creative thinking, the development of their ability to put forward new, unconventional ideas and freely express their opinions are regarded as an urgent issue. In particular, the primary school period is considered a didactic and socio-pedagogical necessity in developing the child as a personality and developing their intellectual and creative abilities.

Creative ability is a set of psychological characteristics that clearly demonstrates a person's capacity to create a new, original product based on existing experience and acquired knowledge. It includes independent thinking, solving a problem in an unconventional way,

constantly striving to create innovations, aesthetic taste, and imagination. Childhood itself is a favorable and decisive period for the formation of these abilities. This period, that is, the stage of primary education, is considered a period of the child's socialization in society and the active formation of cognitive processes. Certainly, during this period, the child explores the surrounding environment and acquires basic skills such as reading, writing, and thinking. Therefore, at this stage, the student's personal potential is revealed through lessons, tasks, and methods designed on the basis of a creative approach. At the same time, the didactic foundations of education also play a priority role in the formation of creative abilities. Didactic principles determine the scientific foundations for the effective organization of the educational process. The following didactic principles are considered fundamental in the development of creative abilities.



Didactic principles for developing creative abilities

The child's surroundings, namely family, classmates, and the school environment, have a significant influence on their creative development. Parents' encouraging attitude, as well as the teacher's creation of a free and open environment for the child and the opportunity to exchange ideas with peers, reveal the child's inner potential. Therefore, creativity is regarded not only as a didactic but also as a socio-pedagogical need. In the age of information technologies, if a person does not possess the capacity for creative thinking, they remain limited to merely acquiring knowledge. Twenty-first-century skills require the development of abilities such as critical thinking, problem solving, communication, and creativity. Therefore, modern competencies are formed in children through creativity-oriented lessons, tasks, and creative projects in primary school.

The development of primary school students' creative abilities plays an important role not only in the full development of the child's personality but also in increasing the intellectual potential of society. This issue has long interested our ancestors as well. In fact, Abu Nasr Farabi writes in his book *The City of Virtuous People*: "In investigating what exists between a person and himself and his spirit, as well as between himself and another person, all available possibilities should be used and exercised regularly. This should be carried out persistently in mastering the means of truth either through methods of teaching and mentorship or through methods of debate and defense."

Conclusion

Today, an in-depth analysis of these historical and pedagogical experiences and their integration with modern innovative approaches can serve as a solid foundation for developing the creative abilities of primary school students. Developing students' creative abilities at the primary education stage is one of the important factors in improving the quality of education. Didactic methods based on a creative approach and modern pedagogical technologies contribute to the development of students' independent thinking, initiative, creative problem-solving, and life competencies. Therefore, organizing the educational process on the basis of an environment that supports creativity is one of the urgent socio-pedagogical tasks of today.

References

1. Ken Robinson. Creative Schools: The Grassroots Revolution That's Transforming Education. New York: Viking, 2015.
2. Arthur Costa, Bena Kallick. Learning and Leading with Habits of Mind. Alexandria, VA: ASCD, 2008.
3. Robert J. Sternberg. Teaching for Wisdom, Intelligence, Creativity, and Success. Thousand Oaks: Corwin Press, 2009.
4. M. Rahimova. Pedagogik kreativlikni rivojlantirishning nazariy va metodik asoslari. – Toshkent, 2022.
5. D. Madrahimova. Zamonaviy ta'limda kreativ yondashuvning pedagogik asoslari. – Toshkent, 2023.
6. I. Abdullayeva. Boshlang'ich ta'lim metodikasi. – Toshkent: O'qituvchi, 2021.
7. Z. Jalolova. Boshlang'ich ta'limda innovatsion pedagogik texnologiyalar. – Toshkent, 2024.