

**CONTENT OF THE DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS**

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**Anotation:** *it was said about the content and essence of the development of creative abilities of Primary School students.*

**Keywords:** *elementary education, creative abilities, creative thinking, pedagogical technologies, interactive methods, playful approach, imagination, independent thinking, project activity, innovative methods.*

**Аннотация:** *рассмотрены содержание и сущность развития творческих способностей младших школьников.*

**Ключевые слова:** *начальное образование, творческие способности, креативное мышление, педагогические технологии, интерактивные методы, игровой подход, воображение, самостоятельное мышление, проектная деятельность, инновационные методы.*

**Anotatsiya:** *Boshlang'ich sinf o'quvchilarining ijodiy qobiliyatlarini rivojlantirish mazmuni va mohiyati haqida so'z borgan.*

**Kalit so'zlar:** *boshlang'ich ta'lim, ijodiy qobiliyat, kreativ fikrlash, pedagogik texnologiyalar, interfaol metodlar, o'yinli yondashuv, tasavvur, mustaqil fikrlash, loyihaviy faoliyat, innovatsion metodlar.*

The progress of each society is determined, first of all, by its educational system and the worldview of the youngest generation in it. Elementary education, on the other hand, is the foundation of this very process, and it is at this stage that the first buds of students' thinking, perception of the world and creative approach are formed. In today's era of globalization, the ability to innovate, think independently, find unusual solutions is among the necessary competencies for the successful development of the student's personality. Therefore, the issue of developing creative abilities in primary school students is not only of pedagogical, but also of social importance.

Creativity is not just the ability to draw or write, but the child's ability to look at the environment with a specific look, think in a new way, find alternative solutions to the current state. To awaken the imagination and thinking of the student in the educational process, to support his natural interest and desire for research requires thorough methodological training, creative approach and pedagogical skill from the teacher. Today, interactive methods, game Technologies, small-group activities and project assignments are taking the field as an effective tool in opening up the creative potential of students. These approaches not only enliven the content of the lesson, but also strengthen self-confidence in students, a culture of independent expression and creative initiative. In this regard, the

study of this topic makes it possible to improve primary education on the basis of the requirements of the time, to create a stronger ground for the intellectual and spiritual development of students. The research carried out on the topic serves, first of all, to identify effective methodological paths for bringing the child's creative potential to the surface. The issue of the development of creative abilities of students in the process of primary education is one of the most relevant areas of modern pedagogy. The flexibility of thinking of young children, the richness of their imagination and their natural interest in knowledge provide ample opportunities for the development of their potential for creativity. From this point of view, it is important to determine the scientific and theoretical foundations of the process.

The famous Russian psychologist and pedagogue L. S. Vigotsky's scientific views are of particular importance in this area. In his opinion, the creative activity of the child is formed on the basis of social interaction with the external environment. Vigotsky pioneered the concept of a "close Development Zone" in the educational process, which emphasizes that the student develops through tasks that he cannot perform independently, but can cope with the help of a teacher or peers. This approach is also important in the process of forming creative abilities, and its intellectual potential can be expanded by giving the student assignments that require complex but creative thinking. Vigotsky argues that creative thinking arises as a result of the mutual harmonization of a child's fantasy with his realistic vision of being. If the student actively monitors the environment, assimilates new information and participates in various activities, then a solid basis is created for the emergence of new ideas. Therefore, in elementary classes, activities such as Game technologies, creative tasks, design training, drawing, story drawing are recognized as an important methodological tool. The spiritual and pedagogical environment created by the teacher is also of great importance. According to Vigotsky, the child shows creativity in conditions where he is encouraged to think freely, is not afraid of mistakes, can make independent decisions. Therefore, in elementary classes, activities such as Game technologies, creative tasks, design training, drawing, story drawing are recognized as an important methodological tool. The spiritual and pedagogical environment created by the teacher is also of great importance. According to Vigotsky, the child shows creativity in conditions where he is encouraged to think freely, is not afraid of mistakes, can make independent decisions. Therefore, a supportive, appreciative, and encouraging approach should be prioritized when working with students.

In conclusion, Vigotsky's theory forms a solid scientific basis of the methodology for the development of creative abilities in elementary education. According to him, the development of the creativity of the personality of the student is carried out through a systematic approach, correctly selected pedagogical methods and an educational environment that allows free thinking. These scientific views have not yet lost their relevance in modern primary education practice. The development of creative abilities of Primary School students is considered one of the most urgent tasks of today's educational process. This process activates the thinking of students, laying the groundwork for the formation of abilities in them, such as independent thinking, finding an unusual solution, perceiving the environment in its own way. The analysis of scientific literature shows that

creativity is a natural ability of a person, which is further developed on the basis of a properly organized educational environment, effective methods and teacher guidance.

L. . S. Vigotsky, J. Guilford, E. The theoretical views of scientists such as Torrance confirm that creative thinking is an important component of the student's activities. In particular, the concept of the “zone of near Development”, which Vigotsky emphasized, serves as an important methodological basis for organizing creative activities in primary educa. S. Vigotsky, J. Guilford, E. The theoretical views of scientists such as Torrance confirm that creative thinking is an important component of the student's activities. In particular, the concept of the “zone of near Development”, which Vigotsky emphasized, serves as an important methodological basis for organizing creative activities in primary education. The fact that students are given assignments that are slightly above their capabilities, but that they can do with the help of a teacher, increases their motivation for search and helps them to firmly acquire new knowledge. Research shows that interactive methods, game Technologies, Group work, project assignments and pictorial-narrative activities in the development of creative abilities have high practical efficiency. These techniques not only enrich the imagination of students, but also develop their important competencies, such as being able to express personal opinions, making independent decisions, expressing oneself freely. Also, the psychological environment created by the teacher is a key factor in the development of creativity. The classroom environment, in which the student is encouraged to think freely, can experiment without the fear of making mistakes, contributes to the natural continuation of the creative process. Incentive, support and appreciation of each idea of the students are among the pedagogical conditions that strengthen creativity.

In conclusion, the development of creative abilities in primary school students is a process with a systematic, coherent and methodological basis, which is closely related to the skill of the teacher, the enrichment of the lesson process with modern technologies, the active participation of students and the creation of a creative environment. The scientific research carried out in this direction further enhances the practical significance of this area and plays an important role in the comprehensive development of the personality of the reader.

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