

**OPPORTUNITIES FOR FOSTERING CREATIVE THINKING IN PRIMARY
SCHOOL STUDENTS : MODERN APPROACHES AND INNOVATIONS**

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This article is devoted to the analysis of the possibilities of fostering creative thinking in primary school students, modern pedagogical approaches and innovative methods. The article considers effective methods for developing creative thinking, interactive classes, project work and practical results of using innovative methods in the educational process. The results of the study show that the regular use of creative approaches significantly increases the ability of students to think independently, solve problems and develop imagination. At the same time, it is stated that students' interest and enthusiasm for education also increase.

In the world, at all stages of the educational process, learners are focused on creating their own thinking, increasing their own opinions, increasing their independence in thinking and their own power. It is important to develop effective methods for developing independent thinking of learners based on production, re-production, and production, providing a learning environment that is classified to manage the creative thinking of students.

Research on improving the theoretical and methodological aspects of primary education in the world, clarifying the pedagogical and psychological characteristics and influencing factors of the process of developing creative thinking skills in students, and improving the methodological system for forming creative thinking skills are of particular importance.

Today's education system is not limited to providing students with knowledge, but also involves educating them as successful and creative individuals in society. To achieve this goal, it is very important to develop creative thinking and a creative approach in primary education.

Creative thinking is an important competency that helps students find new, unique and effective solutions to problems, and it encourages students to develop broad thinking, analytical and critical approaches. Creative thinking, in its simplest definition, is the ability to generate new thoughts, ideas and solutions. It is not only related to the fields of art or literature, but also applies to mathematics, science, linguistics and other disciplines. Creative thinking involves looking for new and innovative ways to solve problems, in addition to standard methods. Developing creative thinking in primary education allows students to freely express their thoughts, generate new ideas and expand their knowledge.

The development of creative thinking in primary education has a significant impact on children's future success. The following aspects confirm the importance of a creative approach in primary education:

1. Problem-solving skills: Creative thinking helps students see problems from different angles and find new solutions. This, in turn, allows them to adapt to the various challenges they face in life.

2. Developing innovative approaches: Creative learners are able to generate new ideas, improve existing systems, or develop new developments.

3. Self-expression and independence: Developing creative thinking in the primary school provides children with the opportunity to express their ideas. This, in turn, increases the ability of students to think independently and freely.

4. They collaborate with other learners to develop new solutions and participate actively in group work. There are various ways to teach learners to think creatively in primary education. These include: 1. Seeing topics from new angles: Students should be given the opportunity to see simple topics or practices from new and different angles. For example, in the topic of "Fruits", students can be encouraged not only to learn about fruits, but also to consider how they can be represented in art.

5. Develop resilience and perseverance: Creative thinking often requires facing failure and seeking new ways out. Students should be taught not to be afraid of mistakes and to analyze them correctly. Developing creative thinking in primary education not only helps students acquire knowledge, but also supports them in solving problems, generating new ideas, and expressing themselves. The development of a creative approach contributes not only to the individual success of students, but also to the innovative development of society. Therefore, focusing on the development of creative thinking in primary education is essential for building a high-quality society in the future.

In our republic, teaching the younger generation to think independently and creatively has become a state-level issue. The problem of directing primary school students to creative activities in the educational process has received special attention in world pedagogy and psychology.

The use of non-standard lesson forms and interactive teaching methods is of great importance in increasing the effectiveness of primary education native language and reading

literacy lessons and developing students' creative thinking skills. The main goal of teaching native language and reading literacy is to teach young people to express their thoughts creatively and independently, freely and effectively, meaningfully and logically in written and oral form, to consciously master the laws and rules of the Uzbek language, and to expand their horizons of thought. In native language and reading literacy lessons, special attention is paid to the formation of students' skills in understanding, comprehending, and responding to the text, not limited to memorizing texts and repeating poems.

The researcher states that positive results in teaching students to think creatively can be achieved in the primary education process if the following are followed: 1) if the necessary conditions are created for students to think creatively during lessons; 2) if didactic games and tasks that teach students to think creatively are consistently used during lessons; 3) if creative work methods are consistently and systematically used in the educational process; 4) if problem situations are created during the lesson and students' participation is ensured; 5) if the teacher himself has mastered the skills of creative thinking; 6) if teacher-student cooperation is properly established, the set goal can be achieved.

In order to determine the current state of teaching primary school students to think creatively in native language and reading literacy lessons, a scientific research method was used. In this study, native language and reading literacy lessons were observed in primary grades of secondary schools No. 11, 17, and 24 in the Muzrabot district of Termez city, Surkhandarya region. In addition, interviews were conducted with primary school teachers and students, and attention was paid to determining the level of creative thinking of students based on questionnaires and games.

A total of 32 primary school teachers and 195 respondent students participated in the experimental work. The scientific research process used scientific research methods such as interviews, question-and-answer, observation, experiments, questionnaires, and the study of students' creativity.

The scientific essence of the article. The following can be identified as the structural elements of a modern lesson: the content of the material being studied, the subject being taught and its methods, lesson management, control of educational activities, teaching and technical means, didactic materials for independent work, forms of organizing students' educational activities, the personality of the teacher, etc.

Advantages of organizing primary education native language and reading literacy lessons using non-standard lesson forms:

- 1) Leads to better mastery of the content of the lesson;
- 2) In due time, sincere contacts are formed between the student-teacher - students; Teaching forms take place in various forms in the educational process. (individual, pair, group, large groups);
- 3) The learning process becomes highly motivated by satisfying the learning needs; Through mutual information exchange, learning material is remembered well.

4) The skills of entering into dialogue, expressing opinions, and exchanging ideas are formed. In the educational process, the student's self-assessment, self-control, and critical thinking are developed.

5) The lesson becomes an interesting subject for the student. A creative approach to the learning process, a positive attitude are manifested.

6) Each student is led to independent thinking, research, and observation. Also, the teacher is required to adhere to didactic rules when using non-standard lesson forms.

The didactic tasks of a modern lesson are implemented through the implementation of educational goals. That is, the learning process takes place through the students' formulation of specific tasks and exercises, their analysis, reading of the text, and the preparation of abstracts and theses. Based on this, we can say that primary school native language and reading literacy lessons serve to form the skills of students in correct pronunciation, analysis and understanding of a work of art, the ability to write short essays in grades 1-2, and the ability to write essays of at least 10 words in grades 3-4 through independent observation.

Currently, ensuring the effectiveness and efficiency of the teaching and learning process in the national education system is considered the most important societal requirement. This requires teachers to have high professional knowledge, pedagogical skills, and skills in using interactive teaching methods in the teaching process.

Based on this, we can emphasize that the organization of the educational process based on didactic games is of great importance in the assimilation of knowledge and experience by primary school students. First, let's dwell on the essence of the concept of a game. From a pedagogical point of view, a game is a type of activity aimed at the assimilation and reproduction of social experience.

Psychologically speaking, play is a form of implementing a child's activities and activities, and if the reason that creates pure play activity is need, then its source is imitation and experience. Children play role-playing, dynamic, didactic games with objects. The game trains the child to learn the content of objects and events in his own experience, to be able to use these contents. In play activities, the child tries to play social reality through imitation and role-playing, and in this way he learns about the environment and interpersonal relationships in social life [14, p. 85].

Didactic game technologies are based on activating student activity and developing creative thinking skills in them. They are of great importance in understanding and implementing practical solutions for realizing and developing creative potential in the student's personality.

The main types of didactic games are: intellectual (mental), motor and mixed games. These games help develop mental, physical, moral, psychological, aesthetic, artistic, entrepreneurial, labor and other skills in participants.

In the educational process, didactic games are mainly used to increase students' motivation for learning, their abilities and interests in various areas, and their inclinations to

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a profession. Didactic games are divided into theoretical, practical, physical, role-playing, business and other types. Currently, didactic games using computers are gaining a special place.

The use of the above-mentioned didactic game lessons in the teaching process requires high skills and organizational abilities from primary school teachers. Also, when organizing classes using game teaching technologies, the teacher must clearly define the following main tasks:

Didactic: knowledge, skills, application of skills in practice, formation of new skills, qualifications, broadening of the worldview.

Educational: independence, will, ethical and aesthetic views, cooperation, upbringing in a team.

Developing: development of attention, memory, speech, thinking, creative abilities, comparison, comparison, learning motivation.

Socialization: assimilation of values and traditions, successful adaptation to existing conditions.

In conclusion, we can say that the targeted use of didactic game lessons at all stages of the continuous education process, especially in increasing the effectiveness of the primary education process, ensures positive results in increasing students' interest in learning, assimilation of knowledge, increasing the dynamics of collaborative activities, and developing their creative thinking skills. The development of creative thinking in primary school students is an important part of the educational process.

Through the use of modern pedagogical approaches and innovative methods, students' imagination, independent thinking and problem-solving skills are significantly developed. Interactive activities, project work and creative tasks help students express themselves freely, develop new ideas and increase their interest in education. Therefore, teachers can make the primary education process more effective and interesting by systematically using creative approaches, which will have a positive impact on the personal and academic development of students.

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