

THE PLACE AND IMPORTANCE OF THINKING, IMAGINATION AND SOCIALIZATION IN THE FORMATION OF CREATIVE ACTIVITY OF PRIMARY SCHOOL STUDENTS

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Abstract

This article examines the role and importance of social life in the development of the creative activity of Primary School students, and methods for the formation of creative activity through thinking and imagination. In addition to this, the first manifestations of creativity in primary school students were studied during the non-productive periods.

Keywords: Thinking, imagination, socialization, activity, development, creativity.

As we all know, the role of social life in human maturation is very important. Socialization is the being that surrounds us. The socialization of the child in particular the social adaptation of a person arises in the process of his objective need to occupy everything. However, inextricably with this, another objective need is formed in the child-a feeling of manifestation of originality. The child begins to look for various methods and Means for its occurrence, and as a result, its individualization occurs. This phenomenon is manifested in such a way that the socially significant sensations of an individual are manifested individually, only in such a way that their social behavior acquires unrepeatable aspects. Social adaptation, on the other hand, is the human response to the demands of the social environment. Thus, socialization is the process and result of the individual's transformation into a social being. Personality socialization is carried out through universal means inherent in the social strata of this or that society, to which we can say that hattoki include in this, from breastfeeding to caring methods, rules of domestic and hygienic behavior, products of material culture that surround a person, elements of spiritual culture, methods and content of treatment, as well as methods of punishment and reward in In the process of psychological and pedagogical research, various types of activities have been adapted to different age periods, and this is observed and applied in the younger periods of Aries.

- infancy-immediate emotional-mental;
- post-infancy-subject activity;
- preschool period-role-playing games;
- early school period-educational activities;
- adolescence-professional education activities;
- adolescence is a personal communication activity.

Creativity is the key to professional success, but in personal life, this ability also plays an important role when it comes to health and happiness. Usually we associate creativity with artistic and musical expression, but in addition, it is known to all of us that it is also very significant in science, mathematics and social spheres.

Creative activity is always associated with real experience and accumulated knowledge. And this affects the fantastic feelings of a person. The richer the personal experience in a person, the more creative activity in it will collapse. Imagination is at the forefront of shaping creativity in students.

As we all know, we can look at different manifestations of positivity in humans. Creativity is a process that arises from the interests of the individual, in which a person creates new ideas and works of art, since he has imagination. Through creativity, it is possible for a person to make fantasies to create discoveries and, through it, contribute to progress. If people stop fantasizing, all discoveries will disappear and progress will stop. Therefore, the development of imagination is important for the fun and productive life of people. It is not difficult to develop imagination and creativity, all exercises for the development of imagination will appeal to young children, adolescents and even their parents. And adults should take into account the features of the development of the imagination and its psychology. It is psychology that plays a very important role in the development of creativity in a person.

Imagination is the ability of a person to spontaneously create or deliberately build images, ideas of previously imperceptible or completely imperceptible objects in an integrated form in the experienced experience of the imager. And the environment plays an important role in the formation of imagination. Students dream of something pleasant and attractive, based on the social environment, and inspire their fantasies. In order to develop imagination in students, it is always necessary to create the necessary conditions for classes. It is not difficult the most important thing is to make them interesting and interesting.

Creativity is a process that results in new or significantly improved ways to solve certain problems. Obviously, creative thinking and imagination are interconnected. According to the research of psychologists, by the age of three, the ability of Visual Arts in all children is approximately at the same level. Therefore, wait for the child to show special talent, and after that it is not necessary to develop it. For the development of artistic abilities, several simple conditions can be observed for each child. You need to act with your own step: at the beginning, to interest the child in drawing, then to show interest in moving fantastic images and only support him after it becomes clear that the child will begin to teach the basics of Fine Arts in order to read deeper. And, of course, do not forget to praise the baby's activity and stimulate him.

Imagination is the development of thinking. Children will be overly curious by their nature. It is essential that they know everything: taste, hold, come up with their own explanations for what is incomprehensible and new, experiment and check their hypotheses. It is necessary for each parent to help his child get to know the universe that surrounds him. Until the age of 3, the child mainly Masters the names of objects and actions. Names basically mean its function, and even if the appearance of this object or action changes, its name does not change. That is why the child quickly absorbs the use of the names of objects, attributing them to his tasks.

The process of perception cultivates the thinking of the child and is increasingly improved throughout his career and in the process of thinking.

The child should be given education not early, not late, but on time. In accordance with the age of the child, it is necessary to teach in such a way that all its sensory organs are involved in it. That is, it is necessary to ensure that the child is able to independently touch, see, hear, smell and taste in the process of development.

Teaching ethics to a child from an early age is of great importance in brain development. Having learned to respect adults, say hello, follow traffic rules and the like, a child does not suffer during his life and makes little mistakes.

Gaining knowledge should give the child a good mood. Tormenting a child, teaching him early to read or write, and keeping him free from Play will lead to his stress. As a result, various diseases can occur in the child. The child must absorb knowledge of his own free will. If he doesn't want to, it means that the parent cannot find ways to interest him. Therefore, parents need to make the environment more interesting, creating conditions for the development of the child precisely from his early age. It is up to the parents to have fun for the child to draw, read, Make, Play, build, write and all other activities. The more curious the child is from an early age, the more questions he has, the more he develops and grows.

It is noted that in creative activity, such factors as temperament characteristics, the ability to quickly master and create ideas (not to be critical of them) play an important role; creative solutions coincide with the moment of relaxation, dissemination of attention.

S. According to Mednick, the essence of creativity lies in the ability to overcome stereotypes and use the field of broad associations at the last stage of mental synthesis.

D.B. Epiphany distinguishes intellectual activity as the main indicator of creative abilities that combine two components: cognitive (general mental ability) and motivational. The criterion for the manifestation of creativity is the character of a person performing the mental tasks proposed to him.

I.V. Lviv believes that creativity is not an explosion of feelings, it cannot be separated from knowledge and skills, emotions accompany creativity, inspire human activity, increase its flow tone, the work of the creator, give him strength.

From the opinions and considerations presented, we can say that we can see creativity in every one of our lives. And social life plays a key role in this.

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