

## Formation of Creative Activity in Students through the use of Problematic Education in the Educational Process

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**Annotation:** This article is about the pedagogical justification of the effectiveness of the use of problem education in primary education.

**Keywords:** problematic education, problem, lesson, text, cainyat, question-answer

**Introduction:** As the main goal of Science and education, areas such as problem education, practical skills and creative thinking of students have taken an important place. The use of problematic education in the educational process in students is considered an effective way in the formation of creative activity. The process that leads the students to the "laboratory" of creative thought along with the evristical or research techniques from the educational techniques that are associated with the independent search and discovery of the students in revealing a reality is also of fundamental importance. Problematic education has several advantages in this respect: it teaches students logical, scientific, didactic, creative thinking, serves to make the educational material believable, thereby facilitating the transformation of knowledge into reality. He is generally much more impactful, and deep intellektual emotions, including a sense of uplift spirit, bring into being a sense of confidence in his opportunities and power.

The main part: it is determined that the law of truth can be independently discovered, not forgetting the acquired knowledge. Even if the independently generated knowledge is forgotten, it is possible to restore them quickly. The main purpose of the problem education is to increase the independence and activity of the knowledge recipients, develop their thinking, as a result of their mastering, the introduction of knowledge into practice. Problematic education can be seen in the following: problem, problematic question, problematic task, problematic task, problematic situation.[1]

The problem itself is derived from the Greek word "problem", meaning task, task. Problematic situation-new methods of knowledge and action, which express the psychological state of the subject and prevent the emergence of a mental difficulty from solving it immediately, when faced with a problem, ensure the elimination of the difficulties that have arisen by finding them. This requires a psychological approach to the problem. For example, the following methods of creating problematic situations can be used, depending on the level of knowledge of the age characteristics of their students:

1. Creating a problematic situation by comparing the topics given in the textbook of the native language, because each topic under study requires students to compare sounds, words and sentences to form generalizations on this basis. This, too, in itself, is obvious, provokes a problematic situation. In the readers "why?" there will be a need to look for an answer to the question "what?". For example, when studying the topic "vowels and consonant sounds", the reader first needs to correctly name vowels and consonant sounds, then to compare, to form words with the participation of vowels and vowels, and from words to form sentences, to determine their differences from each other.

2. Create a problematic situation by asking problematic questions. The teacher begins the lesson with the introduction of the problematic question: try to pronounce vowels and consonant sounds separately. How do you feel the difference in their pronunciation? Write a word in which six vowels and consonant letters are involved. Try to replace the vowel in them with another vowel, what changes do you notice?
3. Try to pronounce consonant sounds. Consonants formed from noise sound separately, write Only those vowels formed from noise separately. An example shows if the execution of assignments is a certain difficulty.
4. Create problematic situations through symbolic images. In this way of creating a problematic situation, symbolic images are used. For example, " melons of Uzbekistan " can be submitted to create a text on the subject, giving pictures and name.
5. In creating a problematic situation, grouping and separation of language phenomena are also important. In particular, combining words into certain nests makes it possible to create a problematic situation, requiring the general to find either the private meaning of the word, or the general meaning of the words with private meaning. For example, there are dozens or even hundreds of shy people of educational weapons, fruits, vegetables, trees and flowers, the teacher refers to the common sense word reader hukmiga and assigns the remaining words to the pupils to find.[2]

1. Vegetables: carrots,... 2. Training weapons: book,... and so forth. In the development of creativity activities, more attention should be paid to the motivational and interesting aspects of education aimed at developing cognitive interests. A characteristic feature of the work carried out with students is that they should not be able to quietly adapt to the weaknesses of their psyche, but should be the principle of active influence on their mental development in order for the pupils to be maximally active.

Educators and teachers should not fail to imagine that some children's abilities are average, or that they are incompetent and even not perfect. Such students themselves are gradually adapting to the process of learning, which is becoming more and more complicated. The correct and effective organization of the lesson in education will certainly affect the students ' acquisition of knowledge. Another important issue in the development of creative activity is the teacher's desire to go to the technologically correct design of the lesson. How to apply interactive techniques in stages begins with the time of designing the lesson.[3]

The design is carried out in the following stages:

I-stage of concentration of attention II-stage of listening III-stage of thinking.

These steps will help to correctly use interactive techniques, as well as improve the effectiveness of the lesson. Stage of concentration of attention: in this the teacher determines the initial concepts of the child on a new topic. The goal: to make the initial concepts manifest clearly, freely; to express one's own opinion; to increase their interest in the lesson, etc.; the stage of understanding: this enriches the teacher with new knowledge by summing up additional teachings from the initial concepts received from the students. that is, the information that the reader knows and does not know is filled.

The purpose of the defining stage: -based on the initial concepts, to fill the reader's understanding with new knowledge: -to increase the interest of students;- to teach to analyze - to compare; -to explain a new lesson. Thinking stage: this stage corresponds to the lesson reinforcement section. In

IT, students will be able to think, strengthen their knowledge by analyzing the initial concept and data. Students express their attitude about the subject, the lesson they passed.[4]

A properly organized lesson gives its effect, of course. But without a deeper study of the techniques used at each stage, it is impossible to increase the effectiveness of the lesson. It is used to evaluate educational standards and norms and traditionally educational outcomes. The closer the student's results are to the standard, the higher his / her learning activity is assessed. The volume of knowledge that is truly possessed and created by the learner is not fully controlled, as personal knowledge or other results that are outside the standard scope of the learner are excluded from the traditional school point of view.

In assessing creativity, the main parameter of the educational results of students is not the compliance with the minimum requirements of standards, but the level of personal educational growth of the student. In traditional education, the reader practically does not participate in the selection of educational content. In creative activity, the educational effect of the student in education is involved in the selection of new content of education; the volume of knowledge, skills, types of activities and methods used by the student will be unlimited. The standard of education that is given to the students often leads to the emergence of ready-made essays, references and other written sources, which also include materials that do not depend on the reader's personality, his actual educational activities. This type of educational output is dictated by the school system of Education. Computer technology makes this process more convenient and data-intensive. Ready-made control works, abstracts, as well as an ever-increasing collection of materials placed on the internet, make it easier for students to submit tasks without preparation and without performing the necessary work.

A creative approach to setting educational standards does not give ready-made science content as a result of the study of a course or subject, but requires a new content from the student, that is, his personal educational growth. Puzzles in the development of creative activity of pupils in primary education the educational and educational significance of the small and ancient genre of oral creativity of the people is incomparable. By studying the riddle, finding the answer to it, children will have an idea of the origin of objects, their role and role in the life of man, their interest will increase, their consciousness and thinking will grow, the ability to think will develop, feelings such as love for nature and the animal world, fondness will be brought up. Through the use of the puzzles in the course of the lesson, students' speech becomes richer, improved. They learn to read expressive, meaningful. The study of the puzzles in relation to the content of the text, if there is a motivation for the readers to fully understand and remember the content of the text on the one hand, on the other hand, increases their activity in the lesson, creates an atmosphere of relaxation, spiritual and moral perfection. As a confirmation of our opinion, we quote the following text of the lesson. Subject of the lesson: "lesson of puzzles "or " think, seek, find". The purpose of the lesson: to give students an understanding about the riddle, which is the genre of oral creativity of the people, to create the right reading skills in the students, to expand the theoretical concepts inherent in the riddle genre in the process of working on the text, to teach them to think logically, to draw the right conclusions. Lesson equipment: table grouped puzzles, pictures, layouts with reflections on the shelves. Riddle written card for each reader. Lesson method: visual, euristics conversation. The course of the course:

The teacher says," Today we will once again recall the puzzles we learned with you in the 1st grade and put them in the table below." Then the Whiteboard will be on four pillars with chalk: puzzles about birds and animals. Puzzles about vegetables, melons, fruits. Predicates are puzzles that denote their sign. Poetic puzzles. Each reader reads the riddle on his card. Together with the Class,

its answer is found, as well as the role in the table is determined and written in the same column row.[5]

1-reader. - Submerged stone, Condor head between the top Stone. The answer is-turtle (it is written in 1-th column). 2-reader: - inside-paint, surface-stick. Answer: pen (3 is written on the column)answer: shadow (4 is written on the Column) 4-reader: strip stone lying under the palm would be sweet soup if you cook it. Answer: potatoes (written in 2-th column) in this way, each student reads The Riddle using a card in his hand, finds the answer and writes the answer in the appropriate groups. In this case, students perform several educational tasks.[6] First of all, in the process of finding the find, they study it once or twice, and in some cases up to three marathons, they study expressive reading, thinking, they master teaching techniques, they do practical work such as comparison, comparison. Finding in case of difficulty in finding a hidden given subject, the teacher himself must give an expressive reading and emphasize separately on the words denoting the sign of the finding. Exit der no stop, the exact measure of time. The answer is: if you read without interruption (hours), you will teach a lot. If you know, Brother, think, a deposit of knowledge, he- ... The answer is: (book) If the students have difficulty in finding the puzzle, then the subject or vegetable samples, the answer of which can be collected in 1 row. In this way, the training will be continued. Taking into account the state of the students in the lesson, additional information can be included in the lesson. In addition to the puzzles written on the cards, it is worthwhile to ask the students questions about what other puzzles they will know. Well, the educational and educational significance of the riddle is logical thinking rivojlan developmenttiradi. Finding answers to them is necessary not for ermak, but for the progress of the system of knowledge under study.[8]

In conclusion, it can be said that in the process of primary education, it is important to create various conditions for the development of creative activity of students. To do this, the determination of educational requirements and its establishment on the basis of priority directions, the creation of problematic situations and technological approach to education will increase the creative interest in the students.

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