

## Features of the Development of Creative Abilities of Junior Schoolchildren

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**Annotation:** in this article we consider the features of the development of creative abilities of younger students. And with the same analysis of elementary school. At the same time, we analyze the creative abilities of younger students, especially including circle work with students. And their work to develop creative abilities and their skills.

**Keywords:** creativity, development, elementary school, sensitive age, skills.

Elementary school is that world of childhood, which is a land for creative pursuits, and thus it turns out to be favorable, and where it does not fade away in an inspiring search for intelligence and goodness. At the same time, both in the classroom and in extracurricular activities, each child should develop creative abilities in the right form. Since this is an extracurricular activity of the primary class in the development of creative ability is circle work. In circle works, children recognize more specifically all the elements, sections, nuances and others for the development of creative abilities.

When working in the development of the creative abilities of children, teachers are given the opportunity to get to know the child well about their talents and abilities. And at the same time, the teacher will have to continue to support and develop their creative abilities and skills. To do this, circles should be held in a different, interesting, entertaining, attractive and other way at each lesson, it should be different, and the same thing should not be repeated.

The basis of extracurricular activities is the identification and development of artistic abilities, talents of children. If we prefer the psychological point of view of younger students, then their age refers to a sensitive period in the formation of creative ability.

The sensitive age of children is the age periods in which the best psycho-physiological and biological capabilities of organisms are formed for the development of any new aspects, qualities of mental activities. That is, this is the age at which each child develops from all sides, especially his creative abilities develop precisely at primary school age.

Primary school age is the initial period of education in which the child receives the foundation of education, these are the ages starting from 6-7 and ending up to 9-10, and the basic secondary education begins longer.

Since primary school age is the beginning of the foundation in education, because of this, physical and psycho-physiological periods in education are especially developed in it. And in children at this time, because of interest, curiosity, some words appear like - I, more, I want others. And in this, not only teachers but also parents should support, help, if necessary, encourage. But at the same time, do not forbid them to be independent, as well as to do it on their own.

With this, L.S. Vygotsky said that in creative activities, especially if we imagine, we will be in the circle of wealth: the richer the experience of a person, the larger the material in which his imagination has [5].

Of course, L.S. With this, Vygotsky wanted to say that the primary school age directs children to the imagination. Before action, they imagine in the mind, and after that they begin to act. Their imagination speaks of their inner thoughts, feelings and others. At this time, art is close to them, that is, artistic creativity. They begin to develop views on life, begin to think like adults, begin to be independent and, of course, begin to imagine.

As the psychologist L.S. Vygotsky about the active developing creativity divided them into three processes.

- The first process is the preschool age of children
- The second process is the primary school age of children
- The third process is adolescence of children.

These processes in the life of a child play a major role and differ from each other. Thus, their thinking, views, creative abilities and others are developed. But before all this, the main role is the role of the teacher. Because the teacher teaches the child gives knowledge develops them from every side.

Creative activities at primary school age are not only copying stereotyped behavior, but the creation of something individually new and unique for the child. But all the same, in the main primary school age, creative abilities develop first of all. A child's creativity can be understood as:

- creation of an individually new and important for the child (drawings, dances, crafts, songs that are invented by the child);
- the use of previously studied methods or drugs in a new situation;
- their independence and initiative in finding new versions of problem solutions;

Thus, I want to say that the creative abilities of primary school age is a productive form of activity for primary school students. In which, striving for the assimilation of creative experiences, knowledge, creation, transformation, use in the latest quality of objects of physical and internal culture, including the processes of education formed by the teacher.

Each creative art is a bright color of the child's soul, his look, his actions, mind, his words, which are represented in creative art. And the creative abilities of children develop differently for everyone. Of course, the teacher supports and helps them all. And it always plays a major role in their lives.

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