

IMPROVING THE CREATIVE ABILITIES OF STUDENTS THROUGH EDUCATIONAL TASKS IN PRIMARY GRADE MOTHER TONGUE EDUCATION

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Abstract. The article reflects on the main goal of teaching native language science and improving students' creative abilities through educational tasks in primary grade mother tongue education. Educational tasks have been developed to teach our young people to be creative and independent, to express their thoughts freely and effectively, meaningfully, in written and oral form, to consciously master the rules of the Uzbek language, as well as to expand their creative views. , including mother tongue and the subject of reading, the role of educational tasks in primary grades and the formation of students' creative abilities through this. student, science, methodology.

Key words: mother tongue, elementary school, written and oral speech, creative ability, learning task, meaningful, independent thinking.

The President of our country, Sh.M. Mirziyoyev, said, "In order for our youth to become independent thinkers, have high intellectual and spiritual potential, and become people who are equal to their peers on a global scale in any field, our country needs to be happy. and we will mobilize all the forces and possibilities of our society" calls for quality and effective organization of education, especially from primary grades, education of students as independent thinkers, with high intellectual and spiritual potential is one of the urgent issues of today. is one.

In particular, the concept of development of the system of public education of the Republic of Uzbekistan until 2030 is based on the PF of the President of the Republic of Uzbekistan on September 5, 2018 "On additional measures to improve the management system of public education" - In the general rules developed in connection with the execution of Decree No. 5538, instructions are given regarding the obsolescence of existing textbooks and the need to create new generation textbooks. The lack of diversity in the system of creating textbooks is said to be a factor in the monopolization of their creation and publication. In the textbooks of the new generation, the main essence is aimed at the independent thinking of the students. Educational activity of students in primary grades has a number of unique features: educational activity is the leading type of activity for students. If the game is the leading activity until the first grade, the educational activity takes the status of the leading activity at school. This leads to a certain degree of limitation of some types of child's activities (for example, play). The foundation of educational activity is laid in primary grades, just as the thoroughness of a building depends on the foundation, the effective implementation of children's educational activity after primary grade is also related to the skills and competencies formed in primary grades. Children start studying under the teacher's guidance from primary grades. Along with a number of positive qualities of conducting educational activities under the leadership of adults, there are also some negative features. In elementary school, children are active, they like to move quickly from one activity to another.

School education is governed by normative rules: first raise your hand like this, and if I give permission, speak; do not copy from your friend, do not destroy others, etc. There are many such normative or customary requirements. The psychophysiological characteristics, level of preparation, interests and aspirations of students in primary grades are diverse and varied. There are very intelligent children who can quickly notice what is being said, and those who are more lazy, who

have a great interest in learning topics, who are more restless, and who listen to advice, and who are more stubborn. At the same time, it should not be forgotten that children in elementary grades follow adults, strive to act like high-ranking people, and are inclined to different professions (I will be a soldier, I will be a teacher). Educational activity of students in primary grades has a number of unique features: educational activity is the leading type of activity for students. If the game is the leading activity until the first grade, the educational activity takes the status of the leading activity at school. This leads to a certain degree of limitation of some types of child's activities (for example, play); the foundation of educational activity is laid in primary grades, just as the thoroughness of a building depends on the foundation, the effective implementation of children's educational activity after primary grade is also related to the skills and competencies formed in primary grades; children start studying under the teacher's guidance from primary grades. Along with a number of positive qualities of conducting educational activities under the leadership of adults, there are also some negative features.

In elementary school, children are active, they like to move quickly from one activity to another. School education is governed by normative rules: first raise your hand like this, if I give permission, speak, do not copy from your friend, do not harm others, etc. There are many such normative or customary requirements. How to understand the educational problem? In order to understand and explain the educational problem, we use the following working definition as a basis: we understand the learning materials and tasks that match the students' real learning abilities as a learning problem. . Most of the exercises presented in the textbook constitute educational assignments. In some topics, for example, we can find knowledge tasks in the review section, but at the end of each lesson, if teachers give examples of knowledge tasks, the topic will be more clear, understandable and easy for them to understand.

Exercise 4 of topic 17 given in the 1st grade native language textbook.

Crow with a swallow

The swallow and the crow began to argue about which of us is more beautiful. Then he said to the Crow and the Swallow: "Your beauty is seen only in the spring. As for me, I can endure the winter frost."

The lesson of the story is that longevity is better than beauty. Through the following exercise, we can create various cognitive tasks: we use the "Analysis of Concepts" method: this method is used to determine the level of mastery of the text and the concepts in the text, to independently check and evaluate their knowledge, as well as to conduct preliminary research on a new topic. used to organize the level of knowledge. "Analysis of concepts" method

Concept What do you think this concept means? Additional Information

Crow Wild bird

The swallow is the ambassador of Spring

Prefer To prefer someone or something

Frost occurs in winter

Spring is the season of the year

To argue

Winter is the season

The above-mentioned learning task is carried out in cooperation between the teacher and the student. The research of students' learning activities is observed in the researches of a number of scientists. For example: A. B. Larina, A.N. In Leontev's scientific research, students' cognitive

activities were studied as a psychological aspect. B.K. Pashnev described three levels of cognitive activity in his scientific research. These are:

- high, a high standard for age;
- medium, age-appropriate norm;
- low, low standard for age

B.R. Adizov based his research on the problem of creative organization of education and the idea of looking at the student as a subject of the educational process. M.H. Mahmudov studied the design issues of creative education based on the characteristics of the "perfect human personality". We consider educational activity and cognitive activity as two sides of the whole - two vectors of activity. They are disparate events that come from one point, complement each other, and at the same time require each other - they do not negate each other. If the psychological basis of educational activity is memory phenomena, the psychological basis of cognitive activity is thought phenomena. In the objective course of education, educational activity turns into cognitive activity, and cognitive activity turns into educational activity. Both educational activity and cognitive activity are related to one social institution - the acquisition of social experience. Both of these types of activities have a goal, motive, means, result. However, despite this, there are differences between them. If educational activity is aimed at knowledge, skills, competence, cognitive activity is aimed at formation of creative activity experience and relationships along with knowledge, skills, competence. Therefore, we see the first difference in the content of the studied phenomena, in the content and breadth of the cognitive activity. Learning in educational activities is reproductive in nature. The student performs the tasks given by the teacher, follows the activities of the teacher and his friends, repeats the activities of others. Learning in cognitive activity is carried out in a productive manner. Pupils, in cooperation with the teacher, set tasks for themselves and solve problems independently. So, another difference between these two types of activities is explained by the nature of children's activities.

In the educational activity, the child participates in the role of the object of education, and in cognitive activity, the role of the subject of education. In the second case, participation in education turns the personality of the student into the center of the educational process. Participation in the functions of the object or subject of education is another difference between these two activities. Another difference between educational activities and cognitive activities is that children have different levels of independence in them. Children's independence is at the highest level in cognitive activities. Educational activity of students in primary grades has a number of unique features: educational activity is the leading type of activity for students. If the game is the leading activity until the first grade, the educational activity takes the status of the leading activity at school. This leads to a certain degree of limitation of some types of child's activities (for example, play); the foundation of educational activity is laid in primary grades, just as the thoroughness of a building depends on the foundation, the effective implementation of children's educational activity after primary grade is also related to the skills and competencies formed in primary grades.

The problem of applying learning and knowledge problems to the educational process is also inextricably linked with the time factor. Without studying which type and stage of the lesson, which links and cycles of the educational process are related to one or another learning problem, and also without determining the time spent on completing this or that type of problem, the educational process is scientifically based. organization, management, control is impossible. It is necessary for the teacher to record in advance the goal of cognitive problems applied to education, the result to be achieved. In this way, optimal options for applying learning problems to education are selected. Choosing the optimal option depends on the pedagogical skills of the teacher. Thus, the application of cognitive problems to education is related to many areas of the educational process. In general, there are three types of educational problems, and in this case, the application of cognitive problems to education:

- use of cognitive problems after learning the knowledge of educational topics;
- connecting cognitive problems with different stages of the lesson;

Preparation of learning-cognitive problems suitable to the capabilities of primary school students is an intermediate tool and a leading factor in increasing the effectiveness of learning-cognitive activities. Effective use of them increases the ability of students to do independent creative work. Knowledge tasks are applied to education in the course of the lesson. Due to this, the article analyzed the types of lessons and their construction. The theoretical and practical study of the problem of the didactic foundations of the preparation of educational and cognitive problems suitable for the capabilities of primary school students led to the following general conclusions.

The issue of preparation of educational and cognitive problems suitable for the capabilities of primary school students differs from non-creative education according to a number of characteristics. These are:

- intended for students' thinking;
- changing the student's status in education, making him an active subject of education;
- organization of education in evidence-knowledge-practice format;
- that reading-learning has acquired personal significance;
- each piece of information has a personal value for the child.

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