

**FORMATION OF CREATIVITY IN ELEMENTARY SCHOOL STUDENTS****Professor M. M. Maxmudova**  
Doctor of Pedagogical Sciences**ABSTRACT**

The article deals with the problem of developing creativity in primary school students, the modern approach to the development of creative abilities and abilities of students, a complete and comprehensive picture of the relationship to the world, the universe and the environment. It is argued that the role of art lessons is enormous.

**Key words:** *Creativity, ability, fine arts, painting, intellectual, shrewdness, intelligence, intelligence, intelligence, artist, creative thinking, creative potential, intellectual potential, individual, virtue.*

**Формирование творческих способностей у учащихся начальной школы**

В статье рассматривается проблема развития творческих способностей учащихся младших классов, современный подход к развитию творческих способностей и способностей учащихся, полная и исчерпывающая картина отношения к миру, Вселенной и окружающей среде, утверждал, что роль уроков изобразительного искусства огромна..

Ключевые слова. Творчество, способности, изобразительное искусство, живопись, интеллектуал, умный, интеллект, интеллект, умный, художник, творческое мышление, творческий потенциал, интеллектуальный потенциал, личность, добродетель.

If we talk about psycho-emotional, volitional-empathic and affective-empirical influence on the reader through the influence of visual art, any work of art, including visual art affects the human psyche to a certain extent. The task of pedagogy is to direct and create this effect, to achieve stability and effectiveness of the effect. Psycho-emotional influence manifests certain changes in a person's mental and emotional world, volitional-empathic influence refers to changes in the human will and ability to be kind to someone, and emotional-empirical influence it includes the changes in a person's understanding of the world and its acceptance.

The problem of forming creativity among school-aged elementary school students based on examples of fine art is one of the issues that is somewhat complicated, does not have a simple solution, and is inextricably linked with human mental, intellectual, and physical abilities.

It is very important to acquaint students with works of visual art in school conditions. Because the process of such familiarization with students takes place on the basis of the interdependence of several stages. First of all, students are emotionally surprised. When getting acquainted with the history of the work and the life of the author, the possibilities of a person become very wide. The student's surprise will increase even more. "I could not create such a work!" confidence increases the reader's impression of the work. For example, if the student himself tries to draw a picture and practice, he will admit how hard and difficult this work is. And a deep sense of respect for works of visual art remains in his heart for life. Naturally, the question of where and how to organize this pedagogical process is one of the main questions. Usually, in primary school education, it is appropriate to carry out this task in drawing lessons.

Student's creative abilities and the formation of his abilities requires that the attitude towards the world, the universe and the environment be given in a full and complex manner through various works of visual art . Art lessons play a very important role in this. However, in recent times, the main attention has been paid to singing or physical education from the lessons related to the arts taught in schools in the social space. Because in the social space, it became clear that singing and doing sports in particular is an investment. Today's children are

brought up on the basis of the Internet, television, and intellectual toys. Modern children do not read books. That is why it is difficult for today's players to concentrate on something for a long time, to use their imagination, to imagine, to come up with ideas. Today's children are accustomed to fast-moving frames in cartoons. Therefore, the pictures of life must change their luster rapidly before their eyes. Otherwise, they will not be interested in life. If this is not the case, i.e. life is full of bright colors and its glitters often replace one another, young people will get bored of life. Life seems still. Today's children think deeply, think to doing, finding a problem and searching for its solution, being thoughtful, observing. Because they readily accept all solutions of life from movies and cartoons.

And the educational process based on examples of works of fine art teaches the child to understand the world artistically and aesthetically. The artistic aspect arouses pleasure in the child, and the aesthetic aspect affects the child's heart and soul and creates a spiritual shield in his heart. The task of this spiritual shield is to protect the child's psyche, his heart from various wrong actions, thoughts, steps, to live in pursuit of beauty, goodness and enlightenment.

The problem of creativity as a scientific category is studied in several related disciplines and fields. Among them are sociology, philosophy, economics, political sciences, management, advertising, cultural studies, literature, art forms, art studies, history of art and culture, marketing, informatics, roles and tasks of talents in various fields, pedagogy and psychology should be mentioned and developing creativity among students is a historical-social category. That is, the issue of creating aesthetic and artistic thinking in children is the oldest has interested scientists since time immemorial. Since the time when man started painting, painting mammoths, people, battles, and animals on rocks, the issue of how to teach a child to draw has been cross-sectional. This can be observed from the times when art forms such as fine art, architecture, crafts, and sculpture began to develop.

All ancient civilizations have raised the question of creativity and sought answers to the question of why some people are more talented than others. In ancient China, Egypt, Greco-Roman, Indian and Zoroastrianism, in particular in its holy book "Avesta", and in the Middle Ages in Islamic culture, the question of the place of creativity, superstition, freedom, and talent in personal development. If we look at the generality of the opinions of the world, two important aspects of talent and creativity are contested by everyone, they are, first of all, creativity is Allah, God, Creator, God, Supreme Power. everyone emphasizes that it is a high quality and opportunity given to a person by if not, they say that it will change, disappear, and the person will not be able to express himself.

The same dualistic view is expressed in the works of ancient philosophers. According to them, creation manifests itself in two forms, one - as a gift of the gods to a concrete person, that is, the gods create a concrete person under their own love rather than others, and the second - as a human gift. It is interpreted as the opportunity given to organize one's life, that is, the desire and opportunity to develop crafts, art, poetry, philosophy, etc.

Aristotle opposes the generally accepted opinions and believes that the will of the gods has nothing to do with the development of creativity in man. According to him, creativity is based only and only on the purposeful motivation of a person to create something new and unique. Accordingly, some individuals live precisely with the desire to create new things.

According to Plato, understanding the world, creating the world of food necessary for living in the world, developing trade, and producing goods for this requires creativity. On the basis of creativity, it arises on the

basis of a person's desire to understand the world and change it. In these processes, there are two kinds of unity, commonality, and coexistence, namely, human capacities and abilities, and the second is the support of the gods. If the gods do not support, the person himself cannot bring the work to fruition.

The roots of the cultural heritage of the peoples of the Ancient East go back to the distant sixties. Zoroastrianism is recognized as one of the first civilizations spread in our region . The holy book of Zoroastrianism is "Avesta". "Avesta" is considered to be the oldest monument of the peoples of Central Asia. "Avesta" also talks about different professions, different social strata and the duties of ulama . For example, priests, soldiers, peasants and their duties are clearly analyzed. It is emphasized that the duty of the priesthood is to promote spiritual upliftment in society and to glorify Ahura Mazda - in fact, to glorify life. In Zoroastrianism, the most respected and high-ranking social groups are the military . It is emphasized that a long period of time and a great physical training process are necessary for military training. The military must use its power for the protection of the forces of goodness, Ahura Mazda. One of the social strata that deserves special respect and attention in Zar Dushtiya is the peasants. According to Zoroastrianism, he sowed grain in the earth and ensured its emergence Man is close to creation. One of the greatest and noblest deeds is feeding people with grain. In "Khurda Avesta" there are dedications to thirty angels, of which the seventh angel Murdod is considered the patron of good educational works, the eighth - Dodor - the source of good works. In Rapihvayn Ofrayn in "Avesta" it is determined that the greatest\* reward for a person is his life. Zoroastrian was asked the question: "What kind of example can a person enjoy while alive? " .

Confucius focuses on children with talents and believes that the society, especially the rulers, should collect such talented children and transfer them to the state. Because the state has the opportunity and wealth to fulfill the material and household needs of the talented people . Therefore, the state supply of talents can be created. In doing so, the talents can use their creativity to manifest and direct it to the goals necessary for the state. The state takes measures to prevent the death of talents. It is precisely these views of Confucius that led to the rapid growth of dozens of fields such as ancient Chinese art and culture, military knowledge, architecture, porcelain art, dance art, music art, book art, and the collective development of civilizational characteristics. created the state of the meeting.

In conclusion, the problem of forming creativity in primary school students based on examples of visual art is to a certain extent the importance of familiarizing students with visual art works in school conditions, making our young people intelligent, strong-willed and problem -free. It is appropriate for children to understand art for their critical thinking.

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