

**TEACHING STUDENTS INDEPENDENT CREATIVE THINKING IN PRIMARY
EDUCATION**

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Abstract: This article provides information on methods and techniques for teaching independent creative thinking to elementary school students in technology lessons.

Keywords: elementary school student, technology, independent, independent thinking, method, method, scientificity, sequence, consistency, demonstration, principle.

The era demands that students be taught to live independently, to educate and deeply understand the conscious creators of our homeland, to respect them, to fulfill each assigned task thoroughly and accurately, to feel a high sense of responsibility for their own behavior and duty, to become worthy successors to our society today, and to apply the acquired theoretical knowledge, practical skills, and qualifications to life.

As a result of identifying the integral aspects of general secondary education with production, the need for highly qualified specialists is increasing. In the context of this need, improving teaching methods, the coherence of educational theory with practice, and the connection of didactics with such principles as scientificity, systematicity, sequence, consistency, and demonstrativeness are important qualities.

Preparing students for useful work in technology lessons plays an important role. In the technology textbook, they learn and practice the rules for using tools, working with natural materials, using fruit seeds, working with clay and plasticine, applique, making mobile toys, working with colored paper, papier-mâché, the first stages of embroidery, sewing soft toys, and sewing and making household items from scraps. In the process of practical work, students are given concepts about hard work, attitude to nature, and thrift.

In the section on “applique” (one of the types of applied art used to artistically decorate various objects by gluing or sewing pieces of colored paper or fabric to something to create patterns and flowers) of the elementary school technology textbook, students should be explained how to properly use colored paper, fabric, and leaves. In technology lessons, various necessary items can be made using the types of applique: “geometric applique,” “natural materials (straw, fruit seeds, leaves),” “paper mosaic,” and “fabric.” They can be widely used in the preparation of demonstration and instructional tools used in the educational process, in decorating household items, in various after-school activities, and in making gifts. Students should be given an understanding of the types of “applique” and shown how to make and prepare them. When teaching the topic of “Making models from paper and cardboard”, skills such as selecting materials, measuring, cutting, folding and decorating should be taught from the initial stages. They should also have an idea of topics such as house models, various boxes, geometric shapes. In the topic of “Working with natural and local materials”, students are given tasks according to their age and are taught to make birds, animals and various landscapes, decorative gifts, various decorative ornaments for holidays, various patterns, mosaics.

Also, in the subjects of "Sewing" and "Weaving", introducing students to the first stages of manual labor and expanding the level of tasks depending on their age and capabilities will also yield effective results. Through these subjects, students will learn how to make aprons, teapots,

and handles through manual labor methods such as sewing clothes from various scrap fabrics, and this will be reinforced in extracurricular circles.

The use of all manual labor, first of all, increases the student's interest in the lesson, and develops an active, knowledgeable person with independent thinking.

The teacher requires that students who are disadvantaged in class and who are not able to work on their own work before starting work on independent work topics, paying attention to discipline, orderliness, and efficient use of time, and following the following rules:

1. Getting yourself in order before work;
2. Maintain and clean work area;
3. Prepare everything you need for the job;
4. Complete homework assignments as explained by the teacher;
5. If they encounter difficulties, they should learn to independently correct their mistakes;
6. Asking the teacher for help;
7. First understand the content and rules of the assignment, then get to work;
8. Check everything carefully after completing the assignment;
9. Tidying up the workplace after completing a homework assignment.

It is advisable to follow these rules in the family as well. In order for students to succeed in independent work activities, the following should be followed in the family.

1. Parents and teachers should be in close communication, providing each other with information, and setting the same expectations for children;
2. Parents should take an individual approach to the child, determining the learning materials and pace of work, taking into account the child's abilities;
3. The scope and content of homework should be expanded in collaboration between teachers and parents, taking into account not only the child's knowledge acquired in class, but also their independence and creativity.
4. Parents should equip the child's room with the necessary equipment, information, demonstration and instructional samples, and other teaching aids, and use their time effectively.

In elementary school technology classes, teachers should organize independent lesson preparation based on specific, colorful methods. For example, it is recommended to start a drawing related to the topic given in the technology lesson through fine arts, and through this method, the topic in fine arts will also be strengthened. This will show students the integration of technology and fine arts.

List of used literature

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