

**DEVELOPING THE CREATIVE ABILITY OF PRIMARY STUDENTS BASED ON THE
STEAM EDUCATIONAL APPROACH IN TECHNOLOGY LESSONS**

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Abstract: This article discusses new methods and means of fulfilling the educational task of teaching primary school students the basis of educational and cognitive skills in the field of technology, as well as psychological and pedagogical aspects of the formation of creative abilities of primary school children. Information is provided on the successful implementation of a system based on certain theoretical principles and technologies in the development environment.

Keywords: Primary school, primary school students, educational, educational, educational-cognitive, psychological-pedagogical, principle, technology, technologies.

This article will serve to a certain extent in the implementation of the tasks set out in the Resolution of the President of the Republic of Uzbekistan No. PQ-3931 dated September 5, 2018 “On measures to introduce new principles of management in the education system”, the Decree of the President of the Republic of Uzbekistan No. PQ-3931 dated April 29, 2019 “On approval of the Concept for the development of the education system of the Republic of Uzbekistan until 2030”, the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 2017 “On the Strategy of Actions for the Further Development of the Republic of Uzbekistan”, the Resolution of the President of the Republic of Uzbekistan No. PQ-2909 dated April 20, 2017 “On measures to further develop the higher education system”, and other regulatory legal documents related to this activity [1].

We know that art-free activities in primary schools do not have a successful impact on the development of students' creative abilities and thinking. Taking into account these processes, it is purposeful to add STEM to the term STEAM. STEAM is a new educational technology that combines several disciplines as a means of developing critical thinking, research skills and teamwork skills.

The STEAM curriculum is based on the idea of teaching elementary school students through an interdisciplinary and hands-on approach. Instead of studying each of the five subjects separately, STEAM integrates them into a single curriculum.

The initial stage of the study, as well as the technology, can be both traditional and non-traditional. In the last decade, non-standard forms of education have firmly established themselves in the educational environment. The following is a brief description of the schematic diagram:

1. Integrated learning based on the STEAM educational approach (integrated, polyintegrated);

2. Uzgaruvchan (transfer) of materials (nazaríy, amaliy, imtihon)
3. The search for a bird is a random search (game, problem and passive search);
4. Non-standard (customized) equipment (excursion, trip, etc.).

1. The acronym "STEAM" was first proposed by American scientists in 1990, and has only been in use since 2000. The basis of STEAM is understood in a new and new way, **and it** is widely used. Engineering – technical education, Art – art, Mathematics – mathematics) and STEAM (science, technology, art, robotics, engineering and mathematics) is calculated [7,8].

Let's take a closer look at the basis of this approach. How does it compare to traditional education and how does it develop a child's intelligence? For example, the topic "Attack-environment" for the second grade is presented below.

First, children watch a short documentary, play educational games on the topic, and complete a task related to the subject. They will develop a complete understanding of the natural world and its natural resources, they will be able to develop a comprehensive understanding of this topic, and they will gain knowledge through this experience. Then, they will study this topic separately: listen to audio recordings, browse the Internet, and this will be considered independent preparation time. Also, a test is conducted to determine how well the children understand the topic, and then the students prepare their own audio or video materials or write an essay or statement on the topic of the world on their blog. This stage is called content creation. The last step is to use the entire test subject - environmental change: namely, 10 facts about reducing greenhouse gas emissions. This step allows children to demonstrate their knowledge of the subject (all they have learned) [9].

Of course, "STEAM - education" The traditional approach is more likely to be successful: children spend more time preparing for independent learning, learning to find and solve problems independently. Children learn through temporary or temporary learning experiences, working on projects and solving specific problems. The classroom is not a place for teaching, learning, or supporting new skills and competencies, but rather a place for solving learning problems. In other words, the "STEAM – education" approach focuses on developing learning skills rather than on learning the material provided by the teacher. Its basis is the ability to generate new ideas, develop independent learning skills, work collaboratively, work on collective learning tasks, and solve educational problems [5].

"STEAM - education" dan The following basic pedagogical principles should be taken into account when organizing the work:

- integration (the interconnectedness of the components of the educational system that determine the purpose, content, form and methodology of education is taken into account);
- awareness and ability (identification of certain logical relationships between known and unknown, understanding of cause-and-effect relationships between phenomena and effects, the ability to work with knowledge that takes into account the individual characteristics of the educational process);
- demonstration (a visual demonstration of information that incorporates strictly defined scientific laws);

- systematic (provides a coherent connection between the content and forms of learning, depending on the age of the learner);
- understanding and honesty (provides knowledge of education and nature);
- compatibility with nature (this ensures upbringing and education in accordance with the laws of its physical and spiritual development);
- Partnership (family, educational institution, community cooperation in the field of education and science). The project is a collaborative project, which is carried out by students, and the only means of assessment (certificate) is taken, that is, it takes the form of a universal educational institution. This is not a learning method, but learning what a learning method is and how it can be demonstrated [7].

The development of the creative abilities of our primary school students, the use of technology as the basis of the STEAM educational approach, and the organization of group activities in an unconventional way have yielded fruitful results.

In conclusion, the development of the creative abilities of primary school students should be carried out through well-organized, systematic, purposeful practical work, which will not only help them to know the rules and laws of the labor market, but also to form good labor skills and become full-fledged members of society in the future. The implementation of personal growth, its all-round development, and the subsequent development of education are all necessary and necessary.

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