

**PEDAGOGICAL AND PSYCHOLOGICAL FACTORS OF THE DEVELOPMENT OF
CREATIVE ACTIVITY IN PRIMARY SCHOOL SCHOOLS**

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Among the many social and natural factors for the development of creative abilities, the most important is, of course, education. At the school level, we lose many talented students, first of all, because creative children are not always recognized by teachers and peers. As noted above, they are uncomfortable, not like others, disappear in competition, under stress. Excellent students in school education (children with a high level of intelligence, but low creative potential) have advantages over those who are bored with school norms. Secondly, education at school is formalized and, despite attempts to change something, it still remains so. Standardization is necessary to provide students with the necessary knowledge. Forced discipline also hinders the free expression of activity. Thirdly, the entire education system is aimed at developing the left hemisphere of the brain. Education involves the assimilation of norms, formulas, definitions, and the systematization of constantly growing information. For better assimilation, the material is subject to logic (it is necessary to follow the rules of didactics). The creative personality of the teacher can neutralize the didactic-oriented educational process that limits creativity. Therefore, the most important factor in the creative development of students is a creative teacher. Only a creative teacher with non-standard thinking, a sense of humor, enthusiasm and charm can overcome this difficult contradiction, relieve the pressure of authority, and focus students' attention on creative tasks that require a certain skill. A creative teacher is, first of all, a master of his craft, trained and qualified, knowledgeable and mature as a person, because only a person educates a person.

A creative teacher is characterized by the following characteristics:

- belief in one's own strength, ability to change and change pedagogical practice;
- interest in other people;
- communication with children is of personal importance to him/her;
- empathy high level ;
- beloved of training width ;
- professional sensory (exercise) ability);
- will and to the goal compatibility ;
- to the goal to achieve desire .

Characteristic aspect is a creator teachers disaster and denial to do in their actions less Inventor , but they are students in creation and to colleagues help organization in progress , positive to the result to achieve pedagogical process for in change is stronger .

Creative teacher high due to level intelligence himself amazing takes , new ideas , actual pedagogical problems solution to do methods reception does He is in class creative environment create he / she gets it for dominant goals correct defines them universal pedagogical standards with compares Real creative person teacher envy does not , colleagues with , especially students with collision will not come .

Creative the teacher's labor productivity , it is a lot time ideas about to think , to teach in the process new professional approaches and them to do increase methods search for to spend regardless , simple to the teacher than high and is more effective . his topic .

creative pedagogical skills except , every what teacher himself and students to the front placed to goals to achieve help giving special work methods work exit on top of to work need He is

always himself of students their health interests and advantages with interest necessary , but own health about not to forget need .

School students what about speaking to the teacher what about I want to say that it is listening and hearing ability is also a pedagogical art . Children to creativity teach if the teacher creative activity for children training the process organization reach according to decision reception in doing and to the results to achieve their ways in selection freedom is a stimulant service if he does , he can . At school students of creativity development determinant main factor - this children and adults between of relationships content , adults own to their students relatively caught is the position .

In children creative abilities development important from the conditions one this new of ideas appearance to be help giving the environment is to create . Such the environment creation on the way first step in children psychological security feeling is to develop . Teacher and tutor always remember seizure should be , children about critical words and their proposals certain the problem solution to do for reception to be done possible that it is not feeling to do their creativity of suppression the most reliable method is considered .

Teacher the children difficult tasks to perform in their attempts persistence , things until the end delivery wish development need . Human creative virtues only relevant abilities demand to do in business development can of students ideas work to produce for in them thinking ability development tools , new things evaluation , discovery to do and discovery to do ability provision This is necessary . that means that every one in class creative situation to create , small ready , even if answers not the problem solution to do aspiration Children 's initiatives not to suppress and for them themselves to do obtainable things not to do important Children to difficulties shower their arrival as soon as help of giving need no , because no what discovery ease with to do not to be increased .

Difficulties overcome impossible in cases help need . Such of difficulties There are three types :

- information executive (no thing to do I don't know , I don't know);
 - intellectual (mental operations will do not to take);
 - personal (low motivation; unclear in the situation solution in finding of experience shortage ; low self-esteem or high assessment ;
- quick decision reception to do or the teacher's help waiting ;
cooperation to do not to take).

The teacher's help result seeing emerging the problem solution to do no , but children activity activation to be In order for a child to function successfully as a member of a group , he or she must have appropriate communication and cooperation skills, so it is important for the educator to develop the child's ability to communicate with others and to understand the feelings and needs of other people.

The effectiveness of the process of developing a child's creative activity depends on the degree to which his individual characteristics are taken into account. This is a process of continuous guidance, during which each child becomes a well-adjusted and happy person. However, this guidance should be carried out as carefully as possible. For example, it is important to emphasize the individual achievements of the student, not from the point of view of a general standard or bias. It should be remembered that it is very difficult to evaluate the results: the assessment should be as objective as possible and "include the goal of future learning", and the form of encouragement should be flexible. If the reward has become a habit, it should be stopped. You can always give a more difficult task in the form of encouragement: "I know you will cope with this."

Thus, the success motive is gradually formed, where the main thing is to get joy from a job well done. At the same time, the focus of self-esteem is automatically shifted to the task, to achieving the set goal ("not "I am smart, talented, lucky", but "I performed this task well, successfully").

Based on the above, it is important for the teacher to use the following psychological and pedagogical conditions during the development of children's creative activity:

- education and upbringing to the process creative tasks input ;
creative situations ;
- various in the fields again and again becoming more complicated going creative tasks system creation school of students training and from school outside of activity personal types : pictorial ,
theatrical , artistic and speech and musical

Above of the said everything from the teacher permanent in a way own creative opportunities expansion demand does The power of inertia , patterns , formalities to overcome , to the student impact to do new tools It's very difficult to search .

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