

Development of Creative Abilities of Junior School Children in Reading Literacy Lessons

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Abstract: The relevance and demand for the development of creative abilities of primary school students in reading literacy lessons is substantiated. The content of the combination “reading literacy” is revealed. The characteristics of the process of development of creative ability in primary school students are presented. A comparative analysis of the concepts “creativity” and “creativity” is proposed. Based on the analysis of scientific and methodological sources, an analysis of the concept of “creative ability” is given.

Keywords: primary stage, system of continuous education, creatively, proactively, creatively, national program for the development of public education, reading literacy, analyze what you read, perception of the problem; search for a solution; the emergence and formulation of hypotheses; hypothesis testing; their modification; finding results, problematic presentation of knowledge; discussion, research method, creative work of students, creating an atmosphere of collective creative activity.

The initial stage of the system of continuous education of the Republic of Uzbekistan is faced with the task of forming a creative personality who can correctly and quickly navigate various life situations, act creatively, proactively and imaginatively under any circumstances, and think critically. In this regard, in the “National Program for the Development of Public Education in 2022-2026” [1], the initial stage of education sets the task of developing students’ critical thinking skills, creativity, interactive activities and communicative competence. The implementation of this task is carried out in the learning process as a whole, but reading literacy lessons in primary grades may become a priority. For this purpose, starting from the 2021-2022 academic year in connection with the introduction of the “National Curriculum”, the integrated subject “Russian Language and Reading Literacy” has been introduced for primary grades, and a corresponding textbook has been compiled.

Reading literacy is a person’s ability to understand, use, evaluate texts, reflect on them, and engage in reading in order to achieve their goals, expand their knowledge and capabilities, and participate in social life.

The phrase “reading literacy” appeared in 1991, when the IEA (International Association for the Evaluation of Educational Achievement) - an organization that initiated a comparative study of reading quality, was looking for a concept that defines reading not only from a technical perspective, but in a broad functional context - as an opportunity to reflect on what is read and use what is read to achieve personal and social goals, primarily for further learning. PIRLS is an international comparative study of the quality of reading and text comprehension of primary

school students (grade 4): “Reading literacy is the ability to understand and use written language in all its diversity of forms for the purposes required by society.

PIRLS, an international comparative study of the quality of reading and text comprehension of primary school students, defines this concept as follows: “Reading literacy is the ability to understand and use written language in all its diversity of forms for purposes required by society and/or valued by the individual. Readers construct their own meanings from a variety of texts. They read to learn, to participate in in-school and out-of-school reading communities, and for pleasure.”

Many schoolchildren read what is written, pronounce letters, syllables, words. But reading thoughtfully, consciously, receiving information from the text is not everything, because “being able to read” and “being able to read competently” are not the same thing.

Reading literacy is not a synonym for being well-read or having good reading technique, but the ability to understand, use and analyze what you read. Reading literacy consists of a system of the following aspects: fluent reading; interpretation of the text in the literal sense; assessment of the language and form of the message; information search and retrieval; transformation of data from specific phenomena to generalized ones; formulating main ideas and conclusions; general understanding of the text; reflections on the content and evaluation, correlation with extra-textual information. All these skills are interconnected. Work on developing reading literacy is based not only on the text itself, but also on the ability to extract additional information and draw conclusions.

The importance of Russian language lessons for the development of reading literacy is as follows: students read a lot in Russian language lessons, the content of the “Speech Development” section of the program is related to working with texts; indirect influence: the reader always conducts a dialogue with the author (the level of development of oral speech and the level of development of internal speech are important), the reader expresses his point of view, discusses the text with other readers, writes down answers to questions.

It should be noted that, subject to correct and methodologically appropriate organization, reading literacy lessons will significantly contribute to the development of the student’s creative personality. A feature of a creative personality is a highly developed imagination, the ability to create new original images and their details. Creative activity makes a person a “being” facing the future.

The development of human creative abilities is one of the most important problems of society. This problem has become particularly relevant in recent decades due to large-scale reform of all spheres of life in the country. The changes taking place in the life of society orient the continuous education system towards preparing the younger generation capable of self-determination, critical and creative thinking in a rapidly changing, dynamically developing society. In response to changes in social life, the education system is also changing. According to the requirements of the national program, the education system prioritizes the task of developing the creative activity of students, developing their ability to independently acquire, rethink and apply knowledge in practice. In this regard, currently the attention of methodological scientists and practical teachers is focused on finding and implementing the most effective ways to develop the student’s creative abilities.

The use of a student-oriented scientific approach, innovative educational technologies, interactive forms of training, reliance on advanced foreign experience, consideration of subject knowledge and skills as a means of achieving the goal of education are reflected in the Decrees and Resolutions of the President of the Republic of Uzbekistan and other regulatory documents relating to the system. One of The fundamental principles of updating the content of education is its personal orientation, which involves relying on the subjective experience of the student and the current needs of each student. In this regard, the urgent question arose about the organization

of active cognitive and creative activity of the student, contributing to the accumulation of creative experience of younger schoolchildren, as the basis for personal self-realization at subsequent stages of lifelong education.

An analysis of scientific and methodological literature shows that the terms “creativity” and “creativity” are often used synonymously. In this regard, I would like to note the following. “Creativity” and “creativity” have their differences. The creative process is based on the inspiration of the author, his abilities, and the traditions that the author follows. If we talk about the creative process, then its main component is the pragmatic element, that is, the initial understanding of why something needs to be created, for whom something needs to be created, how something needs to be created and, in fact, what exactly needs to be created. Creativity is always primary and fundamental. However, in a creative product it is subordinated to a pragmatic goal. A creative product is a painting that will be placed in a pre-selected frame, with a pre-designated place in a pre-selected museum, a painting that will delight visitors selected in advance. Creativity without creativity is impossible. Creativity is only a technology for organizing the creative process, which is fruitless in itself, no matter what tasks are set before it. It is customary to distinguish between “creativity” (as a result or process of work) and various methods of obtaining creative ideas. The concept of “creativity” is more focused on the individual, in contrast to the concept of “creativity,” which is more focused on activity and its result. Therefore, putting an equal sign between these two concepts is not entirely correct. Almost always, when we talk about creative activity, we also mean a certain product of this activity, be it a drawing, a poem or an independent idea. At the same time, in Russian it is also customary to call creative products “creativity”. That is, this term goes beyond the scope of the individual and moves to the results of the individual’s activities. With regard to the term “creativity”, such a transition is impossible. The term “creative” has a defining rather than a substantive meaning, which could be expressed when translating the term “creativity” into Russian as “creativity”. When we talk about creativity, we mean the process of an individual’s subjective cognition of the phenomenal and semantic essence of the surrounding world, objective reality. We are not talking about creating a visible, tangible, material product. The result of the creative process is the very formation of personality, the creation of a unique microcosm - the human individual psyche, soul. Creative thinking is characterized by the simultaneous grasping of opposites: information drawn from the environment and its imposition on neural and psychological structures and forms of diversity; structural and activity aspects of human behavior and communication with the environment; figurative-logical, sign-symbolic organization of intelligence and technical systems, structures and functions. Creativity also acts as a way of personal self-realization.

Creativity is an activity that results in new material and spiritual values; the highest form of mental activity, independence, the ability to create something new and original. As a result of creative activity, creative abilities are formed and developed.

In creative activity, factors such as temperamental characteristics and the ability to quickly assimilate and generate ideas play an important role (6; 8).

The individual psychological characteristics of an individual, which are related to the success of performing any activity, but are not limited to the knowledge, abilities, skills that have already been developed by schoolchildren, can be defined as creative abilities.

➤ b your “product” or give it a finished form 9].

The creative activity of a student helps to increase his involvement in the educational process, as well as the successful acquisition of knowledge, stimulates intellectual effort and self-confidence.

M.N. Skatkin [2] considers certain ways to enhance creative activity:

1) problematic presentation of knowledge

- 2) discussions
- 3) research method
- 4) creative work of students
- 5) creating an atmosphere of collective creative activity in the classroom (2.56).

To develop creative abilities, it is necessary to develop creative activity. It is necessary to develop the desire to communicate with peers, directing it towards the desire to communicate through the results of creativity. The best approach for primary school age is “specially organized creative activity in the process of communication,” which, from the point of view of a primary school student, looks like an activity to practically achieve a socially significant result.

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