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FUTURE TEACHERS EDUCATIONAL AND DEVELOPMENT OF CREATIVE SKILLS WITH CHILDREN

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Abstract: In today's article, we will discuss the development of creative abilities in future teachers, the elementary school age is a crucial period of the child's psychological development, the rapid development of all mental functions, the formation of complex types of activity, the creation of the foundation of creative abilities, the formation of the structure of motives and needs, moral norms, self-esteem, elements of voluntary regulation of behavior are highlighted.

Key words: in future teachers, creative abilities, psychological development, all decisive periods, rapid development of all mental functions, formation of complex types of activity, creation of the foundation of creative abilities, formation of the structure of motives and needs, moral norms, elements of self-esteem, voluntary regulation of behavior.

Junior school age is a crucial period of the child's psychological development, the rapid development of all mental functions, the formation of complex types of activity, the creation of the foundation of creative abilities, the formation of the structure of motives and needs, moral standards, self-esteem, behavior elements of optional regulation of the character. Creativity is a complex mental process related to a person's character, interests, abilities. Imagination is his focus. In creativity, a new product received by a person can be objectively new (a discovery of social importance) and subjectively new (a discovery for himself). The development of the creative process, in turn, enriches the imagination, expands the child's knowledge, experience and interests. Creative activity develops children's emotions, helps to develop higher mental functions such as memory, thinking more optimally and intensively. perception, attention. The latter, in turn, determines the child's academic success. Creative activity develops the child's personality, helps to master moral and ethical standards. When creating a work of creativity, the child reflects in them his understanding of life values and his personal characteristics. Elementary school students love to make art. They enthusiastically sing and dance, sculpt and paint, write fairy tales and engage in folk crafts. Creativity makes a child's life richer, fuller and happier. Children can be creative regardless of their personal complexes. An adult often critically evaluates his creative abilities, hesitates to demonstrate them. Each child has its own characteristics, which can be

recognized early enough. [1] At school, the teacher of each subject should take into account the student's learning ability during the lesson. This requires a good knowledge of the student's psychological characteristics. Within the scope of this course work, we will briefly touch on the importance of the development and growth of their creative abilities, the need for the teacher to pay attention to the psychological characteristics of the students in their work. [1] The individual mental characteristics of students manifested in their attitude to educational activities - attention, good or bad moods, volitional activity, and interests and passions are important factors that apply in the process of studying physics. It is known that attention plays a very important role in mental activity. Emphasizing the importance of attention, K.D. Ushinsky teaches that "Attention is the door to everything that passes into our soul." Therefore, one of the necessary conditions for the mastery of physics, including the thorough acquisition of knowledge, is to direct the attention of students to the thorough knowledge and mastery of physical processes, and strong and stable concentration in it. Distraction of attention from the studied material, distraction, inability to focus on the necessary object or difficulty in focusing can negatively affect the quality of education, including the speed of learning. Various affective situations, good or bad moods, feelings and emotions played by students in the educational process play a big role. These emotions also affect the strength and stability of attention. It is known that in order to achieve any goal, it is necessary to make mental effort, show volitional activity, and spend effort. In the process of education, the activity of mental activity is provided mainly with the help of willpower. Clarity of the goal observed from the effort and effort spent in the educational process, the clarity of the means to achieve it, creates activity in students, a full and deep understanding of the educational material also strengthens the desire to understand. The positive way of attention, emotion and will in the formation of knowledge and skills also depends on the interest of students. Because, "interest is a person's orientation to things that he considers the most important and valuable in his life. Curiosity is manifested in a person's constant pursuit of what he is interested in, bringing it closer to him, and his desire to learn." It is necessary to dwell on the factors related to the pedagogical activity of the teacher. The extent to which the teacher has mastered the science, the method of teaching it, the ability to organize and conduct the lesson, and the individual qualities of the teacher as a subject teacher are among the factors that affect the formation of knowledge in students. In the formation of knowledge and skills, including in mastering physics, the teacher's knowledge, armed with teaching methods, and pedagogical skills are very important.[2] However, there are no universal methods that can be used in all conditions of education, and the existence of such a method not allowed. The teaching method should first of all correspond to the knowledge to be created, including the content and character of the material to be studied. Intuition is the first stage of perception, and the highest form of mental activity is based on the images of intuition and perception. Therefore, in order to increase the effectiveness of education, it is necessary to use the experiences and imaginations of children, and to rely on them in mastering the basics of science, including physical knowledge. Because the main essence of human sensory perception is to ensure the direct connection of the mind with the external existence, to serve to satisfy the higher needs of a person, including the need to know the world. Therefore, understanding the essence of any cognitive process and phenomenon is possible only through intuition, perception and imagination. Intuition and perception lead to the formation of visual images, and imaginations, in turn, serve as the emotional basis of abstract thinking, a high stage of human mental activity. However, even if intuition and imagination are the basis of any knowledge, the source of the basis of knowledge, it remains only the first stage of the complex process of knowledge. That is why, in the educational process, it is important to first create an emotional base, work based on it in the increasingly

complex and deepening stages of education, and have the right ratio of emotional cognition and correct (rational) cognitive activities. it will be necessary to comply with This is a necessary condition for the formation of knowledge in students. Every teacher should correctly assess their creative abilities while working with students. In the process of working with students, it is necessary to observe their interest in the first place and be able to give an important direction in this regard. In the course of the lesson, we can increase this effect even more with various methods. The mastery of students depends on the ability of the teacher to interest them, and in such cases, a high level of ambition and demand from the teacher is a necessary condition. The second specific psychological feature of the physics teaching process is as follows: physics teaching uses more models and symbols of various forms (formula, symbols of electrical circuit elements, ...) and students it is necessary to make a transition from symbolic images to real objects, and vice versa, from the perception of reverse-real objects to ideal construction and their symbolic images.

The third unique feature of the physics teaching process is the use of demonstration of experiments, organization of students' observations, and their high emotionality related to independent performance of practical work.

Education in classes according to age and mental characteristics is considered as follows.

It should be noted that the level of abstract thinking of children in grades 6-7 is low. They have predominance of prescriptive thinking, therefore it is appropriate to teach physical phenomena on the basis of experiments and demonstrations. At the same time, it is necessary to work on the formation of students' skills to distinguish general signs of events.[3] It is necessary to teach them to draw conclusions using the deduction method gradually in the 6th grade. In upper grades, academic lyceums and colleges, concepts of kinematics and dynamics, such as "material point", "speed", "force", which are distinguished by their high level of abstraction, are taught. The process of formation will be much easier for students. The attention to the development of theoretical thinking and drawing conclusions with the method of deduction is strengthened.[2] Here, the molecular-kinetic theory of the structure of matter, the elements of electron theory are studied, based on them, the physical properties of substances in different aggregate states are explained, and electronic phenomena occurring in different environments are studied. A good theory is not only a means of understanding phenomena, but also a means of re-creating them later in memory. The resulting skills are developed to a sufficiently high level, as a result of which students' cognitive abilities grow. Due to this, students will be prepared to learn and restore scientific information, which is increasing in volume. They will be able to transfer the knowledge they have acquired in physics to another subject.

DEVELOPMENT OF CREATIVE SKILLS

The issue of developing students' creative abilities is a component of developing their thinking abilities. Physics as an educational subject has a wide range of opportunities for the development of students' creative abilities. V.G. In physics, Razumovsky shows that the physical elements of scientific creativity can be imagined in the form of a cycle. The cycle is basically as follows: summarizing the facts — building an abstract model (defining a hypothesis) — making theoretical conclusions — testing the conclusions in an experiment. When learning new material, different methods can be used to use different links of the cycle. Let's consider the application of the cyclic principle in the example of studying the properties of gases. Basic concepts: the gas completely occupies the container it is in, it compresses, expands and diffuses (diffusion will be demonstrated

in an experiment). Model hypothesis: based on the experimental facts, we can imagine that the gas is composed of small elastic balls and molecules that are always in irregular motion. This gas model allows to explain the presence of gas pressure and to calculate it through gas parameters.[3] If the gas is in a container of volume V, the number of molecules in it — Afni, knowing the mass m of one molecule and its average speed 5, it is possible to calculate the pressure exerted by the gas on the walls of the container: For example, students are interested in the following problems: Only How to determine the mass of a wooden ball using a beaker of water? How can you determine the volume of a body with only stones and a scale with a water container? Students can be offered problems with design elements as follows. Figure 1 shows the scheme of a floating relay of a water pump device that automatically cuts off the electric motor when the water level in the tank reaches the maximum permissible height. What changes should be made to its scheme so that the relay automatically turns on the motor when the water level in the tank drops to a minimum? The following can be shown as the main factors for the development of scientific knowledge and research skills of students. attracting students; organizing students' independent work in class; performing creative tasks by students; creating conditions for students to tell their classmates what they have learned from popular scientific literature Students find answers to the questions they are interested in by reading literature, watching movies and television films, and observing natural and technical phenomena independently. uses methods that activate thinking abilities and attention, help to understand the importance of knowledge in the conditions of scientific and technical revolution. Cultivating students' interest in science helps them to solve many technical issues, their activity, their personal quality and the ability of students to organize cognitive activities. Pupils' interest in the lesson depends on how interesting, meaningful, understandable the lessons are, and moreover, the materials are colorful. The lessons, which are rich in musical pieces, various visual aids, interesting facts and information about music, and are organized at a steady pace from beginning to end, make a great impression on students. The current era is a time when ideological contradictions in the world have become complex, and ideological camps are becoming stronger than nuclear training camps. That is why all means are being used to educate the young generation in the spirit of national consciousness and national ideology. In this regard, the art of music, especially singing, combines two great arts - poetry and music - and becomes a great educational tool. Different methodical sources have different views on teaching musical students to creative thinking and creativity. For example, according to some experts, the process of teaching children to draw correct conclusions from various scientific information is important for the formation of creativity. The importance of this theoretical approach is that it can be used in all kinds of musical training. Musical creativity activity is of great importance for the development of musical thinking, research and creativity in children. One of the most convenient ways to find students in music lessons is to use the performance and comparison method in music lessons, which is done as follows.

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