

The Role of the English Language in the Formation of Creative Activity of Students in Primary Education

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Abstract: This article is currently psychologists trying to direct the active independent creative activity of students in the educational process to the activity of independent knowledge, independent acquisition of knowledge. Maximizing students' cognitive activity and developing their independent creative thinking is becoming an important task of school education.

Keywords: Thinking, Education, intellect, educational material, Junior school, Content of education, mental maturity.

From the first days of education, various conflicts, contradictions, and internal conflicts arise that drive the development of children of junior school age. At the root of these lies the level of mental maturity of the child and the contradictions between positive qualities and requirements. The continuous increase in demands requires the continuous development of the child psychologically, and as a result of the continuous movement of this development chain, human maturity is realized. Interest in the content of education and acquiring knowledge is inextricably linked with the student's feeling of satisfaction with the result of his intellectual work. This feeling is manifested by the encouragement of the teacher and forms the inclination, desire and need to work more effectively in the student. The feelings of pride and self-confidence that have arisen in the child serve to acquire knowledge and strengthen skills, and their educational effect increases only if there is a measure of encouragement and punishment. One of the important characteristics of students of junior school age is the feeling of confidence and high respect for the teacher. That is why the student has a great opportunity to have an educational impact on the child. The child considers the teacher to be intelligent, intelligent, sensitive, kind, even wise. He sees in the figure of a teacher a respectable person who realizes his good intentions, dreams, and wonderful feelings. The influence of parents, other family members, relatives, and acquaintances decreases sharply in front of the teacher's reputation. Therefore, children accept every word of their teacher as a law. In the process of education, the teacher uses his reputation wisely and efficiently to help students to be organized, hardworking, have a positive attitude towards learning, control their attention, control their behavior, self-control, and overcome difficulties. should form such qualities. For this, it is necessary to use the method of comprehensive influence. Study activity in accordance with the purpose creates important conditions for the development of intelligence, sensitivity, observation, memorability, memorization and recall of students of junior school age; forms children's reading, writing, and counting skills. In addition, during this educational process, their scope of knowledge will expand, their interest in learning will increase, and their intellectual potential will be used. It consists of a positive attitude to academic subjects, the intention to study hard, a sense of responsibility to the public, and a sense of the social importance of learning. One of the important tasks of teachers is to find a certain desire in students to remember materials, to teach them ways of thinking (comparison, analysis) to remember. First of all, among school psychologists, primary school teachers must perform this task. Thinking is a process that directly reflects the reality in the environment with the help of

speech. In order to increase the productivity of memory, it is necessary to use self-control during the educational process, check the learned material by repeating it, remember it, and exercise it effectively. If young school-age students are not taught memorization and recall techniques [32], they will not be able to reproduce the material directly. time stops. But students don't like memorizing material and don't understand how to easily retrieve it. Learning how to memorize, remember, recall, and recall material is the key to logical memory growth. In the process of education, children's bright, clear, clear, vivid imaginations turn into a specific reality with the help of thought. A system of artistic images is created in which the studied science materials are heard and read. Revival of impressions accumulated in life experience during study, new images improve creative imagination, the most important factor of creative research. One of the most important features of creative imagination is the clarity of the created images, their inherent connection to logical laws, and their distance from unnatural, fantastical desires. Therefore, in the student's imagination, the state of images and symbols that do not contradict with marriage and reality expands more and more. This means that students have developed the ability to critically evaluate events. As a result, he gets rid of the impression. The skill of evaluating the created images based on the objective laws of nature and society is further improved. In order to develop students as well-rounded individuals, it is necessary to improve their creative activity from the elementary grades. Because in the elementary grades, students' taste, worldview, potential, all mental processes, individual psychological characteristics are rapidly formed. Psychologists - S.A. Rubinstein, B. G. Anan'ev were among the first to show that general mental development is related to general intelligence. For example, B. G. Anan'ev, while researching complex mental characteristics, puts forward the hypothesis that success in study and work depends on this characteristic. The scientist shows the ways of setting and solving various tasks related to knowledge of these categories. In the following years, there was an interest in intensive research of the problem in various directions. Regarding these studies, it is important to note the research of N.S. Leytes. First of all, Leytes emphasized that the general mental abilities, which include the qualities of the mind (although they depend on the will and emotional characteristics in a serious development) characterize the theoretical knowledge and practical activity of a person. The most important thing for the human intellect is to reflect the connections and relationships between things and events and thereby creatively reshape reality. According to N.S. Leites, certain conditions of activity and self-regulation are hidden in the features of higher nervous activity, which are one of the important internal conditions for the formation of general mental abilities. The basis of education is not memorizing the abundant information that teaching brings to students (although this is an important task), but the active participation of students themselves in the process of receiving this information. should consist of gradually forming their ability to learn independently. Today, the idea put forward by pedagogic scientists L.S. Vygotsky, that is, teaching does not apply the level of development that the student has achieved, but rather imposes requirements on the student's thinking that slightly increase his capabilities. they are based on the rule that it should require the level of analytic-synthetic activity achieved by [34] and well mastered. A.S. Vygotsky believed that in the mental development of education, it is necessary to rely not on yesterday, but on tomorrow. Education is only based on the completed level of development without building, it is necessary to rely on things that have not received much content and developed on the basis of the influence of such education. Vygotsky puts forward the idea of two levels of mental development in a child. The first level, as Vygotsky said, the level of actual development, is the current level of the student's readiness, which is characterized by the teacher's ability to complete tasks independently. A much higher second level (Vygotsky called it the zone of proximal development) is what the child cannot do independently, but with little help (guiding questions, telling, pointing) general instructions education in the process, it will pass to the level of actual development. Psychologist and scientist N.D. Levitov proved that creative activity is based on the following criteria: - independence of thinking; - assimilation, speed and consistency of educational material; - the speed of mental reasoning (ingenuity) in solving non-standard tasks; - to be able to distinguish the important from the unimportant by going deep into the essence of the phenomena being studied. U. Nishonaliyev puts forward the idea that the main criterion of intellectual development

is the correct planning of the structure of educational activities (composed educational activities) and its components. O. Hasanboeva of junior school age the following characteristics of the thinking activity of students: the speed or slowness of acquisition; the ease or difficulty of adapting the thinking process to the changed conditions; the interdependence of the frame of mind; considers as different levels of analytic-synthetic activity.

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