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METHODS OF INTENSIVE DEVELOPMENT OF CREATIVE ACTIVITY OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article discusses the issues of intensive development of the creative activity of pupils in the subjects of mathematics, through the effective use of visual aids, prepared jointly with pupils, when working with paper in the subjects of technological education.

KEYWORDS: *Interaction, Educational Process, Technological Education, Creativity.*

INTRODUCTION

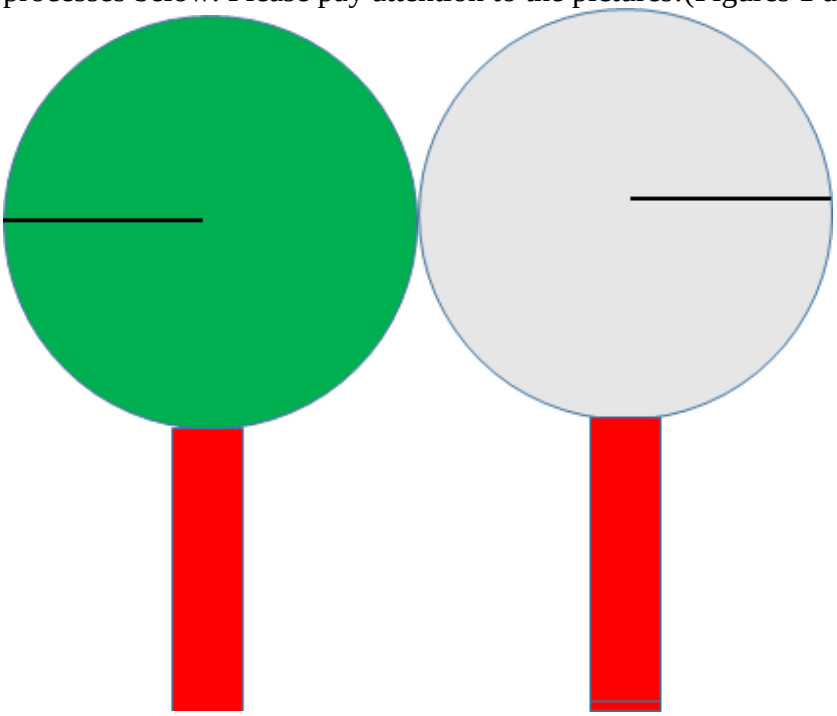
One of the important factors to consider in developing the creative abilities of primary school students is that the teacher should approach each student individually and study their interests and tendencies individually. Based on this research, students should be divided into small groups and develop a program to work with them. We know that the educational process is two-pronged and consists of the interaction of teacher and students with each other. The teacher who leads this process is the person who ensures the proper organization of the educational process, the correct implementation of educational goals and the effectiveness of learning outcomes.

It is well known that in the early years of school, students are particularly interested in subjects such as technology, fine arts, music, and physical education, which are part of the applied sciences. If the teacher uses this interest wisely, he / she will be able to effectively master other subjects that are difficult for the student.

Especially effective in the development of creative activity of primary school students in the lessons of technological education is the use of joint exhibitions with students. The 1st grade technology education textbook covers the topic of making circles and circles out of colored paper. With a creative approach to the subject, it is possible to create cards that can be used as visual aids in other disciplines. At the same time, in technology classes, students use solid white and colored paper, of course, with the help of the teacher to make a circle card with 2 handles (one white and one green). (Figures 1 and 2). It is cut from the edge of the card to the center, as shown in the picture. This will then be used to put the two white and green cards on top of each other.

These cards can be used as a visual aid in mathematics lessons. This results in the development of students' inquisitiveness, creativity, that is, intensively, that is, in a short period of time, achieving high efficiency with relatively little effort. As a result of using his visual aids in math lessons, students feel satisfied with their work. In this process, it is possible to observe that some topics of technological education and mathematics lessons are intertwined and integrated.We will consider

these processes below. Please pay attention to the pictures!(Figures 1 and 2)



Figures 1 and 2. Hand green and white cards.

Note that the cards are cut from the edge of the circle to the center, that is, the part representing the radius, and from this cut the two cards are combined to form the diameter of the circle, the right angle and the acute and obtuse angle in mathematics. and can be used to find spread angles, on fractions - to find fractions, on fractions - to express right and wrong fractions.

For example, they are used to find the radius of a circle (Fig. 2), to find the diameter of a circle (Fig. 3), to find right, acute and obtuse angles and angles (Figures 3 and 4). These processes can be achieved through questions and answers by the teacher, and in some lessons, by holding the exhibits together while the students are holding the exhibits together.

It is also used in mathematics to find fractions on fractions and to express fractions on fractions (Figures 4 and 5). During the screening of the exhibition, by asking questions such as how much of the share was painted and how much was not painted, the exhibition was asked how many parts were now painted.

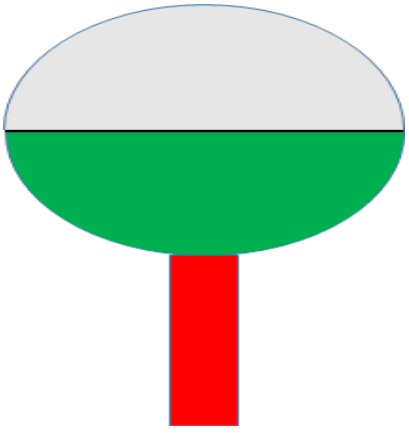


Figure 3 The case where the green and white cards on the handle are stacked on top of each other

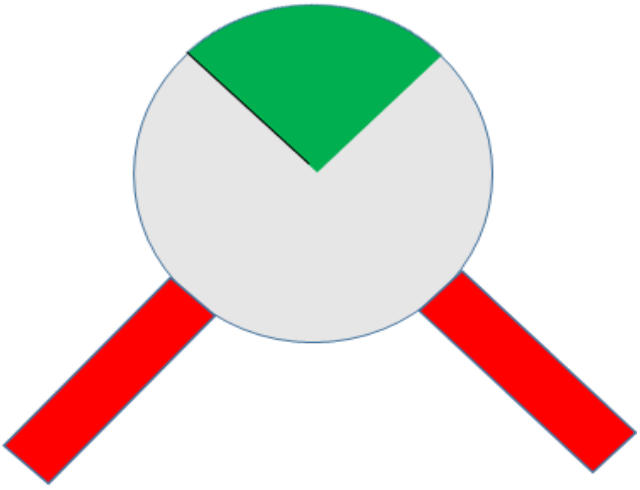


Figure 4. Demonstrate different angles on the first green and white cards.

It is no secret that the textbooks of primary school students are being updated in accordance with international standards. For example, 1st grade math textbooks cover the topics of right angles, acute angles, and obtuse angles.

In teaching these types of angles, we use a visual aid made by the students themselves. In working with this exhibition, we monitor the process by asking questions to students other than the low-achieving student. Can the question be answered in the following order? We conditionally call a low-achieving student "Khushnudbek". We give Khushnudbek the cards in a rectangular shape (Figure 5) and he asks the students.

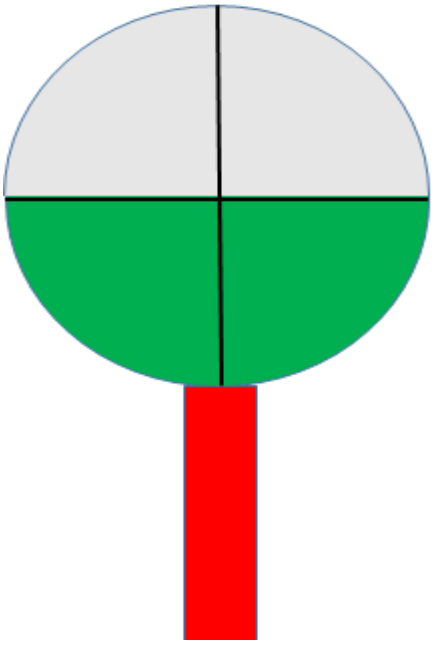


Figure 5. Demonstrate angles and stakes on the first green and white cards.

Grade 1 Student, Process 1.

- Khushnudbek: Is this a sharp corner? - Students: No.

- Khushnudbek: Is this an impassable corner? - Students: No.

- Khushnudbek: Is this a wide corner? - Students: No.

- Khushnudbek: Is this the right angle? - Students: Yes

- Teacher: Is it possible to see the corners mentioned by Khushnudbek with the help of this exhibition?

- Students: Yes.

- Teacher: Then, with the help of your visual weapon, the students in the 1st row can see the right angle, the students in the 2nd row can see the sharp corner, and the students in the 3rd row can see the impenetrable angle.

In this process, it will be possible for students to easily understand their perceptions of angles in a short period of time. A Grade 1 math textbook uses scissors as an example to illustrate the above process, and the advantages of this technology in explaining angles over scissors are obvious.

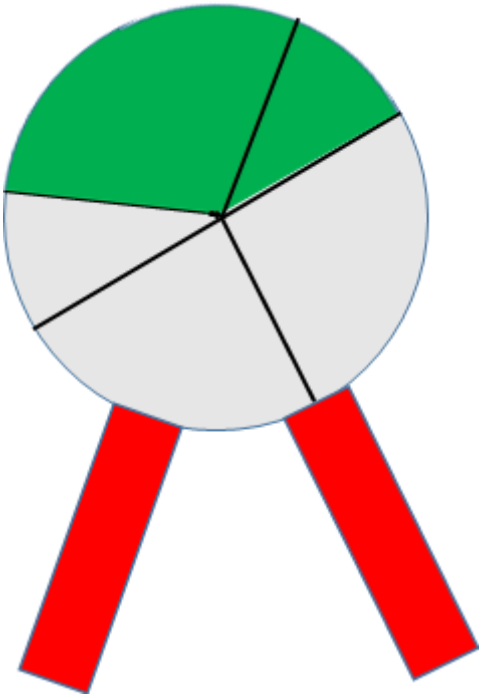


Figure 6. Demonstrate angles and stakes on the first green and white cards.

Students in grades 3-4, process 2.

The teacher points to Figure 6 and asks: What is the ratio?

Students answer: $\frac{2}{2}$it's two by two.

The teacher asks a question:$\frac{2}{2}$what fraction is this?

Students answer: This is an incorrect fraction.

The teacher changes the position of the handle of the exhibition and asks another question:

- What is the ratio?

Students answer: $\frac{2}{3}$these two divisions are three or two thirds

The teacher asks a question: $\frac{2}{3}$what fraction is this?

Students answer: This is the correct fraction.

This means that we can check the results by re-asking a student with a lower level of math skills.

This visual tool, which is the product of students' own labor, gives students a sense of self-confidence, a sense of creativity, the need for what they have created, as well as an interest in the profession from primary school. Causes it to increase.

Students can develop their creative abilities by working with students, taking their every opinion into account and not ignoring any opinion, and encouraging them when needed.

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