



Article

Development of Creative Activity in Primary Education Through Heuristic Tasks

Kenjaboyeva Nigora Mamayusufvna¹

1. PhD. Associate Professor of the Surkhandarya Regional Center for Pedagogical Skills

Abstract: This article highlights the importance of heuristic tasks in developing students' creative activity in primary education. Through the heuristic approach, children's independent thinking, problem-solving and creative abilities are formed. The study examines the types of heuristic tasks, methods and results of their application in the classroom. The article also contains practical recommendations for teachers working with primary school students.

Keywords: Heuristic Tasks, Creative Activity, Independent Thinking, Problem Solving, Creativity, Educational Process, Pedagogical Approach

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1. Introduction

Reforms related to the transition of the Uzbek education system to a new qualitative stage, starting from primary school, are creating favorable conditions for the formation of the foundations of science, moral and ethical values, national and social labor skills, heuristic and creative thinking in students.[1] In this process, the need to develop a conscious attitude of students to the environment is emerging.[2] Therefore, the improvement of pedagogical approaches and the use of effective tools in organizing students' creative activities has become an urgent issue.[3]

The term "heuristics" comes from the Greek "heurisko" - to find, to discover. The main goal of heuristic education is to show versatile methods for solving various problematic tasks (creative, unusual, creative) in conditions of uncertainty. The importance of heuristic tasks is manifested precisely in the state of openness that a person displays in the process of mastering new knowledge.[4]

2. Methodology

Heuristic task is one of the main concepts of heuristic education. Such tasks become a powerful tool for developing the student's creative thinking in each lesson. These tasks are implemented by solving educational tasks in unusual ways.[5][6]

Analysis and conclusion. According to A.V. Khutorskoy, a heuristic task is an educational task aimed at creating a personal educational product and demonstrating it in the process of independent activity [7].

We consider the use of heuristic tasks in primary school to be an important tool for developing creative thinking. Children aged 7–11 years tend to express themselves in any unusual activity, including in the lesson process. Creative activity is an important factor in the formation of the thinking of younger schoolchildren, revealing their potential for interest in knowledge, speech development, independent thinking, and an unusual approach.[8][9].

3. Results

The attitude to creative activity corresponds to the following talent criteria:

Intensive Intellectual Development;

Interest In Reading, Observation, Rich Vocabulary, Speech Development, Unconventional Thinking;

Early Formation Of Interests (Mathematics, Art, Music, Technology, Foreign Languages, Etc.);

A Desire For Knowledge, Initiative, Independence, Goal-Orientedness;

Readiness For Creative And Practical Activity.[10]

The creative process has two main features: one is intuitive (intuition, understanding), the second is expressed through formalized results. The first direction is manifested through understanding the essence of the problem, and the second is manifested through its analysis and solution. As a result, these two directions form important components of creative thinking - logical and intuitive thinking.[11][12]

Heuristic tasks that help to form the student's personal qualities and creative thinking are especially important in solving problematic tasks that require a non-standard, creative, new approach.

When completing a heuristic task, the student mobilizes various aspects of his personality, including:[13]

Cognitive - understanding the environment, asking questions, identifying connections between events, expressing his understanding, answering questions;

Creative - inspiration, fantasy, sharp mind, unusual thinking;

Motivational-emotional - interest in the activity, motivation, desire to learn, emotional satisfaction;

Research - analysis, generalization, comparison, drawing conclusions, observation, conversation, etc.

In the primary school, students can be comprehensively developed on the basis of simple, but multifaceted tasks. Based on the experience of forming students' personal qualities, their development is ensured through various activities (educational, practical, social). Therefore, state educational standards pay special attention to an approach based on practical activities. A specific feature of primary education is that the level of social and psychological development of children entering primary school can differ significantly from each other. This, in turn, necessitates the adaptation of educational methods and the creation of an educational environment based on an individual approach.[14][15]

In practice, the following indicators of students' creative activity are determined to evaluate heuristic tasks:

Motivational-emotional indicators - enthusiasm for activity, interest in novelty, positive emotional attitude, satisfaction;

Volitional indicators - determination, courage, goal-orientedness;

Cognitive indicators - flexibility of thinking, independence, diligence;

Creative indicators - speed of ideas, speed of thinking, originality of thinking. The above criteria are important in the development of the student's personal creative potential, especially in primary education.

Types of creative activity are:

1. Reproductive - repetition of ready-made knowledge;
2. Partially exploratory - creation of innovation based on a model;
3. Truly creative - achieving personal results based on an original approach.

Reproductive activity represents the lower level of creativity, at a higher level - partial research activity, and the highest level - the truly creative level. It is through this level that the student's independent thinking, expression of his personal point of view, and the desire to achieve a creative result are manifested. Having reached this level, the student performs tasks on a more research-oriented and independent basis. This, in turn, leads to a deeper, more conscious form of acquiring knowledge and is one of the main goals of education based on a creative approach.

4. Discussion

To form a student as a comprehensively developed personality, it is especially important to increase his creative activity, especially from the younger school age. It is at this age that children's tastes, worldview, mental potential, mental processes, and individual psychological characteristics are rapidly formed.

Psychologists S.L. Rubinstein and B.G. Ananyev were the first to begin to study the general mental development of a person in connection with his body. For example, B.G. Ananyev, studying complex mental functions (perception, attention, memory, thinking), shows the importance of these qualities in the overall development of the individual.

N.S. Leites, on the other hand, substantiated the general abilities of mental potential: these abilities are formed through a person's conscious attitude to knowledge, will and emotions. They are reflected in theoretical knowledge and practical activity. According to Leites, the main task of human intelligence is to understand the connections between phenomena and act on the basis of this knowledge. He bases the emergence of creative thinking on the characteristics of higher nervous activity.

Research Methodology

Today, psychologists use various approaches aimed at developing independent thinking and active cognitive activity of students. In this process, the main role is played by: interest in knowledge, independent resourcefulness, analytical and creative thinking.

These approaches serve to effectively organize creative tasks, increase student motivation.

The student's internal motivation is a stable interest in learning, the desire to ask questions and receive answers from the teacher. In this case, the child experiences joy from acquiring knowledge, a sense of self-expression and independence. This stage is called the creative-inspirational level.

At this level, the child demonstrates such feelings as determination, courage, striving for results, and satisfaction with novelty in solving educational tasks. In this case, reading becomes not just a means of acquiring knowledge, but a creative research activity.

5. Conclusion

The use of heuristic tasks in primary education leads to the following results:

Students' motivation to learn increases;

Cognitive activity becomes more active, independence in completing educational tasks increases;

A creative approach is formed;

Scientific research, initiative, and cultural thinking develop in the student;

The learned knowledge is transferred to real-life situations. The use of heuristic tasks in lessons increases the general level of thinking of students, encourages them to think critically and creatively. Such an approach serves to develop the student on the basis of human values, national culture, and scientific thinking.

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