

**EFFECTIVENESS OF TEACHING STUDENTS TO THINK
CREATIVELY IN PRIMARY MOTHER TONGUE CLASSES****Umirbaeva Ulzada**

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Abstract: *This article talks about the formation of creative thinking skills during the teaching of native language classes to primary school students. The important and responsible task of developing human thinking is discussed first of all through mother tongue training.*

Keywords: *Mother tongue, thinking, creative, thinking, beginner, student, personality.*

INTRODUCTION

In the Republic of Uzbekistan, the year 2023 is named "Year of attention to people and quality education" and has set a number of main tasks for education. First of all, raising the literacy level of elementary school students, teaching them to think freely, and thereby educating the educated generation of New Uzbekistan has become the main goal. It must be said that the role of native language classes in the formation of creative thinking skills is very important. In social sciences, the concept of "creative thought" means the relationship of thought with its subject. On the one hand, the opinion is general, on the other hand, it is subjective. It is directly connected with the socio-psychological condition of the person. In this thought process, the managerial activity of a person occupies an important place. On the one hand, the student's creative thinking is connected with the psychological state, and on the other hand, it is inextricably linked with his age, the method, rules and principles of education adopted in the country.

MATERIALS AND METHODS

A creative thought is a student's attitude, assessment, point of view about an object, event, process without the help or guidance of others, it is a tool, a "weapon" to show his "I". Creative thinking is based on the student's knowledge of certain subjects and processes, their comparison, analysis, transition from simple thoughts to complex thoughts, from complex thoughts to simple thoughts, taking into account the existing socio-historical situation in the society. It is considered a special consideration. As mentioned, creative thinking is inextricably linked with the individual psychological characteristics of the student, and it differs according to its size, content, level of logic and speed. It is important to identify a certain aspect, compare, analyze, doubt, imagine, and create modeling. In this process, the attention of the society to the creative potential of the student becomes important.

RESULTS AND DISCUSSION

It is known that consciousness and education are dialectically related social phenomena. It is impossible to change the mind without changing and renewing the educational system. At the same



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time, it is clear that consciousness is a factor that determines the direction of education, its essence, system, and level of existence.

The mechanism of existence of thinking is realized through thoughts and relations between thoughts. In any opinion, the truth or untruth of a certain subject or inter-subject, inter-process relations is confirmed or denied. Thought always becomes reality through speech. There is no speech without thought and no thought without speech. At the same time, speech acts as a form, and its content forms an idea. If the relationship between the possessor and the participle indicates the completeness of the content of the sentence, the possessor in the sentence connects it with the previous idea, and the participle creates the basis for the emergence of a new idea. In this way, thoughts are interconnected on the one hand, and on the other hand, they develop regularly. The development of thought in this way serves to form the oral speech of the student. Writing the student's creative thoughts is carried out through creative works such as creating a statement, essay, and text in the skills and abilities classes of the mother tongue.

The process of mastering the educational material of the student is a complex process, it is related to the ability to observe language phenomena, search, interpret the differences, compare, identify commonalities, find differences, classify, make judgments, identify differences, apply, etc.

These are important signs of creative thinking and independent thinking, each with its own characteristics [2]:

1. Observation - being able to observe examples of native language events based on textbook assignments;
2. Search - to enrich the series of events based on thinking, recalling, asking, using a dictionary, encyclopedia, information sources;
3. Interpreting individuality - being able to interpret each event in a given and continued sequence separately;
4. Comparison - being able to compare similar events;
5. Determining commonality - being able to identify similar, common aspects of similar events;
6. Finding differences - being able to identify different aspects of similar events;
7. Classification - to be able to divide similar events into groups and subgroups based on similarities and differences;
8. Making judgments - being able to make general judgments and conclusions about the series of events;
9. Determining the differences - being able to identify the relatives of the studied phenomena (meaning relatives, form relatives, task relatives, value relatives, opposites, etc.);
10. Application - being able to independently interpret events in written and oral forms and create a creative text. The highest expression of creative thinking and independent thinking is text creation. For this reason, it is necessary to discover the leading direction of working on the text in the mother tongue classes [3].



The inclusion of the "Working on creative text" section in the school's "Mother tongue" program and classes has the same goal. It is necessary to teach pupils and students to independent creative thinking in native language lessons, to strive to create a spiritual-educational revolution in their minds. Therefore, in new programs and textbooks, it is necessary to refrain from memorizing grammatical rules, to form a creative way of thinking, lessons and exercises. It was aimed to focus the lessons on creating the speaking skills of pupils and students.

As mother tongue education serves to educate a creative thinker, taking into account the requirements for creative and practical work aimed at developing students' oral and written speech, and their continuous implementation ensures the success of the educational process. The goals and objectives of mother tongue education are primarily determined by the function of the language in society and its place in human life.

Language serves as a means of communication and interaction between members of society, a means of expressing one's thoughts and thoughts orally and in writing, and expressing one's inner experiences. One of the important requirements for mother tongue education at school is to prepare students for the activity of expressing their thoughts. It is known that children actively interact with each other in all spheres of their activities. They constantly think about things and events in the material reality that surrounds them and communicate their thoughts to each other [5].

CONCLUSION

So, sharing ideas in society is a legitimate necessity. If there is no exchange of ideas between people, the destruction of society is inevitable. And thought is realized only with the help of language. Therefore, everyone should know how to use it and first of all try to fully learn it. Subordinating mother tongue teaching at school to its useful goals, it is necessary to envisage the support of the development of oral and written speech of each learned grammatical concept, information, definition and rules, and to increase the attention to practical linguistics.

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