

MANAGEMENT OF CREATIVE ACTIVITY OF PRIMARY CLASS STUDENTS

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Abstract: *In this article, each class in the program has a particularly great potential in the development of creative activity in the activities of music creativity. In fact, an opinion has been expressed about the classification of the category that gradually forms all forms of the person's understanding of the world, mental activity.*

Key words: *Fine art, geometric figures, grammar, spiritual need, composition, decorative sculptures, individual, artistic work*

In order to manage the creative activities of primary school students, school management, primary school teachers should clearly and clearly know the requirements for the level of preparation of students in primary education based on the state educational standards. In primary education, based on the state educational standards, the requirements for the level of preparation of students in grades 1-4 are determined based on the characteristics of each subject. If the students in the subject of the mother tongue should write grammatically correctly, think fluently, and compose a written text; if they need to know how to identify numbers, nouns, verbs, etc., read with correct pronunciation in reading classes, etc., and master counting techniques in mathematics, comparing natural numbers, it is required to understand the meaning of mathematical 41 terms and to be able to use them when reading numerical expressions, to solve problems of practical content using the connections between quantities, to recognize and find the surrounding shapes related to geometric figures. And from the study of nature, to imagine and know animate and inanimate nature; to be able to apply what they know in practice, to understand the types of human work and activities, related to physical development in the field of man and society, related to music, related to visual arts, related to material and spiritual needs of a person. These requirements are fulfilled in the process of acquiring knowledge. In the current programs, there are several tasks aimed at developing creative activity, but it is difficult to say that all of them will direct the elementary school student to creative activity. Below we will analyze the tasks given in some subjects. For example, in the curriculum of mathematics for grades 3-4, great importance is attached to the development of creative activity in students. It contains questions about ingenuity, logical exercises, making geometric shapes and distinguishing them from each other, finding the simplest shapes from pictures, models, and surrounding objects, games about time perception and eye tracking, mental ingenuity; In the 4th grade, practical work, developmental exercises: mathematical playground, mathematical tricks, arithmetic competitions, poetic problems, humorous problems are given, so that the interest of students in teaching science will definitely activate their creative activities. We can witness

that the world around us, which is studied in grades 1-4, has great opportunities for the development of creative activity of students. It provides students with the necessary knowledge of interdependence in nature, determining its 42 results based on weather observations, and applying nature protection measures. In our opinion, tasks presented in visual arts classes are of great importance in the development of students' creative activity. Thematic compositions (2nd-3rd quarters of 1st-2nd grades), decorative sculptures (3rd-4th quarters of 3rd grade), assignments on folk tales, making toys (4th quarter); making separate pictures based on fruits and flowers, insects, birds (2-3 quarters), drawing still lifes; painting composition (4th quarter of the 4th grade), working on tasks such as group and individual painting, performing exercises to further develop creative abilities and artistic taste, preparing a sketch of holiday greeting cards. According to the analysis, the students of the programs for the formation of knowledge, skills and competences of elementary school age students are defined by various methods, but teachers do not always use them in practice. Especially in labor education, artistic work as a developing goal, in the process of training, great attention is paid to the development of students into a well-rounded person by providing mental, physical, moral, artistic, aesthetic education and training. In this regard, creativity formed in the field of national crafts is defined as the main criterion for acquiring knowledge, skills and qualifications. Especially general and artistic work, painting basics, design basics, general technology basics, etc., making things in practical tasks, jewelry, carpet weaving, pottery and other professions, making handicraft items and dolls from various materials. , sewing clothes for dolls, 43 and decorating with embroidered flowers, students develop creative activities. For the first time, the culture of musical creativity was included in the musical culture curriculum. This activity is of great importance for the development of musical thinking, research and creativity skills in children. This activity requires creativity, such as accompanying the teacher's performance, conducting the class performance, finding appropriate movements and dance movements, composing a melody for a piece of poetry. This activity is especially important for strengthening the creative activity of talented students in the class, satisfying their artistic needs and artistic development. Wide use of game styles is recommended in the implementation of musical activities, playing instruments and creative activities. Because the basis of these activities is more related to game features. Each class in the program has a particularly great potential for developing creative activity in the classes on music creativity. In fact, activity is considered a category that gradually forms all forms of a person's understanding of the world, mental activity. In order to learn how to implement the development of creative activity in primary education, we observed the lessons of a number of teachers in schools 8 and 12 of Gijduvon district of Bukhara region. In the 4th grade, students were directed to creative activities on the topic of "Drawing a pattern socket" in the Fine Arts lesson. Tasks designed on the subjects of decorative and applied art were conducted to familiarize students with applied and decorative art, folk applied and decorative art, dress decoration, tools and

materials used by folk craftsmen. For example, in the 4th quarter of the 4th grade, the assignment designed in the lesson on the topic "Making a sketch of a teapot" is designed based on the purpose of the lesson: "to develop students' creative activities and aesthetic tastes, to develop their visual skills, to expand the range of artistic thought." The tasks presented here can be of the following nature: 1. Make a sketch of a teapot. For this, pay attention to the following: a) Remember the information about color learned in the previous lesson. What are their characteristics? b) Pay attention to one of the most important features of colors - the interdependence of its elements. c) Start drawing a teapot from a circle. d) use two types of patterns: the first - pattern pieces are located in the direction of the radius of the circle and they narrow towards the center; the second - pattern elements are placed in a circle. 2. Uzbek patterns differ from the patterns of other nations by their beauty, abundance of patterns, and richness of plant-like elements. Analyze this lattice pattern. 3. Find the composition of the pattern according to the selected shape. 4. Take into account the characteristics of grid patterns when sketching. 5. To complete the sketch, finish it in paint. The tasks modeled in this book are focused on increasing students' creativity. Sometimes it is possible to work individually with students with low mastery, to provide them with special assignments. Since these activities are creative in their content, students can continue them at home or in the next lesson. 45 There are various ways of making students interested in the lessons of the tasks designed in the education of fine arts. One of the effective forms is to create tasks that embody the problem situation and organize monitoring of their evaluation. Problem situations express how the student perceives the problem, and its solution requires the search for new knowledge, new methods and actions. Special forms are distributed to students at the end of the lesson in order to monitor the lessons designed in the experimental stages and the tasks created for specific topics, and based on them, an opportunity is created to set clarified educational goals in the future. In primary education, a certain assessment is determined for each creative activity and it is assessed by experts. Primary school students' interest in reading develops according to the stages of cognitive activity, age, life conditions

and is determined by the specific characteristics of its activity. The most important principle of the leading pedagogical idea in working with students of primary school age is the formation of initial beliefs that ensure the success of educational activities in children and the creation of conditions for educational activities. Creative activities of students in primary education formation "Etiquette", "Reading", "Native language", "Nature", "Music", It is carried out in the subjects of "Fine Art" and "Labor".

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