

DIAGNOSTIC INDICATORS OF THE LEVEL OF CREATIVE COMPETENCE IN PRIMARY GRADE STUDENTS

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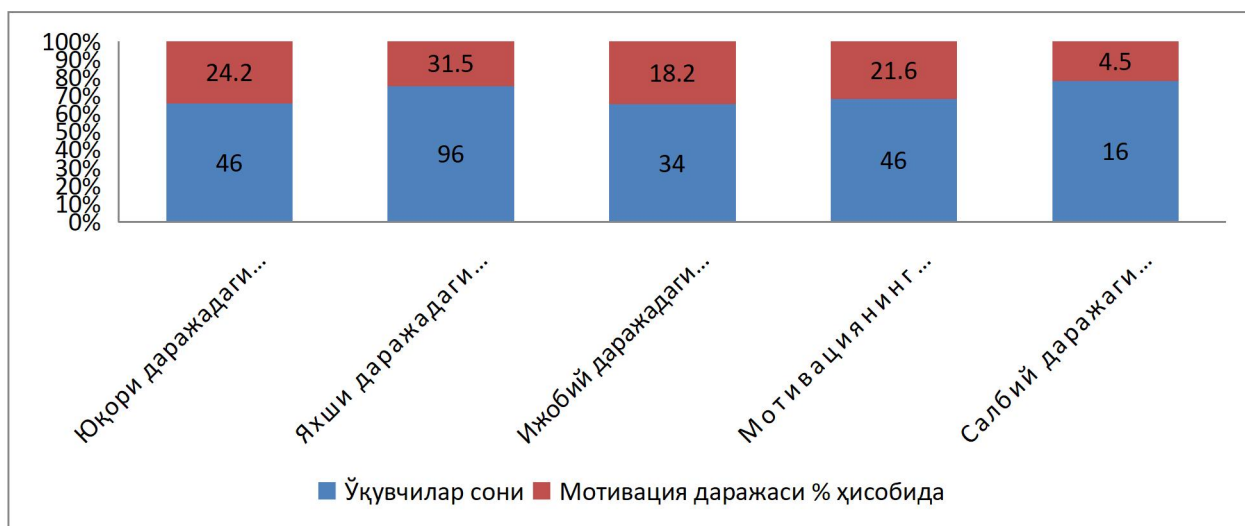
240 primary school students and 80 parents from secondary schools in Jizzakh, Samarkand and Syrdarya regions participated in the experimental process of our study.

During the experimental process, diagnostics of the components of the creative potential of primary school students: motivational, cognitive activity, creative, intellectual development were carried out. The study used the methods of N.G. Luskanova "Assessment of the level of motivation for reading in primary school students" and G.Yu. Ksenzova "Determination of reading-cognitive interest". Also, in the study, in order to diagnose the level of development of the creative component of students, in order to determine the level of divergent (different, original thinking) thinking and independent development, an adapted and partially modified version of the "Divergent (creative) thinking" test developed by F. Williams was used, and in our study, it was processed through observation, interviews with parents of students, analysis of questionnaires, tests, expert evaluation, document analysis, and mathematical statistical methods of processing materials, and results were obtained.

N.G. Luskanova's method "Assessment of school motivation of primary school students" consists of 10 questionnaires aimed at studying the student's attitude to school, learning and the school environment, and the assessment was carried out on a point basis. A total of 310 students were included in the study. A response indicating a positive attitude of the child to school and their preference for learning situations is scored 3 points, a neutral response is scored -1 point. A negative answer is assigned 0 points. Depending on the value of the total score, 5 main levels of school motivation are distinguished:

- 25-30 points - high level of school motivation, academic activity;
- 20-24 points - good motivation towards school;
- 16-19 points - positive attitude towards school, but more emphasis is placed on extracurricular activities;
- 10-14 points - low motivation towards school;
- less than 10 points - negative attitude towards school, school maladjustment.

The results show that 31.5% of students showed good school motivation, 24.2% high motivation, 21.6% low motivation and 4.5% negative motivation. This situation made it possible to identify groups of students who, based on the attitude of the studied students to school and educational activities, are taught with different approaches and teaching methods to develop their creative potential. In addition, the low motivation of some categories of students to school and study and the negative level of motivation for students hinder the successful development of creative thinking and reasoning, leading to a decrease in their desire to discover new knowledge and achieve educational goals. Therefore, with such students, the class teacher, parents and the entire school administration require special activities and necessary measures to increase the level of motivation for school and study in children. This requires children to be interested, involved in the educational process, and in the process, all educational activities should be aimed at developing their creative potential.



Expression of the level of motivation for school in students

The purpose of the "Staircase of Motives" method used in our study is to determine the ratio of social and cognitive motives of teaching students. In this case, two types of learning motives in the form of a student ladder are distinguished:

Cognitive motives:

- cognitive orientation aimed at mastering new knowledge;
- process orientation to the learning process;
- result-based - effective orientation in teaching;
- orientation to mastering the method of learning.

As can be seen from the results obtained in studying the level of cognitive motives in students, the scale of "general orientation to the learning process" showed a high level (37.2%). Accordingly, the scales of "cognitive orientation towards the acquisition of new knowledge" (30.0%), "result-based - effective orientation in teaching" (17.6%) and "orientation towards the acquisition of knowledge methods" (15.2%) showed the following indicators. The above situations indicate that at first glance, the high levels of "general orientation towards the learning process" and "cognitive orientation towards the acquisition of new knowledge" in students seem good, but the low levels of the scales of "result-based - effective orientation in teaching" and "general orientation towards the learning process" lead to a decrease in the effectiveness of the student in acquiring knowledge and the ability to use effective methods in acquiring knowledge, and may have a negative impact on the effectiveness of learning. It is no secret that the search for new methods of knowledge and learning based on results is one of the important psychological and pedagogical factors in the formation of students' learning and creative activity. Based on this, it can be noted that it is appropriate to develop students' creative abilities in the primary grades, starting from the primary school, through the pursuit of effectiveness in acquiring knowledge, and through a creative approach to learning.

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