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INDICATORS OF CREATIVE CAPACITY LEVEL B IN THE BEGINNING CLASS AMMUNITIONERS

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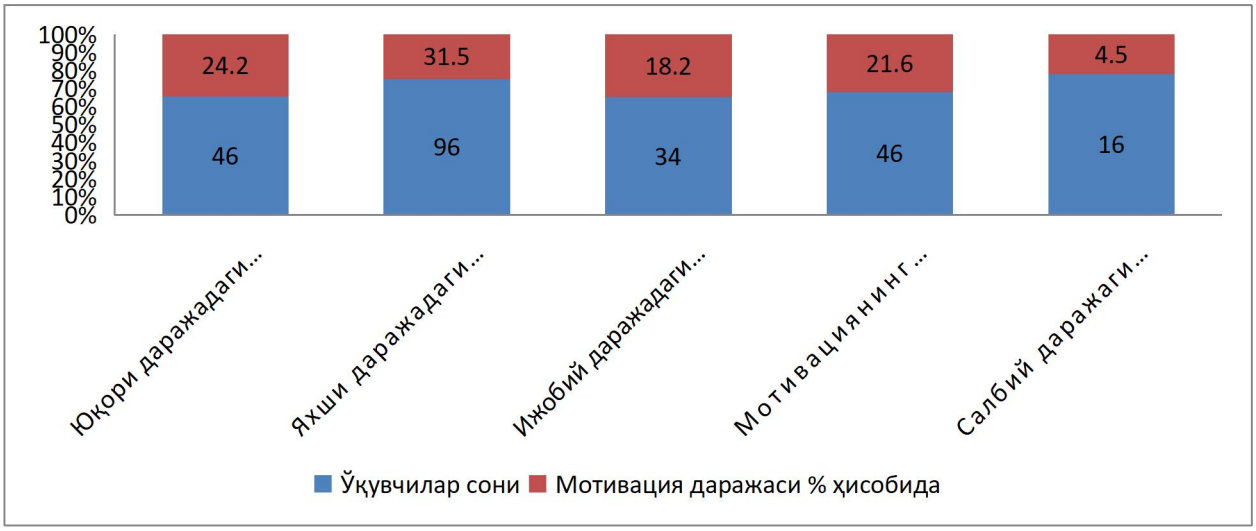
240 primary school students and 80 parents of general education schools of Jizzakh, Samarkand and Syrdarya regions took part in the experimental process of our research.
During the experimental-testing process, work was carried out to diagnose the components of the creative potential of primary school students: motivational, cognitive activity, creative, intellectual development. The research 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 order to diagnose the level of development of the creative component of students, the study used an adapted and partially modified version of the "Divergent (creative) thinking" test developed by F. Williams in order to determine the level of divergent (different, original thinking) thinking and independent development, and in our study, it was processed using 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 with 3 points, a neutral response is scored with 1 point. A negative response is scored with 0 points. Depending on the value of the total score, there are 5 main levels of school motivation:
- 25-30 points - school of motivation high degree , academic activity ;
- 20-24 score - in relation to the school good motivation;
- 16-19 points - to school positive relationship , but more from school outside work is allowed;
- 10-14 points - to school motivation lowness ;
- Below 10 points - negative attitude towards school , lack of adaptation to school.

The results showed that 31.5% of students showed good school motivation, 24.2% showed high motivation, 21.6% showed low motivation, and 4.5% showed negative motivation. This situation made it possible to identify groups of students who , based on the attitude of the studied students to school and learning, were taught with different approaches and teaching methods by the teacher to develop creative potential. In addition , the low motivation of some categories of students to school and learning 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 training and necessary measures to increase the level of motivation for school and learning in children. This requires children to be curious, to be involved in the learning process, and in the process, all educational activities should be directed to the development of their creative potential.



Representation of students' level of motivation to school

The purpose of the "Ladder 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 acquiring new knowledge;
- training process to process directionality ;
- outcome-based in teaching - effective directionality ;
- Focus on mastering the method of acquiring knowledge.

The results of the study of the level of cognitive motivation in students show that the scale of “general orientation to the learning process” showed a high level (37.2%). Accordingly, the scales of “cognitive orientation aimed at mastering new knowledge” (30.0%), “result-based - effective orientation in teaching” (17.6%) and “orientation to mastering the method of learning” (15.2%) showed the following indicators:

The above situations lead to the conclusion that although the high levels of “general orientation to the learning process” and “cognitive orientation aimed at mastering new knowledge” in students seem good at first glance, the low levels of the scales of result-based-effective orientation and general orientation to the learning process lead to a decrease in the student's ability to use effective methods in learning and effective methods in acquiring knowledge and may have a negative impact on the effectiveness of learning. It is no secret that finding new methods of learning based on results and knowledge is an important psychological and pedagogical factor in the formation of students' knowledge acquisition and creative activity. Based on this, it can be noted that it is appropriate to develop students' creative abilities in the primary grades, striving for effectiveness in acquiring knowledge, and a creative approach to learning.

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