

DEVELOPMENT OF CREATIVE THINKING OF YOUNGER SCHOOLCHILDREN IN LESSONS OF LABOR TRAINING USING NON- TRADITIONAL MATERIALS

¹Rustamova Manzura Mirkamalovna

ABSTRACT-- *Significant opportunities in terms of the development of creative thinking open, in our opinion, the lessons of labor training at school. Labor training, like no other activity, imposes multilateral requirements on a person, thereby exerting a versatile influence on the formation of various personality qualities, as well as the development of general and special abilities. In this activity, the process of mastering theoretical knowledge and the acquisition of a certain system of practical skills are harmoniously combined. This article is written about the development of students' creative abilities in technology classes.*

KEYWORDS-- *technology, creativity, creativity, school students.*

I. INTRODUCTION

Over the past decade, the life priorities of the whole society have changed, and many stereotypes have been broken. Independence in everything came first, the ability to reorient in a constantly changing situation [1]. It became clear that school education should be carried out in the interests of the individual, who would no longer be closed into the framework of some kind of activity. These changes did not bypass the elementary school either. Our old subject “labor training” is now called the buzzword “technology” [4]. But this does not bother us, because any work is precisely a chain of technological operations. And labor as a school subject requires the organization of intellectual activity before the start of practical work, so that the technological chain is conscious, makes it possible to form both knowledge and skills [6].

II. MAINPART

In the traditional method of teaching subjects in primary school, insufficient attention was paid to labor training [3]. Both teachers and methodologists approached this subject one-sidedly, highlighting in it only a practical orientation. In the process of my pedagogical activity, I came to the conclusion that labor lessons give students not only the opportunity to apply theoretical knowledge in practice, but also encourage them to study the fundamentals of sciences more deeply, and most importantly, they teach children to think. The main task of the teacher is to teach children to think creatively. I faced the problem of finding such paths, forms, methods, techniques for teaching technology in elementary school. The main goal of the work on the development of students' creative

¹ Senior Teacher of Chair of Social Science of YEOJU Technical Institute in Tashkent, Uzbekistan. E-mail: manzura-2012tashkent@mail.ru

thinking is the formation of such qualities as constructiveness, expediency, imagery, variability, sense of style. My task was to understand what these qualities are and what are the ways of their development. After studying the methodological literature, I came to the conclusion that constructivism is defined by methodologists as the ability to produce ideas. In this regard, when conducting labor training lessons, children are offered tasks that require guesswork, mental spatial transformation of the structure, that is, its analysis. Even if the product is carried out by copying the sample, it is useful to use tasks that make students think through all the features of their device and, possibly, mentally make certain changes to it. For example, if I invite students to copy some kind of pattern in the application technique, there is no problem. But if I, before showing the next operation, I suggest that the students themselves think through what actions this or that form was obtained from the workpiece that they changed, then they will be forced to perform mental actions, transforming the form. Even such simple questions and tasks (How is this done? How can this be done?) Are very important for the development of the ability to mentally construct [2].

Constructiveness as a quality of thinking is closely related to expediency. Expediency is the ability to build a system of actions in exact accordance with these goals. In my lessons, I try to develop the appropriateness of thinking along with constructiveness. In the manufacture of any product, I always encourage students to think: why does its design have this particular shape, this color, material, finish. In order for students to actively think in the process of completing this assignment, I demand that their work repeat the pattern as accurately as possible, so that the image is placed no higher and lower, not more right and not left, than on the sample. These tasks are designed to develop cognitive processes in students, in the first place - the constructiveness and appropriateness of thinking. As for creativity, it is also present here, the student must guess, think out, and not make work meaningless. In this case, the task is not a mechanical copy. There are other types of creative activity, which means that there are other tasks that I use in the lessons. Imagery is a quality of creative thinking that allows you to mentally see and create in your imagination the final result of your work [5].

In the lessons, I try to give not one sample of the product, but several for each task. Even in cases where the work of students involves copying, I try to offer product options. This is very important, since such an activity allows the student to always keep in mind that there may be different solutions to the same problem. It is especially important to teach children not to work mechanically according to instructions, not to mindlessly copy samples from a lesson to a lesson, but to independently invent and develop various design and decoration options in accordance with the set conditions.

The main purpose of labor training in primary school is the education and development of children's artistic consciousness: an aesthetic attitude to their life and the world around them, the ability to master it according to the laws of beauty. During labor, children acquire the skills necessary for studying at school, develop imaginative and spatial thinking, train fine motor skills of hands, learn to compose, correctly use the color scheme. It is important that during exercise the motor skills of the hands and fingers develop well. At the fingertips are receptors that are directly connected to the brain. And, if these receptors are developed, the child will better absorb the material.

The labor training program in the elementary grades provides for the processing of various materials: fabric, paper, plasticine. A large list of works to be performed in labor lessons is proposed. However, the analysis of the program shows that students are encouraged to perform standard types of work from traditional material. But from the experience of working with children, it is clear that such labor lessons are held in which it is much more

interesting and lively, in which, either from ordinary, traditional materials, children perform extraordinary, entertaining types of work or use non-standard materials. Gradually, I came to the need to use materials that were completely atypical for ordinary labor lessons in the lessons.

The materials that my students work with in labor training classes can be divided into two large groups:

1. Materials recommended for use by the labor training program in primary school, with which all teachers are required to work in their lessons.

2. Unconventional materials that I use to increase the developmental potential of my lessons.

Already in the first years of my work, I set myself the task of making the lessons of work vivid and exciting. I strictly follow the instructions of the labor training program and applying such materials as plasticine, paper, cardboard, natural material in the lessons, offered the children new, interesting tasks. As a non-standard material, I use cotton wool, polystyrene, napkins, newspaper, pasta, pencil shavings, salt, decorative cord, feathers in labor training lessons. Using these materials, children make applications from the listed materials. I offer a description of several works with photographs.

III. CONCLUSIONS

The main purpose of labor training is to educate and develop the artistic consciousness of children: an aesthetic attitude to their life and the world around them, the ability to master it according to the "laws of beauty." The non-standard materials that we use in labor lessons are readily available. Making crafts turns out to be not only an interesting occupation, but also a means for the formation of creative thinking, imagination, and harmonious development of the child.

REFERENCES

1. Avrunin V.M., Turgunova B.D. *Novye issledovaniya v psihologii tvorchestva // Voprosy psihologii.* -1985.- # 3.-pp. 178-179
2. Drozdova E.L. *Dekorativnaja igrushka iz tkani // Shkola i proizvodstvo.* 2000. - #5.- pp.46-47
3. Egorova M.S. *Sopostavlenie divergentnyh i konvergentnyh osobennostej kognitivnojsfery detej // Voprosy psihologii.* 2000.-#1
4. Gal'perin P.Ja., Danilova B.II. *Formirovanie tvorcheskogomyshlenija // Shkol'nyj psiholog.* -1999-#8.- pp.22-26.
5. Gatanov Ju.B. *Kurs razvitiya tvorcheskogomyshlenija* Spb: Piter, : 2000.- p. 68.
6. Vasilevskaja A.M., Ponomareva R.A. *Razvitiye tehnicheskogo tvorcheskogomyshlenija podrostkov i junoshestva*- Kiev.: Vishhashkola, 1982.- p. 144.