

Development of Creative Abilities of Primary School Students in Reading Literacy Lessons

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Abstract. The necessity of developing creative abilities of primary school students in reading literacy lessons is substantiated. The content of the combination “reading literacy” is revealed. The characteristic of the process of developing creative ability in primary school students using the most effective methodological techniques is presented. A comparative analysis of the concepts “creativity” and “creativity” is proposed. Based on the analysis of scientific and methodological sources, an analysis of the concept “creative ability” is given.

Keywords: primary level, continuous education system, creatively, proactively, creatively, national program for the development of public education, reading literacy, analyze what has been read, perception of the problem; search for a solution; emergence and formulation of hypotheses; testing hypotheses; their modification; finding results, problematic presentation of knowledge; mosaic, verbal development of images of the work, theatrical creative activity. visual creative activity.

Introduction.

Starting from the 2022-2023 academic year, in connection with the adoption of the “National Program for the Development of the Public Education System in 2022-2026” [2], an integrated subject “Russian Language and Reading Literacy” was introduced for primary grades, and a corresponding textbook was compiled.

Reading literacy is a person’s ability to understand, use, evaluate, reflect on, and engage in reading in order to achieve their goals, expand their knowledge and capabilities, and participate in social life.

Reading literacy lessons involve the development of creativity, critical thinking, and the involvement of all schoolchildren in creative activities, and not only reading. Depending on their inclinations and talents, each junior schoolchild can express themselves in creativity in different ways: as a writer, critic, illustrator, reader, or actor. Since creative activities involve children having literary and creative skills, a special and targeted system of exercises and assignments is needed, which would allow step by step to develop the ability to complete creative tasks.

The development of creative abilities of students, starting from primary school age, is one of the most important problems of the continuous education system. This problem has become especially relevant in recent decades due to large-scale reforms in all spheres of life in the country. The changes taking place in the life of society, associated with the change of the economic system, new market relations, orient the education system to the preparation of the younger generation, creative, capable of critical thinking, active communication in a rapidly changing, dynamic world. In connection with changes in social life, the content and structure of the education system are changing. According to the new educational paradigm, the continuous education system of Uzbekistan is primarily focused on the task of developing the creative activity of the student, forming their ability to independently acquire and apply knowledge

[1]. In this regard, at present, the attention of teachers is focused on the search and implementation of effective ways to develop the creative abilities of the student.

Materials.

Creativity is defined as human activity that creates new material and spiritual values that are novel and have social significance, that is, as a result of creativity, something new is created that did not exist before. The concept of "creativity" can be given a broader definition. Philosophers define creativity as a necessary condition for the development of matter, the formation of its new forms, along with the emergence of which the forms of creativity themselves change [3].

In pedagogy and psychology, the term "creativity" is studied in the context of the concept of "creative activity". Unique creative activity is a specific form of interaction, and the mechanism of development acts as a criterion for creativity. Based on this definition, the mechanism for developing children's creative abilities is the organization of specific forms of interaction between a child and an adult in the process of various types of activity [4].

Methodology of work organization

Depending on the type of creative activity, we can distinguish 3 groups of methods and techniques that are aimed at stimulating the creative activity of younger students and developing creative abilities in literature lessons:

- Verbal development of the images of the work.
- Theatrical creative activity.
- Fine creative activity.

Verbal development of images of a work in reading literacy lessons. The purpose of this method is to activate artistic perception, both at the beginning of studying a work and after analysis. Images created by the imagination during reading are the result of the reader's creative activity and stimulate verbal creativity. It can be represented by expressing impressions about what has been read, memories of a similar case from one's life, inventing a continuation, verbally drawing pictures, creative retelling.

Research and methods.

Creative reading is the basis for developing high artistic taste and is driven by curiosity. Methodological techniques that ensure the implementation of the creative reading method: expressive reading, commented reading, creative tasks, posing an educational problem in class. The issue of developing expressive reading is given great importance, since expressiveness based on thoughtful analysis of the text contributes to a deep understanding of the work, episode, phrase, and also contributes to the development of creative reading. The main means of speech expressiveness is intonation. When reading a work of art, intonation occurs after understanding the text, understanding the author's concept and intention, a conscious attitude to the characters, their actions and events. Here are some tasks:

- Convey joy, indignation, pride, sadness in the text;
- Read the passage, conveying fear, surprise, and disappointment in your voice;
- Read the sentence with different intonation.

The children work with pleasure, try out different intonation colors and choose for themselves the one that is closer to them in meaning or that is easier to convey. Thus, each student reads the same piece with a different feeling, inherent only to his current mood or desire to introduce his comrades to his intonation find.

You can hold a competition "Who can read the same word (phrase) with more shades of intonation" or a game "I won't give it!" I ask the children to fantasize and say: "Give me a toy", as the rain, thunder, or bird might say. Then answer: "I won't give it!" in the voices of the same characters. Expressive reading by the children themselves (by heart or from a book) is a kind of report to the teacher, the class, themselves about their understanding of the text, its interpretation, practically performed by the child not only for themselves, but also for others. Such work can be carried out in the form of a recitation competition. An effective technique for understanding and finding artistic means is when we do not replace the word, but "turn on" the imagination: "The rain drummed on the roof" - how do you imagine it?

To develop attention to words, I suggest that children make a crossword puzzle based on a work they have read or use ready-made crossword puzzles.

The Mosaic Technique

The class is divided into pairs and each pair is asked questions about a given passage of text. From the first reading lessons, I use a lot of poetic material: riddles, poems about letters, rhymes, collections of poetic dialogues of varying degrees of difficulty, tongue twisters. At primary school age, children show great interest in versification. But before you start rhyming yourself, you need to be able to read poems, observe their structure, artistic features, learn to see pictorial means (comparisons, epithets, metaphors, personifications) that help to understand feelings and experiences. With the help of special exercises, students learn to rhyme words, put together rhymed lines.

"One Line Competition" Given the first line of a poem, we come up with an ending and determine the best option.

To develop children's creative abilities, you can use a methodical technique - interpretation of a fairy tale. By interpreting a work, each student has the opportunity to express themselves creatively, acting in a new role.

Let us give examples of some tasks of this nature.

Tell the plot of a famous fairy tale from the perspective of characters or objects – "participants in the events".

"What happened next?" - finish the plot of the work.

Inclusion of additional characters into the plot of the fairy tale.

Writing fairy tales is one of the effective methods for developing children's creative abilities, it promotes self-expression of the younger schoolchild. Work on creative processing is carried out throughout the study of fairy tales.

1. Solve "fairy tale problems" without changing or minimally changing the plot of the fairy tale:

- What should be done so that Ivanushka gets drunk but doesn't become a kid?
- How can I make sure that Ryaba the Hen's egg doesn't break?
- What does Little Red Riding Hood's grandmother need to do to keep the wolf from eating her?

2. "Turning the fairy tale inside out"

This task helps children not only to compose a parody of a familiar work, but also gives them the opportunity to develop it in any direction.

- Make up a fairy tale using fairy tale words and expressions from this fairy tale, where:

Snow White met seven giants in the forest.

The wolf wanted to eat the kids, but they captured him.

3. Composing a fairy tale from the beginning or from the end.

Children already have fairy tale characters, the beginning or end of a story, they just need to come up with a continuation. For example, a fairy tale by analogy, a fairy tale and music, a fairy tale by the opening phrase, finishing fairy tales. When writing, it is possible to use humor. It stimulates interest and is an effective means of relieving tension and anxiety.

4. Creating your own original fairy tale. The most difficult type of work. All children have to come up with the name, characters, and plot themselves.

5. The "Free Speech" Technique Imagine that characters from favorite fairy tales have gathered for a fairy tale conference on the rights of fairy tale characters. Each of them comes to the podium and says... (You need to speak on behalf of the fairy tale character from your favorite fairy tale). Younger schoolchildren gain experience in creative activity not only in the process of reading and analyzing a work of art, but also in the process of creating their own texts. These can be not only fairy tales, but also stories. Starting from the 1st grade, children learn to compose stories based on the fiction they have read.

Results.

Techniques for creating your own texts:

The "Write a Letter" technique. Students need to write a letter to someone on behalf of the hero of the work, this allows them to put themselves in the place of another, to relate their thoughts and feelings to their own.

Technique "Writing a fairy tale in a new way". The children receive sheets of paper with characters from their favorite fairy tales, but words from our modern language are included.

Kolobok, grandma, grandpa, wolf, fox, bear, bicycle, competitions.

The children must write a fairy tale using the suggested words, in a modern way. The time for writing the fairy tale is 6 minutes. The group acts out the fairy tale in roles.

Theatrical creative activities in literature lessons

Dramatization game. In order to maximally use the creative potential of students, to develop interest in artistic words, I use the technique of dramatization. During dramatization, each student, creating a unique image of this or that hero, shows creativity, because in his own way expresses the author's idea

Working with illustrations. Illustrative work in elementary grades should begin with the analysis of book illustrations and pictures. Already in literacy lessons, I begin working on illustrations, drawing children's attention to the facial expressions and poses of the characters depicted in the drawings. Introducing children to reading works based on illustrative material in books contributes to education, develops intelligence, imagination, and aesthetic taste.

Discussion.

Creative dramatization play helps children acquire skills for active and creative collective interaction. Unlike traditional dramatization play, where roles are learned and scenes are played out according to a specific scenario, creative dramatization play gives scope to children's creativity and freedom of self-expression.

Tasks:

1. Depict a girl who has lost her doll. She searches everywhere, but can't find it, and asks the children: "Has anyone seen my bow?"

2. Depict a bunny who is happy when a boy gives him a carrot and says "thank you."
3. Draw a cat and a dog who are angry at each other.
4. Depict a little mouse scared by a cat. She heard a menacing "meow!" and can't find a secluded place to hide. You have turned into a fairy tale hero: depict his voice, manners.

Staging of the work

When staging, children portray characters using intonation, facial expressions, poses, and gestures. The following general scheme of staging work can be used:

- 1) perception of the material that is to be staged;
- 2) analysis of the work (setting, image of the characters and their actions);
- 3) setting performance tasks: what needs to be conveyed while acting out the scene?
- 4) selection of expressive means (how to do it). Samples (sketches), analysis. Summing up, its analysis.
- 5) the final show, its analysis.

A more complex form of dramatization is role-reading, accompanied by an analysis of the emotional state and character traits of the characters, and intonation.

One of the important stages of work in the reading literacy lesson is practicing facial expressions, gestures, and movements. The pantomime used here helps to achieve success, in which the child reveals his feelings and understanding of the image, experiencing only positive emotions

Visual creative activity in reading literacy lessons.

Fine creative activity involves such techniques as drawing an episode that you liked best; drawing a given episode, character, series of drawings; depicting the mood of an episode, work or character; composing a drawn filmstrip; applique, modeling, making a book layout, examining and discussing artists' illustrations; composing a picture plan.

When working on a piece, you can use drawing based on the works you have read. Free associations are expressed in drawing. Through color, it is easier for a child to convey his or her attitude toward the characters and the events that are taking place. This is how a homemade book is assembled. Illustrating one of the episodes is an emotional response from children, reflecting their understanding of the content of the text and their personal attitude toward what they have read.

Conclusion.

Educational creative activity is considered primarily as an activity that promotes the development of a whole range of qualities of a creative personality: mental activity, quick learning ability, resourcefulness and ingenuity, the desire to acquire knowledge necessary for performing specific practical work, independence in choosing and solving problems, and diligence. The result of such an extensive and effective development of a set of qualities necessary for the development of creative activity should be an independently created (creative) product: a model, layout, poem, toy, etc. Creativity, individuality, and artistry are manifested at least in a minimal deviation from the sample.

The goal of developing creative abilities is the general development and formation of the qualities of the creative personality of preschoolers, which can be achieved by creating conditions for a variety of activities to identify and develop children's abilities.

To achieve this goal, it is necessary to solve the following tasks:

- involve children in a variety of activities;

- develop flexible skills that allow children to quickly master new types of work (activities), i.e. transfer knowledge and skills;
- develop intelligence and quick reactions when solving new and various problems related to practical activities.

Thus, the development of imagination in preschoolers and primary school children consists of the following features:

- the acquisition of arbitrariness, which involves the creation of an idea, its planning and implementation;
- becomes a special activity, turning into fantasizing;
- the child masters the techniques and properties of creating images;
- in connection with the transition to the internal plane, the need for visual support for creating images disappears [].

At the same time, only an educational institution that gives a child the opportunity to express himself in a wide range of active activities and the most effective way to develop abilities through introducing children to productive creative activities can purposefully and on a large scale promote the development of a wide range of children's abilities.

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