



INNOVATIVE APPROACHES AND THE ROLE OF CREATIVISM IN THE EDUCATION OF THE PERSONALITY OF AN INTELLECTUAL STUDENT IN A DIGITIZED EDUCATIONAL ENVIRONMENT

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Abstract:

The article analyzes from a pedagogical point of view the influence of modern approaches on the effectiveness of modern education, as well as the practical significance of the content of the 4C approach components, describes the peculiarities of the intellectual formation of the student's personality, the environment in the acquisition of knowledge and skills, the ability to get out of situations based on new approaches to various processes encountered in everyday life using life experience, the ability to create creative information, the ability to choose the main ones and analyze them, and the effectiveness of assimilation.

Keywords: Primary education, primary school students, skill, innovation, modern educational environment, intellectual personality, upbringing, non-standard thinking, approach.

Introduction

It is no secret that in today's digitized world, the sphere of education is focused on the level of Public Policy, huge reforms are being carried out in this regard. Today, a wide path is laid in the development of Education, Science, Culture, Art. Especially from general secondary education to the rise of Higher Education, wide opportunities were opened and the preparation of mature qualified specialists was initiated to approach the world templates. At the present stage of development of the educational system, rapid changes are taking place, and they are manifested in the improvement of the legal and regulatory framework of school education activities, the transition to new types of financial and economic activities, the introduction of advanced educational technologies.



Research Methodology

The main goal of education reform is that we want to build a great state – New Uzbekistan-the so-called Future of Uzbekistan. The future of our country is in the hands of the growing harmonious generations of today. We want the great future of Uzbekistan to be in the hands of highly spiritual, physically healthy, competent and creative individuals. And in order to mature individuals with such qualities, we need to focus on the educational system. To this end, documents such as the law on education and the national curriculum in the new edition have been developed and are consistently put into practice. In accordance with the types of educational institutions, state educational standards and training programs based on these standards were developed. State and non-governmental organizations of education provide education on these legal grounds, creating educational literature, manuals by experienced educators, researchers of science. These are all modern opportunities for the formation of our future generations as an intellectual person.

Main Part

In our studies of the experiences of World educational institutions, we witnessed the implementation of creative Modular Technologies for the identification of gifted children, the formation and development of scientific research competencies in them in the educational process. In European countries, Russia, the United States, China, Japan, South Korea, systematic work is carried out to ensure the unity of technological and economic innovations in the conditions of the digital economy, to develop the acquisition of research skills in students by creating a scientific pedagogical environment in educational institutions, to form their innovation in the team, to increase creative thinking, to create an atmosphere of creativity.

In our republic, in recent years, the identification of gifted children has been established normative foundations for improving the socio-pedagogical technologies of their education, ensuring the cooperation of state and non-governmental educational organizations in the education and development of gifted students. The task of "raising a highly educated and intellectually developed generation, creating a reserve of competent scientific pedagogical personnel in higher educational institutions" was also prioritized [1]. This, in turn, expands the pedagogical possibilities of identifying gifted children, bringing them into the



world of science, using technologies for improving research skills on the basis of an innovative approach and teaching methods.

The analysis of scientific literature has shown that intellectual children today must first of all have special ideas in the content of each process and activity. This we called “creativity” with the scientific term. That is, the term “creativism” has not a single scientific definition and interpretation in the minds of people, which embodies all the valuable intellectual components of a person's personality, allowing him to be called a creator. In line with existing practice experiences, some authors give more practical meanings and definitions to the term, considering that creative potential can be developed in a targeted manner[6]. And the founder of humanistic psychology, Abraham Maslow, defines creativism-creativity as the main feature of human nature, the potential given to each person from birth, as well as a special way to perceive the world or interact with reality [9]. Based on this definition, creativity can be defined as the ability or skill to see and perceive objects and phenomena around them in a new, special perspective[10].

Yu. M. Asadov believes that the most valuable feature of creative potential is its high role in the field of innovation. Innovation, mainly as an intellectual series that is the product of human intelligence, is the most systematic and visible consequence of the use of creative potential. Accordingly, it is the innovation that has the greatest impact on the development of scientific and technological progress[4].

According to our study of literature analysis, philosophers, people of science interpret creativity and creativity as a process of human activity that creates qualitatively new material and spiritual values. We will also learn how creativism and types of creativity are determined by the features of creative activity:

- inventiveness;
- stewardship;
- scientific;
- artistic and so on[3].

In addition, based on the content of all general subjects in primary education, we can also say that students also form a special innovative approach, creative thoughts, regular self-analysis, skills to express their independent thoughts. Based on the tasks in the above content, we chose the problem of our research work as the teaching of non-standard thinking and the use of a 4K approach to it in the



education of Primary School students as intellectual persons. In putting our research goal into practice, we particularly recognize the following aspects:

- Individual assessment of creative abilities and abilities by the teacher;
- Student success and performance analysis;
- Determination of the preferences, interests and characteristics of the child;
- Support intellectual children in self-awareness;
- Drawing up programs and plans for working with intellectual children;
- To enter complex tasks and control participation in competitions of different levels;
- Encourage with diplomas, thank you and gifts.

Analysis and Results

So, when working with talented, intellectual students, teachers should take into account the interests of each child and pay attention to their personal characteristics, help solve problems and participate in their future contests. We can also mention as a recommendation of our study that another list of qualities inherent in creativity of children with future builders consists of:

1. Having early and perfectly acquired knowledge in the chosen field.
2. High intelligence shows good memory.
3. They are passionate about their work, manan being energetic.
4. Independence, the desire to work alone, the manifestation of high results in individuality.
5. Being able to constantly control oneself.
6. The presence of a desire to connect with other talented young people and adults.
7. Will be able to gain practical experience and quickly acquire artistic-intellectual experience hlik.

The experience of working with children with such qualities in recent years has shown that the traditional acceptance of school education and upbringing is far from the task of developing the creative potential of a growing Person[2]. Simple observations clearly demonstrate how complex and difficult it is to rebuild the entire educational system at once, to change the attitude of teachers to “non-standard” children, which brings many difficulties to school. That is, in the children recognized above, the mechanisms that form the ability to withdraw, to hide their capabilities are manifested in stages. There are two theories for the education of



gifted intellectual children between educators and psychologists. In accordance with one of them, it is necessary to organize specially designated classes and educational institutions for the education and upbringing of intellectual children.

New state and non-state preschool organizations, secondary schools, universities, branches of prestigious foreign universities, modern IT parks, cultural institutions and sports facilities, educational institutions of a completely new model — “presidential schools”, “Timurbek school”, “creativity schools” are among such institutions that serve to educate a new generation of mature cadres capable of competition in today's globalization. Here children are trained by competitive staff based on the latest educational innovations and methods.

According to another theory, intellectual children should be educated together with all children, if not, they will not be able to learn to live, deal with and work among “ordinary” people. They often study in secondary schools and, individually, regularly form their personality in every possible way by attending extracurricular activities[5]. From the above points, in the process of teaching educational subjects to educate primary school students as an intellectual person, personal questionnaires in different circles of thinking were applied for analysis as follows(1/10-to teachers, 2/10-to students):

1/10-to teachers

1. What science classes do you think are effective for providing students with creative knowledge and communicative communication?
2. What does the creative approach mean, innovative activity?
3. What ideas does creative thinking give students in modern education?
4. What tasks are set for the development of creativism when teaching non-standard thinking in classes?
5. What form, methods and means do you think it is advisable to use in the formation of creative-non-standard concepts of students of grades 1-4 in teaching exact and Natural Sciences?
6. How do you interpret your opinion? What do you think the importance of interactive methods in teaching Natural Sciences consists of?
7. What subjects are desirable to teach in a cross-section when teaching exact subjects to non-standard thinking?
8. What do you focus on in improving independent intellectual development in primary school students?



How to justify the inextricable connection of all knowledge in the teaching of subjects in the educational process?

How do Resources on the basis of the exact and Natural Sciences affect your creative-research literacy increase?

2/10-pupils

1. What do you understand by non-standard thinking?
2. Have you worked on a project or presentation that allows you to use your Individual work in a unique way? If so, can you describe it?
3. What do you understand by a package of Individual non-standard assignments?
4. How often do you stay outside of school in educational creative search and engage in some activity (such as reading a book, learning a language, drawing, writing stories, or building things)?
5. In the classroom community, how do you express your thoughts and thoughts? What method is suitable for you: oral or indicated method?
6. How much will your teachers help you think unusual and make a special solution to problems?
7. Do you feel that you have enough opportunities to work creatively in classes and work on assignments together with the team?
8. Do you think that creativity and a perfect set of theoretical knowledge will help you achieve your future professional activity or social goals?
9. What unsolvable problems do you face when trying to think of an Individual Jodie?
10. How do you think it is possible to use digitized educational technology to increase students ' ability to think non-standard?

Conclusion

In today's rapidly changing world, teaching students to independent creative thinking through digital technologies has become an integral part of modern education. The use of digital technology in schools is laying the groundwork for the further renewal of students 'learning, research, creativity and teachers' teaching methods, as well as the fact that each interesting activity mentioned remains better in the minds of students, as well as expanding their worldview, as well as proving that their independent creative ability is growing. In turn, the introduction of such innovations into our educational system made continuous education more



accessible, interesting and interactive, providing endless opportunities for the cooperation of students and teachers.

In addition, digital technologies make learning more interesting and interactive. Now the era of whiteboards and textbooks has passed in training, modern classrooms are equipped with digital devices, interactive whiteboards and information systems that allow students to participate in virtual discussions, quizzes and educational games. These tools not only make learning interesting, but also help students better store information in their memory and increase their critical thinking and problem-solving skills. Another important aspect of the application of digital technology in education also has its influence on the ability to enhance cooperation and communication.

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