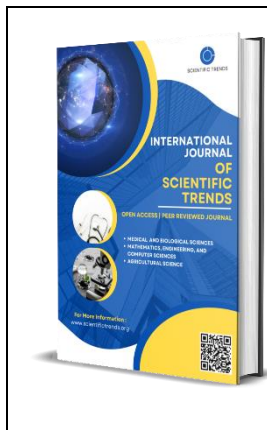


Development of Practical Creative Movement Skills in Students

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Abstract:

This article talks about the importance of the formation of practical movement skills in teaching creative thinking in primary education and the influence of teachers and parents on the formation of such skills.

Keywords: Creative thinking, creative ability, creative activity, mental ability.

INTRODUCTION

The 2nd way to develop creative qualities is to develop practical creative movement skills. The realization of creative goals requires creative thinking, but at the same time a wider and special skill and talent will also be needed, such as mental potential, knowledge in the field and the ability to artistically. For example, great creativity associated with the creation of masterpieces of art or technological discoveries requires, in addition to creative thinking, significant talent, deep knowledge, tireless work in a particular field, as well as recognition by society that this product has value. And vice versa, small or everyday creativity (for example, skillfully placing pictures in a photojournal; is necessary for almost all people capable of creative thinking, such as forming a new dish from food residues or finding a creative solution to a complex problem in the study.

In general, the researchers are unanimous in the conclusion that everyday creativity can be improved through practice and education. Hence, in order to reduce the importance of innate talent as well as to place more emphasis on the creative thinking capacity of a person that can be improved, the PISA study's evaluation of the creative thinking direction focuses on these minor creativity-related tasks. This type of creative thinking applies not only to the educational context in which it is required to reflect mainly the inner world, such as essay writing or painting, but also to the broader areas involved in the analysis of issues of Idea-giving, solving problems in society. The engine — driving force of the Fourth Industrial tobacco that is happening in the world today is creativity. When you feed around, you will face incomparable and amazing examples of human creativity on all sides: electronic services, virtual realism, rectangular watermelons, obtaining a crop without soil... All this is a product of human imagination, thinking. Today, the book, music, building, plane, even lamps, which seemed normal to us, were once in a dream and imagination, created in contrast to the effect of later Intelligence.

In a school setting, creative activity can take different everyday forms: for example, expressive activities through writing, drawing, music and other art form; creating new knowledge and understanding; offering a new solution to different forms of open problems. These forms of creative activity in the educational process are of an inter-industry nature and are not content with traditional subjects such as art and science classes. The informal attitude given to the activity, the setting of a goal, the positive encouragement of relative independence in the performance of the task, the recognition of merit and the support for the issuance of new guises are all associated with the environment of creativism as an assistant omillaridir.Va on the contrary, the criticism of new ideas, the emphasis on the state of existing affairs, the excessive caution of the teacher are among the factors of the environment that stirs creativism. It can be said that the same environmental factors also influence creative thinking in the classroom. Some of the researchers are researching various teaching and learning techniques that increase the likelihood of knowledge generation. According to him, creative thinking can successfully arise through cooperation in knowledge-creating communities. That is, schools arise when they function as a knowledge-generating organization and where students operate directly and continuously with the Goans. As knowledge creation becomes a targeted activity, as opposed to an integral part of the educational process, students present new ideas to their community as well as work to continuously improve these ideas. Modern research is increasingly looking at creative thinking as more mass behavior than individual doing. An example of this is the analysis of the activities of groups when creating new knowledge. The main thought put forward in such an understanding of creative thinking is that creative activity is the result of the relationship between a person and his environment, including other people in this environment. In this way, creative thinking and activity are formulated as a cycle of constant "execution (behavior directed at the environment) and "exposure" (taking the action of reflection of the environment). As a result of interoperability, teams can offer novel solutions to complex problems that an individual cannot afford. According to collaborative creative thinking research, group members set a goal and observe its realization by participating in complex processes arising from a purposeful, opportunistic situation and disorganized, in which different members of the group take leadership in the group based on their strengths. In particular, being able to participate in the processes carried out in the negotiation and badiha method prepares the ground for the creation of new ideas. As a result of cooperation, activity is associated with the creation and improvement of an idea, the deficit in ideas is corrected, ways of bypassing dead-end problems are discovered.

Cultural norms and expected results affect creative thinking, since they influence the cognitive and mental processes that a person prefers to develop, the emergence of values that shape human maturation. Cultural norms can also support creative thinking in one context and discourage (prohibit) creative thinking in another. Some studies have examined the impact of cultural differences on national dimensions of creativity and innovation. Their general conclusion is that only individualism / collectivism has a significant impact on the level of creative output. The creative product depends on the social context, and this social context, in turn, is formed by cultural norms and expected results.

Several pathways have been recommended in the transition from creative thinking to creative action skills. Set limits on creativity when you are faced with a problem issue. Ask yourself " what is the simplest solution?". Then imagine"an incredible option to solve a problem." Between a

simple and surprising solution, a creative field has appeared to you. Now the new idea is not abstract, it has its limits. This relieves the psychological pressure in the process of creativity. In this place, one can also consider the method of “six hats”. A theme is chosen in the “six-tone hat method” proposed by Édouard de Bono. Alternately, hats are worn: white — carefully, without any emoticons, all the facts are checked; black — defects are detected; yellow — the current state is analyzed; green — several more new ideas are added; red — an emotional attitude is expressed; blue — work is interrupted. For example, when the topic of improving legislation on the educational system is considered, existing legislation is studied, shortcomings and gaps are identified. The correspondence or contradiction of legal norms with the real state is studied. Proposals are made that serve to improve the quality of education, explaining how they will work if they are implemented. The proposal will be formalized in the form of a project.

Creative thinking activities of the student youth are manifested through words in the speech (written, oral) process. Important factors, such as the state of the reader's vocabulary, the question of the use of words in place, ensure the unity of thought and speech. In the process of oral and written speech, the introduction of new pedagogical technologies of education into native language lessons is achieved due to the withdrawal from the long-standing statement and the orientation towards creative thinking through creativity.

In the process of creating a creative text, creative thinking cannot be achieved on activation, as long as the teacher-student attitude is not achieved on the appearance of a referrer-creative approach, creative.

The first stage is with the participation of the teacher and students (the teacher leads, shows a pattern, the students perform); the second stage-the students themselves perform creatively, the teacher supervises; the third stage-the most active student leads, the students perform (control is also carried out by the same student).

Since creative thinking is one of the important competencies that a person needs to successfully operate in a society of the 21st century, in the process of primary education, new resources, pedagogical developments, the development of dissemination materials, the system of “teacher – student – parent” should be implemented, Cultivating Creativity for the formation of creative thinking. When working in the “teacher – student – parent” direction, all three factors perform an important function. As you know, creative thinking is not formed instantly or through one exercise. It is achieved by the content of the child's own personal thinking and the constant cultivation of it. It is understood that when the teacher begins to form independent thinking in the child, the third factor-the parent relationship-should also be oriented accordingly.

If you have paid attention to the process of a young child learning a foreign language, it is recommended to speak the same language at home so that he can quickly and perfectly learn the language he is learning. Just like in the formation of independent, creative thinking in the reader, we consider it advisable that certain work is carried out by the parents at home. In particular, an elementary school student will definitely ask his parents for help when he is completing a task that requires creative thinking as a task for the house by the teacher. In this situation, the parent should work with his child using the manual we propose, support his thoughts and increase self-confidence in him.

Independent thinking, in order to make up a personal opinion, first of all, it is required that the parent be more elegant in such activities as knowing what color his child likes, taking into account

his wishes when shopping for clothes for his child, knowing the friend his child likes and treating him well. In order for his child's independent thinking to form, he must allow him to make the choice himself, make decisions. It is desirable that the proposals and ideas expressed by the child should not be rejected permanently, but fulfilled, and this is also a good proposal. Also, the use of sentences such as "so what you think is..." "what you guess is..." "come on, we will beat..." can be " in parental speech will give the child the impetus to create his own personal thoughts and express it.

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