

**METHODOLOGY FOR DEVELOPING DIVERGENT THINKING OF PRIMARY SCHOOL PUPILS**

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Abstract

This article talks about the formation of divergent thinking of primary education students.

Keywords: divergent, intellectual, concept, identification, Attention, Perception, process of associations, thinking.

Introduction

The law of the Republic of Uzbekistan "on education " No. 637 dated September 23, 2020, PF-60 dated January 28, 2022, "on the development strategy of the New Republic of Uzbekistan for 2022-2026", PF-5712 dated April 29, 2019, "on the approval of the concept of development of the public education system until 2030", fundamentally updating its material education system - the need for national and popularization and standardization of the technical basis, methods of study and training, the implementation of a number of important tasks is essential for this.

MAIN PART

Since primary school age is characterized by its entry into educational activities, the psychological side of educational activity is the process of mastering knowledge by children of different content and varying degrees of complexity, as well as the process of mastering paths. I.Yu.Kulagina believes that this process in small school children is not limited to memorizing individual facts, it is about combining social experience with personal experience, finding subjective and practical parts in each new fact. Thus, in the educational process, there is a constant enrichment of the child's own experience. It should be noted that at primary school age, thinking becomes the dominant task, the transition from visual-figurative thinking described in preschool age to verbal-logical thinking is completed. The main direction in the development of the thinking of a small schoolboy is manifested in the fact that definitions, that is, the disclosure of the content of the concept, become more objective and mediated. Research data, in particular, E. Barnes reveals qualitative changes in the nature of primary school age students among school children. He found that the number of target definitions (by use) was gradually decreasing, and the number of logical definitions of different types was increasing. Also, according to other studies, the number of logical definitions among small school students increases at the expense of targeted definitions . At the same time, the definitions associated with empirically clear material turn



out to be the most perfect, and the definitions of complex abstract concepts are still practically non-existent. After the intended definition, a definition is given by enumerating properties through a general concept. This definition approaches the definitions of formal logic in its composition. According to a number of scholars, this type of definition predominates mainly among young readers between the ages of 7 and 10-11. By the fourth year of study, due to the development of abstract thinking in younger students, the role of definition by example decreases sharply. The thinking of small school children is characterized by the realism of relations, the priority of interest in specific facts of objective reality. Concrete facts are at the center of intellectual interests of younger students, which affects the content and structure of their reasoning. The second stage of its development is associated with these changes: mastering the general relationship between the individual characteristics of concepts, that is, Classification. Small school children can observe the connections between individual elements of the information being mastered, the relationships between concepts, often through visual images and descriptions. By the end of the second phase, most younger students generalize in terms of ideas previously gathered through mental analysis and synthesis. The result of analytical-synthetic activity is abstract judgment or generalized knowledge. Evidence of a significant qualitative change in the thinking of students of a small school at the initial stage of education, at the same time they reveal the boundaries of this new stage of thinking: mental operations do not go beyond the comparison of the nearest facts; complex mediation systems will not be readily available. Working with different concepts of things, phenomena, processes, the thinking of small schoolchildren is thus prepared to realize the concepts themselves in their characteristics and relationships. Thus, at this stage of thinking, the necessary conditions, opportunities are created for moving to the next stage. These opportunities are made possible by the careful mastery of the system of theoretical knowledge in the educational process of younger students. A distinctive feature of the creativity of younger students is the subjective novelty of the product of activity. In its objective sense, "discovery" can be new, unusual, but at the same time, on the instructions of the teacher, according to his idea, it can be made with his help, and therefore, in essence, not creative. In addition, underage students may propose a solution that they have already developed, which is already known, applied in practice, but as a result of the conclusions, without copying the known. In this case, we are engaged in a creative process based on speculation, intuition and independent thinking. Here the psychological mechanism of activity itself is important, in which the ability to solve non-standard, non-standard tasks is formed.

Conclusion

In conclusion, we highlight another important feature of the formation of divergent thinking in elementary school students: it is inseparable from the development of performance skills and abilities. The more versatile and perfect the skills and skills of the students, the richer their imagination, the more realistic their ideas, the more complex tasks the students perform. At the initial stage of systematic education in an educational institution, it has been proven that the different thinking of schoolchildren of younger age directly depends on their



life experience and the manifestation of the student's personal activity in cognitive activity directed and stimulated by adults.

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