



THE ROLE OF SOCIAL CREATIVITY IN THE DEVELOPMENT OF COGNITIVE THINKING OF PRIMARY GRADE STUDENTS

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Annotation: *This article discusses the role of social creativity in the development of cognitive thinking of primary school students. The pedagogical and psychological foundations of social creativity, its components and age-specific stages of development are analyzed. Also, the pedagogical opportunities that serve to form social creativity in children, the role of the teacher and the possibilities of the native language and reading literacy subjects are considered.*

Keywords: *primary education, social creativity, cognitive thinking, communication, creativity, pedagogical technologies.*

INTRODUCTION

The modern education system is not limited to improving students' knowledge, but also aims to develop their social and personal potential. For primary school students, this period is a stage in which the main characteristics of the personality are formed, and it is necessary to develop their free thinking, cooperation skills and creative approach in a social environment. Social creativity is the ability of students to adapt to different situations in society, put forward alternative ideas and actively participate in communication. This potential creates the basis for the child's successful functioning in subsequent stages of education and life. Social creativity is a social activity aimed at solving problems in society, creating new ideas and developing the process of social thinking. Today, the role of social creativity in the development of the younger generation, especially primary school students, is gaining in importance. This article analyzes the role of social creativity in the thinking and personal development of primary school students.

LITERATURE REVIEW



There are several scientific studies on the role of social creativity in the development of cognitive thinking of elementary school students. The following authors and their works are noteworthy in this area:

1. Lev Vygotsky - His social learning theory explains how students develop cognitive skills in a social environment. L. Vygotsky expressed his views on how students' interactions and social experiences affect cognitive development.

2. Jean Piaget - He is famous for his theory of cognitive development. Piaget's work provides information about children's thinking processes and the influence of the social environment on them.

3. Howard Gardner - His theory of multiple intelligences shows the importance of the social environment in the development of different types of creativity in children.

4. Maria Montessori - Montessori education is aimed at developing children's independent thinking and creativity. Her methods play an important role in developing social creativity.

5. David Kolb - His theory of experiential learning shows how creative thinking is developed through social interactions between students.

These researchers and their work help to understand the importance of social creativity in developing the cognitive thinking of primary school students. Uzbek scientists and education specialists have also conducted research in this area, including:

1. Abdulaziz Kadirov's research in the field of education and psychology contains ideas about the development of children's social interactions and creative thinking skills.

2. Zulfiya Suyunova - She conducted research on the development of creativity in primary education and improving students' cognitive skills.

3. Shodiyor Yuldashev - Conducted scientific work in the field of educational methodology and psychology, studying the relationship between social creativity and cognitive development.



4. Gulnoza Isroilova - Conducted research aimed at developing the creativity of primary school students.

5. Dilmurod Tashpulatov - Conducted research on developing social creativity in the educational process and improving children's thinking skills.

These scientists and their research provide important knowledge aimed at improving the cognitive development and social creativity of primary school students in the Uzbek education system.

RESEARCH METHODOLOGY

The research used observation, comparative analysis, diagnostic (questionnaire, interview, survey), design, modeling and generalization methods, experimental testing, mathematical and statistical analysis.

ANALYSIS AND RESULTS

As a result of comprehensive reforms in our country to improve the quality of general education, introduce advanced pedagogical and information technologies into the educational process, the number of opportunities to improve the efficiency of quality educational services in primary education, and develop social intelligence in students in the rapidly changing conditions of globalization has expanded. At the same time, the need to improve the mechanism for developing creativity in the process of primary education and put it into practice is highlighted. This requires clarifying the components and factors of creativity development in primary school students, improving the didactic support for ensuring creative activity. Creativity (from the Latin “create” - to create, “creative” - creator, creator) - characterizes the individual's readiness to generate new ideas and is an independent factor in the creative ability of a person, which is part of giftedness. The creativity of a person is manifested in his thinking, communication, emotions, and certain types of activity. Creativity characterizes the individual as a whole or its specific features. Creativity is also reflected as an important factor of giftedness. In addition, creativity determines mental acuity.

Cognitive processes (perception, association, attention, abstraction, memory, thinking, imagination) are an integral part of human cognitive activity and ensure



the effectiveness of activity. Cognitive abilities are interconnected. Cognitive ability describes their ability to receive information from the environment and process it. Knowledge is always and everywhere available, and it is thanks to knowledge that it functions as an interface between the environment and the brain. In recent pedagogical research, cognitive ability is increasingly being separated from mental ability. Cognitive abilities include, for example, the ability to learn and the ability to understand abstraction.

Cognitive development in primary school children is manifested not only in educational activities, but also in independent activities based on subjective experience. This is manifested not only in the mastery of the content specified in educational and normative documents, but also in objective and social values, in the application of learned knowledge in practical activities and in the expression of relationships, as well as in educational communication. Unsuccessful communication between the teacher and children turns into a monologue of the teacher. This leads to boredom of children and alienation from the learning process. Based on this, it can be said that the cognitive development of children is based on constant communication, as well as social creativity. In the formation and development of cognitive activity in primary school children, games, game elements, unexpected actions increase the sense of wonder in children and arouse great interest in the learning process. Through the game, the abilities and talents of children are fully and unexpectedly revealed.

As primary school students gain more interaction and experience, social creativity is an important resource for developing their creative and imaginative skills. Students have the opportunity to develop their own ideas by working in teams and exchanging ideas with each other. This process helps to develop social skills, namely communication, problem-solving and teamwork skills. Social creativity is also an important tool for strengthening the critical thinking of primary school students. By participating in discussions and debates, students have the opportunity to learn different points of view, develop the skills of analyzing problems and finding innovative solutions to them, as well as their thinking skills. As a result, they learn



not only to freely express their thoughts, but also to share ideas in communication. Social creativity also helps to increase students' social responsibility. Students learn to be responsible towards society by showing interest in problems, social issues and ways to solve them. This process allows them to improve as individuals, because by actively participating in social issues, they feel more important and useful. Social creativity also creates an interesting and interactive learning environment in the classroom. Students are involved in the learning process through creative projects and teamwork. This process, in turn, strengthens students' ability to work together and helps them become more active and creative individuals.

1. Age characteristics of primary school students:

In the development of the personality of children aged 7-10, emotional sensitivity, imitation, and the need to express their own opinion are strong. According to the theory of psychologist Erikson, during this period, the child forms feelings of "hard work" and "worth". If these needs are not met, the child's self-confidence decreases, and creativity weakens.

2. Components of social creativity:

Social creativity consists of the following main components:

Empathy - the ability to understand and feel others;

Free thinking - openly expressing one's own opinion;

Finding alternative solutions - a creative approach to various situations;

Collaboration - working in a group, exchanging ideas;

Initiative - putting forward new ideas.

To form these skills, the capabilities of the native language and reading literacy subjects can be effectively used.

3. Pedagogical approaches to the development of social creativity:

In primary education, a teacher can use the following methods to develop social creativity:

Controversial questions and discussions - increase students' ability to think and propose alternative solutions.

Role-playing and scenario-based exercises develop empathy and cooperation.



Creative tasks - through exercises such as creating a story based on a picture, "If I were a hero", children learn to think freely.

Interactive technologies - methods such as cluster, insert, brainstorming help create a creative environment.

For example, discussing the actions of heroes based on stories such as "Iron Man" or "Swallow and Boy" in a reading lesson and imagining yourself in their place develops social thinking and empathy in students.

The structure of developing creativity in primary school students is interpreted as a dynamic system consisting of many components. This system develops and reorganizes in the process of educational activity. Each component has its own content, which serves to reveal their interrelationships. This structure also shows that a creative environment and psychological and pedagogical cooperation have a great influence on the development of creativity in primary school students. The creative environment reflects the micro, macro and mega factors that influence the development of students' creativity. That is, students' creativity is influenced by parents, teachers, friends, class, school and the neighborhood in which they live.

The formation of social creativity in the development of primary school students ensures the comprehensive development of the individual. Students' creative thinking, activity in the team, and the ability to express their opinions reasonably are the foundation for their success in the subsequent stages. Therefore, it is recommended that lesson processes be organized in a socio-creative environment, that tasks that encourage students to think independently and freely be increased, and that priority be given to works with social content when choosing texts in the subjects of the native language and reading literacy.

CONCLUSIONS

In the development of primary school students, social creativity has a great impact not only on increasing their creative abilities, but also on developing social skills, strengthening critical thinking and increasing responsibility, as well as on the development of cognitive abilities. Through social creativity, students feel like an



important part of society and find the opportunity to fully reveal their creative potential.

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