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THE USE OF INFORMATION TECHNOLOGY TO DEVELOP CREATIVE THINKING IN CHILDREN IN PRIMARY SCHOOL

Kuzina Yekaterina Vasilevna

1st Year Master's Degree
Management of Educational Institutions
Bucheon University in Tashkent

Annotation: One of the most important tasks of pedagogical theory and practice at the present stage is the formation of a creative personality. The child will be born without thinking. Cognition of the surrounding reality begins with the sensation and perception of certain specific objects and phenomena, the images of which are preserved by memory.

In this article highlights of the use of information technology to develop creative thinking in children in primary school.

Key words: creative thinking, primary school, Internet, ICT.

The importance of developing a child's creative potential as a way of sublimating conflict states actualizes the development in educational practice of the direction of using information technology to activate the creative potential of students. Modern information technologies in the context of educational activities are considered in the article as a pedagogical resource that generates the need to create new teaching methods and manuals using these technologies. To determine which technologies have a more productive effect on creativity, methods for diagnosing students' creative abilities are needed.

The surrounding world, into which the child enters, throws up more and more difficult tasks every year, for which it is not enough just to see, hear, feel, but it is important to highlight the connections, relationships between phenomena. During preschool childhood, the child learns a lot about the world around him. His consciousness is not just filled with individual images, representations, but is characterized by a holistic perception and understanding of the reality surrounding him. Curious questions become a natural accompaniment to a child's growing up. To answer them on their own, the child must turn to the process of thinking.

In the course of the child's subject activity and communication with others, the development of social experience by him takes place, the development of thinking, and, accordingly, the child's speech. The result of thinking is a thought expressed in a word. First, the child must accumulate a certain amount of knowledge and skills, and then he can learn how to manage them.

The main lines of development of preschool children's thinking can be outlined as follows:

— improvement of visual and imaginative thinking based on arbitrary and indirect memory

— the beginning of the active formation of verbal and logical thinking through the use of speech as a means of setting and solving intellectual tasks.

With the help of thinking, the child receives knowledge that the senses cannot give. Thinking correlates the data of sensations and perceptions, compares, distinguishes and reveals the relationships between surrounding phenomena.

Children's intelligence functions on the basis of the principle of consistency. It presents and, if necessary, includes all types and levels of preschool children's thinking: visually effective, visually figurative and verbally logical.

Despite the fact that much attention has been paid to the problem of studying the level of thinking development of preschoolers, it still remains relevant.

In the process of introducing information and communication technologies, a preschool educational institution also cannot stay away. We are not talking about the inclusion of computer science in the plan of direct educational activities, but about the use of information and communication technologies by teachers and educators to increase the effectiveness of the educational process.

Internal conflict can be localized, affecting more on one area: the cognitive, and then a person begins to doubt his principles and motives, feels a psychological dead end, his self-esteem decreases, the image of "I" becomes contradictory; on the emotional, and then the personality feels psychoemotional tension, experiences strong negative emotions. experiences; behavioral – with this type of localization of intrapersonal conflict, a person's satisfaction with their activities decreases, a negative emotional background of communication appears, and the quality and effectiveness of activities decrease. An integral effect of intrapersonal conflict on an individual is also possible – at the same time, the normal mechanism of adaptation is disrupted, psychological stress increases.

One of the productive mechanisms of protection is sublimation, which transforms a person's destructive conflict energy into socially acceptable activities, one of the options of which are hobbies, hobbies of the individual, her creative activity. At the same time, there is always a potential opportunity for a person to express their creative impulses, however, if at the early stages of development this channel of self-manifestation was blocked, then a person resorts to other, primitive forms of protection. That is why it is so important to develop the habit of creativity in children, to form a need for it. One of the ways of such development is connected with the use of interactive technologies. Information technologies motivate the younger generation to study new material, primarily due to the virtuality familiar to modern children. Of course, students immersed in the Internet reality are significantly different from those for whom the previously existing and currently operating education system was created. If we consider these differences, then, first of all, there is a noticeable change in the social situation of the development of children of this century:

1. Children's awareness has increased dramatically, and a lot of information is available from the Internet;

2. a modern child reads very little, practically not interested in classical and popular science literature;

3. Most of them have an unformed arbitrariness of behavior, motivational sphere, and different types of thinking. Accordingly, there is a need to study various aspects related to the educational process, including – it becomes relevant to monitor the impact of the introduction of new IT on the educational process of schoolchildren, including the question of how certain technologies contribute to the development of a child's creativity.

How can the use of information and communication technologies help a modern educator, teacher in his work?

- selection of illustrative material for direct educational activities and for the design of stands, groups, classrooms (scanning, Internet, printer, presentations) ;

- selection of additional material from various sources for direct educational activities, familiarization with scenarios of holidays and other events;

- exchange of experience, acquaintance with periodicals, best practices of other teachers;

- creating presentations in the Power Point program to improve the effectiveness of educational activities with children;

- the use of digital photographic equipment and photo editing programs that allow you to manage images as simply as taking photos, easily find the ones you need, edit and demonstrate them;

- using a video camera and related programs (a fundamentally new way to view, store and share all video material, you can quickly create uncomplicated movies by adding titles, transitions between scenes, background music or voice overlay to the video);

- the use of the Internet and digital educational resources in teaching activities, for the purpose of information and scientific and methodological support of the educational process in a preschool institution, as a search for additional information for classes, expanding the horizons of children;

- design of booklets, business cards of institutions, materials in various fields of activity;

- creation of media libraries that are of interest not only to teachers, but also to parents;

- using a computer in office work, creating various databases;

- creating e-mail, maintaining a website.

Practice has shown that when using ICT, children's interest in classes increases significantly, and the level of cognitive abilities increases.

Thanks to the multimedia method of presenting information, the following results are achieved:

- Children learn different concepts more easily;

- the ability to navigate on a plane and in space arises faster

- trains attention and memory;

- vocabulary is being actively updated;

- purposefulness and concentration are fostered;

- develops imagination and creativity;

- elements of visual-imaginative and logical thinking are being developed.

Of course, the computerization of education, with its undoubted positive potential, is not very easy to implement: there is an acute shortage of inventory, especially for public educational institutions, and, as a result, the analysis reveals an insufficient number of new teaching methods, and even the incompetence of teaching staff in the aspect of new technologies in the educational process. The use of new pedagogical technologies (and new IT in the educational process is one of the new pedagogical technologies) is a special type of professional activity, and it is necessary to prepare a teacher for this type of activity, to help him master the skills and abilities necessary for the education and upbringing of a modern child, that is, to form a new type of teacher. At the same time, new information technologies are an immense field for the education and development of children, including for the development of their creative abilities.

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