METHODS OF TEACHING STUDENTS TO CREACTIVE THINKING WHEN TEACHING NATURAL SCIENCES

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Annotation
This article covers the reforms carried out in the direction of primary education, the specific place of Natural Sciences in primary education, the methods of creative thinking in the development of creative abilities of students, the methodology for using didactic exhibitions in the teaching of Natural Sciences.

Keywords: primary education, natural sciences, visual style, creative thinking, ability, practical methods, science science, didactic materials, educator, foreign experience, intellectual potential.

МЕТОДЫ ОБУЧЕНИЯ СТУДЕНТОВ ТВОРЧЕСКОМУ МЫШЛЕНИЮ В ПРЕПОДАВАНИИ ЕСТЕСТВЕННЫХ НАУК

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Аннотация:
В данной статье освещаются проводимые реформы в области начального образования, особое место естественных наук в начальном образовании, креативные методы мышления в развитии творческих способностей учащихся, методика использования дидактических выставок в преподавании естественных наук.

Ключевые слова: начальное образование, естественные науки, наглядный стиль, креативное мышление, способности, практические методы, научные дисциплины, дидактический материал, педагог, зарубежный опыт, интеллектуальный потенциал.

Currently, special importance is paid to raise the system of secondary schools in our country to a new level of quality, as well as to further develop primary education and eliminate existing problems in the field, ultimately turning it into a major hearth of Science [1].

The teaching of Natural Sciences as a separate subject begins in the 1st grade. Textbooks that are considered educational material - "bodies of nature"," flora and fauna"," we preserve our health "and" ecology " - are taught books in which the topics are combined. The program in

Natural Sciences allows schoolchildren of younger age to study not only the beauty and wealth of the soulful nature, but also the nature of our republic.

In the direction of primary education, in the teaching of Natural Sciences, among all subjects, attention is paid to the formulation and expansion of students ' scientific and natural worldviews, the statement of the topic of each lesson in teaching logical thinking. Students are involved in their mental activity in the process of individual completion of assignments, increased confidence in their knowledge, strength and abilities [2]. As a result of this, each individual develops at the level of his capacity i. In cognitive activities organized in this way, time is used more efficiently and, as a result, the effectiveness of education increases.

In classes conducted using modern pedagogical technologies of education, the cognitive activity of students is organized in an individual way. Students are taught using modern methods if the student's acceptance learning gets too high this has been tested by most researchers in practice. In addition to theoretical knowledge, practice also occupies an important orin in the formation of the childlike professional qualities of students.

Organizational and methodological conditions are established, which increase the effectiveness of assessing the economic and geographical capabilities of the requirements. The most important of them are the following:

 to highlight the process of assessing students ' economic and geographical ability as a separate object of study;

 step-by-step development of economic and geographical capabilities of students;

 development of training sessions, innovative techniques, lesson methods and forms for the development of the ideological and educational motivation of each student, the ability to design;

 To develop assignments that will provide diagnostics and forecasting of the elements of the economic and geographical quality of students, taking into account the peculiarities of the science of" economic and social geography " and its complexity;

 self-expression of students through their participation in the processes of identifying and understanding the content of educational activities;

 giving students the opportunity to choose different classes and extracurricular activities etc [5].

In addition to the above economic geography, it is necessary to gradually develop the abilities of those educated in the Natural Sciences. In this case, creative thinking is mainly important.

Natural scientific knowledge has been acquired for many years thanks to practical activities. Knowledge is formed in the brain of people without spontaneous occurrence, but in certain work activities. Practice is a key factor in a person's relationship with nature, which, in turn, plays an important role in the system of human interactions, in social production. The main types of practice are material production and scientific experience. Scientific and natural

practice performs the following tasks. For example, the knowledge taught in practice will be able to understand more things than the lessons taught in theory.

As an urgent task, the method of using didactic visual weapons is considered the most convenient effective and understandable method that has been used since ancient times.One such method is the 5x5 method. With the 5x5 method,it is possible to determine the capabilities of each member of the groups by submitting a specific task or solving an issue by involving 25 nagar students in a specific activity at a time, as well as to find out their views. This solves a problem that is thrown from the side of the teacher into a group of 5 participants from each in a lesson organized on the basis of the method. When the specified time has come to an end, the teacher will form a group of 5 groups into which. Each of the re-formed groups will have one representative from the previous 5 groups. The newly formed team members give their teammates a baton wtib, the conclusion presented as a problem solution from the previous group side, and discuss the masked solutions when I go.The advantage aspect of the 5x5 method consists of the bottom:

- each member of the group I encourages to be active;
- ensures that their personal views are expressed on their side; - generates skills to be able to listen to the opinions of other members of groups;
- being able to generalize the thought being put forward also teaches to defend one's own opinion. With this method, training is organized in the order below.

1. The teacher comes out by placing 5 chairs around 5 tables before the start of training. 2. 5 different handouts are recorded on 5 sheets. The sheets are inscribed with the Roman number I to V. These sheets are laid out together on 5 tables. 3. Students are divided into 5 groups from the teacher side.To divide students into groups, the teacher behaves as follows:

1) each student is told to take one of the sheets numbered from 1 to 25. At these sheets will be indicated the number of the stir with the Roman Number.

2) each student takes up space from a chair placed around a table with a still number with a roman number of their choice.

3) after the students are accommodated, the teacher sets a certain time (15-20 minutes) to complete the task placed on the still.

4) Once the time given for Munozaea has come to an end, the teacher reshapes the groups. A particular emphasis is placed on the newly formed he being one student from each of the 5 previous groups. Within a set time (5-10 minutes) after the students take their place, the members of the group speak about the task assigned to their previous group and its solution.

It would be advisable to use this method to assess and strengthen students ' knowledge in repetition and reinforcement classes. At the same time taking lessons using didactic dissemination materials means that 5 times more information is delivered to the brain than visual hearing, and 13 times more than to tactical organs. Therefore, it will be appropriate for students to pass the lesson through didactic games and programs, starting from the elementary

grades. In the case of foreign experience, the latest methods of education are being used in foreign countries. There are even schools in which students learn only by seeing them in practice. And theoretical data will be able to learn only on their own.

In conclusion, there will be no exaggeration to say that it will be possible to develop the thinking abilities of learners through the use of didactic exhibitions in the teaching of Natural Sciences. For example, through the development of a methodological recommendation, a group is selected to conduct an expert ment at any school and classes are taught to them using didactic materials, while other classes are taught on the basis of the curriculum as always. This will result in students of the class who are definitely selected having mastered much more than their peers in the other group.

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