

## Developing Creative Thinking of Students for Extracurricular Reading

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**Annotation:** The article discusses the development of students' creative thinking through the extracurricular reading of primary grades. In this case, the plot, the idea and the theme of some works, the comparative study of the commonalities in the character traits of the protagonists create the basis for the evolution of the child's creative thinking.

**Keywords:** creative thinking, creative imagination, critical thinking, creative quality, creative psychology, non-standard thinking, illogical thinking, creative feature, creative ability, abstract thinking.

**Introduction.** At the present time, pedagogues and psychologists offer a number of methods for the development of creative thinking. They form the essence of creativity in the development of creative thinking is *creative imagination and critical thinking* like these exercises and assignments to develop cognitive processes such as are recommended as a solution to the problem. At the heart of this type of exercise and assignment are objects, and also the aim is to encourage students to think that they can be used in other contexts, given the basic nature of the subject. The fact that these aspects are incorporated into the content of the methodology proposed by E.P. Torrens is emphasized in the research of psychologist E.P. Ilin [4].

The goal is to develop the qualities of individual creativity in the methodology, which is planned to be conducted collectively in groups on the basis of various materials by E.P. Rogov. In particular, the questions begin with the sentence "If....", the content of the expected events is suggested, it will be necessary to discuss the possible situations, each of which will justify its response option [9]. For example, "If Qimmat was a hard-working girl like Zumrad..." ("QimmatvaZumrad" ("Emerald and Precious") fairy tale), "If the Curve

Acted Straight..." ("To'g'rivaegri" the fairy tale of the Curve and the Straight),"If the animals didn't go in search of Susambil ..." ("Susambil" fairy tale) or "If the Hedgehog, the Red Sea and the Rabbit do not unite..." ( "Qishertagi" ("Winter Tale")), and the others.

The problem of creative psychology as a special object of research laid the foundation for Ya.A. Ponomarev's approaches to creative thinking. The scientist's research is significant in that it focuses on solving the problem of creativity through diagnostic and developmental exercises within the rules of the game of chess [8].

The problem of developing creative thinking was the basis for B. Clegg's creation of an intensive course content that included a system of exercises and assignments to study how objects or events that do not occur in unity under normal conditions form an associative connection. The content of this course includes *ideas about the positive effects of the cultural environment, the reliance on the effective aspects of special techniques, personal development and a high level of mental energy and a sense of humor* [6].

Development of creative thinking by E. Bono, teaching non-standard thinking - a method of "provocative idea" which seems illogical in real life, not to react to an idea that is unimaginable at a glance, rather, a way to continue its development is proposed [2].

According to Uzbek scholars who have studied the Bono doctrine, if "provocative ideas" are allowed to be evaluated, the thinker immediately rejects them because they do not conform to existing standards in practice. For the development of creative thinking, it is necessary to evaluate such ideas, instead of determining to what extent they fit into the boundaries of personal experience, it is necessary to achieve a transition to the next new ideas that arise from these ideas. The process of transition from supernatural to new ideas in Bono's interpretation, finding useful solutions to these illogical ideas, to come to a logically reasonable conclusion [11].

**Main part.** Methodological tools for the development of creative thinking in Bono's theory: freedom from attention-grabbing influences; activation of various mnemonic processes for the development of memory, corrective action to address concerns, creative approaches in the form of psychological techniques aimed at shaping the sense of courage and resilience or changing cognitive attitudes towards emotional factors give their positive effect.

Students' thinking and imagination can be developed not only in the classroom, but also in the example of assignments for creative mastery of the content of works of art studied independently or outside the classroom. In this regard, extracurricular reading as one of the most effective forms of literary education to understand the moral and educational features of

works of art, it can be said that it prepares to feel the aesthetic essence, and also serves to enrich and strengthen literary-theoretical concepts.

The topic studied in the curriculum in the selection and recommendation of works for extracurricular reading, students' literary knowledge, skills and abilities, age characteristics, interests are taken into account. Although the current Reading programs provide a list of works for extracurricular reading, due to changes in socio-cultural life, they can be withdrawn when necessary. After all, some works should not be created for any great purpose, as a mediocre work, it does not help enough to develop students' thinking skills. Therefore, the ideological and artistic stability of a work of art, it would be appropriate to recommend considering the impact on students' spirituality and psyche.

It is known that the fairy tale of “ZumradvaQimmat” (“Emerald and Precious”) is equally beloved and familiar to readers of all ages. In this regard, it is advisable to recommend to primary school students to read the fairy tale of “Adolat” (“Justice”) by AskadMukhtor, created under the influence of this fairy tale, outside the classroom [1].

The plot of the fairy tale is interesting and simple. Although the orphan girl Adolat works tirelessly at the old woman's door sooner or later, her head does not come out of humiliation. The old woman's son's daughter is having a good time. Such a contradictory situation between the protagonists will undoubtedly draw the reader awake. With this in mind, the author now turns to the traditional method of betting one character in folk tales on another.

The naughty old woman gives to Adolat a series of assignments. In the process of completing these tasks, the edges of the character of the protagonist are also revealed. Hard work in justice, humility, honesty, patience will eventually lead her to brighter days. The reader's grief over the fate of Adolat is replaced by a sense of satisfaction at the end of the excitement tale. The conclusion of making a decision in the right place provides endless spiritual nourishment to young souls.

No matter how interesting and simple the plot of a fairy tale may be, it is important to emphasize what aspects students should pay attention to when giving independent reading, and even approach it in the form of questions and assignments. For example, the fairy tale “Adolat” (“Justice”) that you read is similar to “QimmatvaZumrad” (“Emerald and Precious”). Find out what it has in common. Which of the protagonists is polite and which is selfish? What is the influence of mothers on the upbringing of emerald and precious girls? Copy the passages about it into your notebook, and so on.

In the lesson devoted to the analysis of the work, the character of the heroes of the fairy tale, to talk to students to discover their unique qualities and to arouse their interest in reading the work, the use of questions and assignments to understand and analyze the content of the work contributes to the development of creative thinking. Although important aspects of the multi-stage study of the work are covered in the research of R.Niyozmetova [7], N.Egamberdieva [10], S.Kambarova [5] and K.Jalilov [3], in the current textbooks refer to such forms and content. It is not observed. In order to get students interested in reading the fairy tale “Adolat” (“Justice”), it is necessary to move away from the traditional questions, it is helpful to resort to approaches that help develop creative imagination and creative thinking.

For example:

**Questions before reading the work:**

1. What fairy tales have you read that revive the image of stepmother, husband and daughters?
2. Do you know any heroes like Zumrad (Emerald)?
3. Which one of them made a warm impression on you?

The fairy tale “Adolat” (“Justice”) will be attended by Adolat, the old woman and her fondling daughter. Adolat is a hardworking girl. She sees many challenges. She has a difficult life. Adolat's parents died early. When a girl wants to get up, she doesn't even have a place to live. No one laughs at her, no one cares. She does not reward her work.

The naughty old woman beats and kicks her. She caresses her child day and night. One winter day, an old woman and her daughter, who want to lose Adolat, send her to find mint.

Twelve months of Adolat, they decided to help because they saw that she was always working.

- I saw her doing laundry by the water;
- I saw her chasing cattle in the fields;
- I have seen the roof plastering by her;
- I saw her filling the bag with wood;
- I saw her sitting in ambush;
- I saw her sweeping the haystacks.

Adolat is a hardworking, polite and honest girl. But she always eats duck and hears insults from the girl and her mother in return for her hard work. In such a situation, twelve months extend a helping hand to her. The poor old woman and her fondling daughter are in

trouble because of their greed. Adolat will free them from their oppression and they will begin to live a happy life.

The event described in the fairy tale will, of course, never happen in life, nor can it. Inspired by folk oral art, the poet created it with imagination. With the magic of the artist's pen, it is perceived as exactly what happens in life. After all, the difference between fairy tales and other literary genres is that the adventures of the protagonists, which could not happen in real life, are described in such a convincing way that they correspond to the realities of life. The literary tale "Adolat" ("Justice") is no exception. In this kind of work, the eternal conflict between good and evil arises at the heart of the reality of life and ends with a celebration of goodness.

The author uses a variety of tools to justify the actions, goals, and aspirations of the protagonists of a work of art. One such tool is the writer's unfamiliar description of the heroes. In particular, Askad Mukhtor whispers to the reader about the old woman and her fondling:

Бурун замон бир тул кампир бўлган эмиш,  
 Юзи, кўзи ғазаб билан тўлган эмиш.  
 Бўлар экан унинг эрка арзандаси,  
 Сўз айтолмас бу қишлоқнинг бир бандаси.  
 Етим қиз Адолат эса батамом уларнинг аксидир,  
 Адолатхон асло ором олмас экан,  
 Қишин-ёзин ишдан асло толмас экан.  
 Яланг оёқ ўтин ташир қаҳратонда,  
 Тер арткали вақти бўлмас саратонда.  
 (At a long time ago, there was one old woman  
 Her face and eyes were full of anger.  
 She has a daughter,  
 Needless to say, this is a slave of the village.  
 Orphan girl Adolat is the complete opposite of them,  
 As long as the just she never rests,  
 She never gets tired of work in winter and summer.  
 Bare feet in the woods in cold,  
 Sweating is a timeless cancer.)

The purpose of the poet's first description of the heroes is not only to acquaint the reader with them, but also, in a sense, to prepare them for the events of the work. The analysis

can also be further deepened by asking for examples of how the characters of a fairy tale differ significantly from each other in terms of their speech behavior. This can be continued in the *form of questions and assignments while reading the work*.

For example:

Адолат ҳам саватини олиб қўлга

Баҳмал каби сой бўйидан тушди йўлга...

Кириш билан қичқирдилар кампиру қиз:

– Қайда эдинг, ҳаромтовок, қани ялпиз?"

(Adolat also captured the basket

He went down the river like velvet....

The old woman and her daughter shouted at the entrance:

- "Where have you been, you bastard? Where's the mint?"

*What do these verses tell us about the inner world of an old woman and her daughter?*

Уйнинг ичи ялпиз ҳиди билан тўлди,

Кампир билан арзандаси хайрон бўлди...

– Сенга улар бошқа нарса бермадимми?

Ё берса ҳам бизга олиб келмадингми?

– Мен улардан бошқа нарса сўраганим йўқ.

– Кўк ялпиздан бошқа нарса кўрганим йўқ.

– Аҳмоқ! Бирдан ўн икки ой кўрган аҳмоқ!

Келиб-келиб бир кўк ялпиз сўрган аҳмоқ.

(The house was filled with the smell of mint,

The old woman and her fondling were surprised....

"Didn't they give you something else?"

Or did you not bring it to us?

"I didn't ask them anything else."

- I saw nothing but green mint.

"You idiot!" The idiot who suddenly saw twelve months!

A fool who came and asked for a green mint.)

Apparently, in his speech with the old woman, in addition to rudeness and insults, there is greed, while in her speech, Adolat reflects simplicity, honesty and humility.

***Questions after reading the work:***

1. Have you ever met people in your life who looked like an old woman and her fondling daughter?
2. How would you react to an old woman and her daughter if you were in Adolat's place?
3. Finish the tale as you wish.

Conclusion. Come to the conclusion, the child is creative through a comparative study of the plot, idea and theme of some works, the common features of the protagonists (for example, AskadMukhtor's "Adolat" ("Justice"), Uzbek folk tales "QimmatvaZumrad" ("Emerald and Precious") or Russian writer S.Marshak's "O'nikki oy" ("Twelve Months"). it lays the groundwork for evolution in thought.

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