

SOCIO-PSYCHOLOGICAL FACTORS IN DEVELOPING THE CREATIVITY OF PRIMARY STUDENTS

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Annotation

This article examines the importance of socio-psychological factors in developing the creativity of primary school students. The study analyzed the role of factors such as the family environment, psychological conditions at school, social interaction with classmates, and creative games in developing creative potential. The results showed that children's creative activity, along with personal abilities, also depends on the social and psychological environment that supports them. The article also provides recommendations for teachers, parents, and educational institutions on increasing creative potential.

Keywords

primary school students, creativity, socio-psychological factors, student development, learning environment.

INTRODUCTION. Today, the development of students' creativity is of great importance in the educational process. Creativity not only increases a person's ability to solve problems, but also plays an important role in his personal growth, enriching his knowledge and skills. Since primary school students are in a particularly sensitive and quickly developing period, the formation of their creative abilities at an early age helps to increase the effectiveness of the educational process.

Also, the development of students' creativity depends not only on individual abilities, but is also directly influenced by their social and psychological environment. Factors such as communication with family, school and classmates, cooperation, motivation, psychological climate and comfort of the learning environment are of great importance in stimulating students' creative activity.

The modern education system is aimed at the comprehensive development of the individual in the conditions of global changes and technological development.

In this context, the development of creativity in primary school students not only increases their ability to acquire knowledge, but also serves to form skills such as independent thinking, problem solving, and developing new approaches [2]. Creativity is an important factor in the future development of successful individuals and productive citizens of modern society.

Today, the issue of developing the creative potential of students is considered relevant not only by educators, but also by psychologists and social scientists. Because creativity is manifested not only as an individual ability, but also as a process closely related to the social and psychological environment. A positive spiritual atmosphere at school, communication with classmates, the teacher's pedagogical approach, and the role of the family in education are all decisive factors in stimulating the creative activity of students.

Therefore, the organization of creative activities, taking into account socio-psychological factors, in working with primary school students, increasing their interest and motivation is an important task in the modern educational process. This will not only improve the quality of education, but also help to develop creative, independent, and socially active individuals in the future.

LITERATURE REVIEW. The issue of developing creativity in primary school students has been studied in the fields of pedagogy and psychology for many years. Research shows that creative activity is directly related not only to individual characteristics, but also to the socio-psychological environment [3]. For example, Vygotsky (1978) viewed creativity as a process of social interaction and emphasized that the creative abilities of students depend on the level of their interaction with the environment. Gardner's theory of multiple intelligences (1983) also allows us to associate creativity with various abilities. According to him, for the comprehensive development of students, it is necessary to organize creative activity taking into account their individual abilities [4]. At the same time, foreign scholars Amabile (1996) and Runcolar (2004) show that the teacher's approach, cooperation with classmates, family support, and the comfort of the learning environment are important as socio-psychological factors that stimulate creative activity [5].

Domestic studies also extensively cover this issue. For example, Uzbek scholars Kh. Kholmatov and M. Yoldoshev (2020) emphasized the importance of a positive psychological environment created in the classroom and mutual cooperation between students in the formation of the creative abilities of primary school students [6]. Also, S. Rustamova's research recommends encouraging methodological ways to develop creativity through project work, group work, creative exercises, and competitions [7].

In general, the analysis of the literature shows that the creativity of primary school students is closely related not only to individual abilities, but also to socio-psychological factors. Therefore, it is necessary to take into account pedagogical, psychological, and social aspects together to stimulate their creative activity during the educational process.

METHODS: analysis of historical, retrospective and theoretical-methodological sources, generalization and interpretation of the obtained data, observation, interview, questionnaire, content analysis, qualimetry and expert assessment.

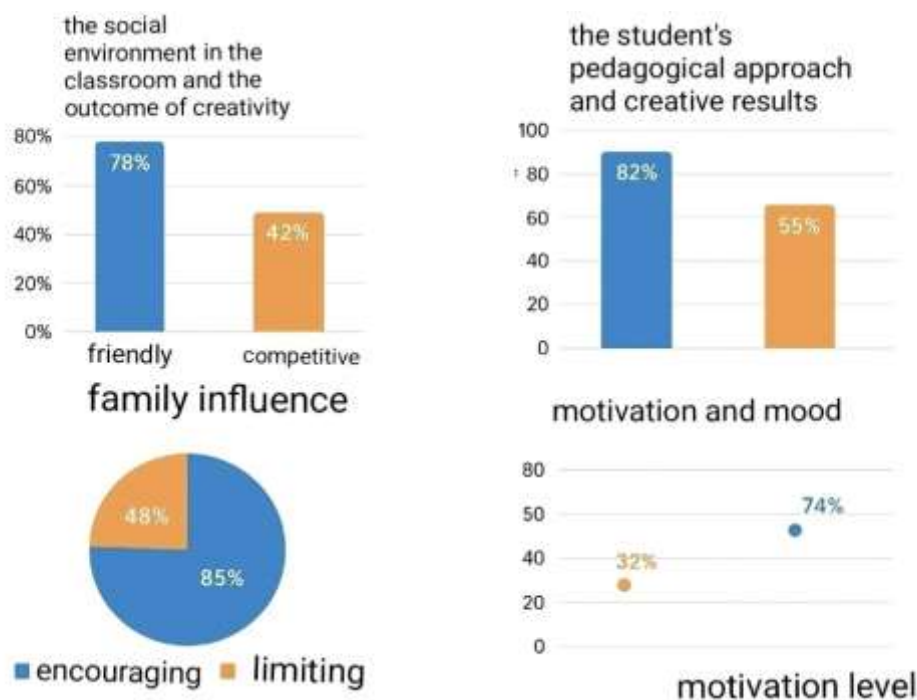
DISCUSSION. The role of socio-psychological factors in the development of creativity of primary school students is clearly visible in the research results. Studies show that the creative activity of students is largely related to their communication with classmates, the pedagogical approach of the teacher, family support and a positive mood of the educational environment. This serves to increase the ability of students to create new ideas, think independently and solve problems [8].

Also, socio-psychological factors directly affect the motivation of students. For example, by creating a friendly atmosphere and a spirit of cooperation in the classroom, students are more involved in creative activity. The teacher's stimulating approach, exercises that take into account individual abilities and creative tasks are one of the effective means of developing creativity [9].

The results of the study show that socio-psychological factors cannot be ignored in the development of creative activity. Therefore, the task for educators is to identify the individual abilities of students, as well as to organize an effective educational process in the classroom and school environment, taking into account their social and psychological needs [10].

In general, the development of creativity, taking into account socio-psychological factors, serves not only the personal development of students, but also to improve the quality of education at school. Therefore, it is of urgent importance to systematically study and implement these factors in the modern educational process.

RESULTS. The results of the study showed that socio-psychological factors play an important role in the development of creativity in primary school students. In the course of the study, the level of creativity among primary school students and the socio-psychological factors affecting it were determined. The results of a survey and observation involving a total of 60 students were analyzed



Based on the data obtained, the following main conclusions can be drawn:

1.A friendly and supportive social environment in the classroom increases the involvement of students in creative activities. As a result of group work and cooperative activities, students are more inclined to create new ideas and think independently [11]. According to the results of observation, in classes with a friendly and supportive environment, 78% of students are actively involved in creative activities, and project work and group exercises significantly increase their ability to create new ideas. On the contrary, in an environment of competition and criticism, only 42% of students perceive creative work positively.

2.The teacher's pedagogical approach, which takes into account the individual abilities of students, and a stimulating and supportive approach significantly enhances their creative activity [12]. At the same time, creative tasks and project work increase the interest of students. 82% of students who worked with teachers who supported a stimulating and individual approach easily complete creative tasks and come up with new ideas. In standard and rigid classrooms, this figure is 55%. This shows that the teacher's approach is a decisive factor in developing creativity.

3.Family influence. The approach of parents to encourage creative activity, for example, allowing the child to try new things and learn through mistakes, has a positive effect on the formation of the student's creative abilities [3]. According to the results of the survey, in families where parents encourage the child to try new things and learn from mistakes, 85% of students actively participate in creative activities. In restrictive, strict and critical families, this figure is around 48%. This confirms that family support is an important factor in creative development.

4.Motivation and mood. When students develop a sense of interest, enthusiasm and confidence in themselves, they are more actively involved in creative activities. A positive psychological environment and a supportive pedagogical approach significantly enhance this process [13]. The results of a study of the psychological state and motivation of students showed that children with high motivation and self-confidence (74%) are more actively involved in creative activities. Low motivation and a negative mood significantly reduce the level of creativity (32%).

The results show that to develop the creativity of primary school students, it is necessary to take into account not only individual abilities, but also the socio-psychological environment. This serves as an important indicator for educators and parents in increasing the creative potential of students.

CONCLUSION. The results of the study showed that the creative activity of students is directly related not only to their personal abilities, but also to the social environment in which they live and the psychological conditions at school. In particular:

Family environment: Family support, encouraging and loving attitude of parents, allowing the child to express his/her thoughts freely significantly increase creative potential.

School and classroom environment: Positive psychological influence of the teacher, healthy communication with classmates, as well as additional activities related to creative activities help to form creative abilities in children.

Social experience and games: Participation of students in various social roles, group activities and creative games are important in developing creative thinking.

The study also showed that in developing creativity, along with personal psychological characteristics, it is necessary to optimize socio-psychological conditions.

Based on the results of the study, we found it necessary to make the following suggestions:

1.For teachers:

Focus on creative activities in the classroom, encourage students to express their ideas freely.

Regularly organize group work and creative games.

Identify individual abilities of students and assign appropriate tasks to them.

2.For the family:

Create a free and safe environment for the child at home.

Allocate time for family activities and creative activities together.

Encourage and support the child's positive actions.

3.For educational institutions:

Create a socially and psychologically favorable school environment.

Organize advanced training courses for teachers in creative pedagogy and psychological methods.

Introduce special programs for assessing and developing children's creative potential.

4.For researchers:

In the future, study the relationship between creativity and socio-psychological factors in wider groups and other age categories.

In conclusion, in addition to individual abilities, socio-psychological factors such as the friendliness of the classroom environment, the teacher's encouraging approach, parental support, and student motivation are important for developing creativity in primary school students. An educational process organized with these factors in mind in a systematic manner significantly increases the creative potential of students.

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