

PalArch's Journal of Archaeology  
of Egypt / Egyptology

## QUESTIONS - A FACTOR FOR GROWING CREATIVE THINKING

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**Babasheva Gulzavira Bektemirovna: Questions - A Factor For Growing Creative Thinking-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(6),. ISSN 1567-214x**

**Keywords: textbook, question, assignment, intellect, individual characteristics, contemplation, creative thinking, imagination, ability, activity, speech, essay, story. plan.**

### ABSTRACT

The article discusses the issues that affect the development of creative thinking, in particular, the pedagogical and psychological conditions and didactic requirements for the development of creative thinking in primary school students.

In recent years, the country's education system has taken appropriate measures to ensure the participation of students in the International Program for Assessing Literacy (PISA) and international programs for assessing the reading comprehension of primary school students (PIRLS).

International programs such as PISA and PIRLS are important in that they aim to assess students' knowledge, skills, and competencies in reading literacy. These programs are designed to assess the reading literacy of students of different ages, including 15-16 year olds and primary school students.

In PISA and PIRLS programs, types of mental activities such as analysis, comparison, grouping, and generalization are seen as key factors in improving reading literacy.

In the process of literary education, various texts are used to determine students' reading literacy. Reading literacy testing has shown that it is useful to search for clear information, state results and conclusions based on known facts, generalize and interpret information, and prepare assignments to evaluate the structure, style, and content of a text.

In the development of reading literacy, it is possible to select and organize information on the basis of tasks, work with pictures, learn to find information based on diagrams and tables, summarize certain parts of information in the text, reorganize questions in the text, express ideas in writing. Work in this context requires the coordination of didactic requirements performed by textbooks, such as incentives, information, control-correction, development-education and teaching. Reading literacy depends on the structure of textbooks in terms of spiritual and aesthetic education, development of creativity, mastering the content of the text in terms of the development of age and individual characteristics of students, scientific and basic competencies.

It is well known that textbooks for general secondary school students are defined in state educational standards: didactic, methodological, pedagogical-psychological, aesthetic and hygienic requirements, theoretical data, practical and experimental exercises, taking into account the age and psychological characteristics of students implies full mastery of the basics of science. These requirements, in turn, indicate the urgency of a creative approach to the issue of didactic analysis of works of art on the texts contained in textbooks, the level of students' age, intellectual abilities.

Methodist K. Husanbaeva, studying the ways of working on texts from primary literature textbooks, the problem of analyzing works of art at the level of age and intellectual potential of young students, comments on the following:

Based on the general analysis of the textbooks, it can be said that the strength, intelligence and abilities of children in the formation of human qualities in primary school students are not used effectively. Many of the teaching materials presented for study in the textbooks are illogical, clumsy, and far from real life. Part of it is built on exhortation. They are based on the theme and seem to be simply "fabricated" by the authors. Or the highly artistic texts are presented in such abbreviated form that they turn children into parrots that roam irrationally. The text is based on the text: "Why do we call it mother? Find the answer in the text and memorize what you read ", " Read the verses that express Navoi's desire ", " What happened on Sunday? ", " What phrase does a parent use against their child? " such irrational questions simply force students to repeat the content of the text.

In our opinion, the questions in primary school textbooks should be designed to increase students' independence, encourage free and creative thinking, comprehension of the text, understanding of the inner world of literary heroes, motivation to read, justification and protection of personal views.

It is important to pay attention not only to the development of the student's cognitive processes, but also to the genre and type of the work, language, artistic interpretation of reality, the peculiarities of the characters, to increase the initial imagination and knowledge of young readers. Questions and assignments serve to select the most appropriate and optimal ways of studying the literary text, to solve the task of developing students' creative thinking and speech in the process of working on literary material.

It is known from our observations that the textbooks of the current primary school "Reading Book" contain questions and tasks of a certain form and

nature on mastering the content of works of art, working on the text. The content and size of the text are taken into account when compiling the questions. It is also based on the following criteria, based on the understanding of the main idea of the text, the moral and aesthetic education of children, cognitive processes, in particular, the development of creative thinking:

- a) questions about the description of an event or hero;
- b) questions and assignments of a generalizing nature;
- c) questions and assignments to recall the acquired knowledge;
- g) thinking and analysis questions.

Our research shows that students find answers to memory-related questions on a topic without any difficulty. But they face certain difficulties when it comes to expressing their personal views or asking questions of a logical nature. Although such difficulties are observed in children in the early stages of learning the problem, they begin to be solved gradually with the help of their teacher.

When thinking questions and assignments are asked, students become more active, have a deeper insight into the subject matter, and are able to find solutions to more difficult problems or unfamiliar situations. It is advisable to teach the student to observe more deeply through questions and assignments in different situations, especially when the main part of certain things is complete, when there is a need to discover something new for himself.

In the process of working on the text of the works presented in the textbooks of primary school "Reading Book", students correctly understand the general aspects of the topic, but feel certain difficulties in substantiating their personal views on the problem. The reason for this can be explained by the fact that the reader is not able to systematize and generalize the existing knowledge, the evidence on the subject.

In order to overcome the above situations that cause difficulties for students, it is advisable to follow the following:

- generalize the learned knowledge around the basic idea;
- Identify the main and important points among them;
- to get used to expressing personal views in their own words;
- to be able to summarize their thoughts, etc.

Teaching students such activities shows the need to explain the causes of certain events, to justify their views, to express an objective attitude to the issue, to generalize and draw conclusions based on their observations.

Савол-топириқлар ўқувчиларнинг мавжуд билимларига асосланиб улардан янги вазиятларда фойдаланишга, шунингдек, ўрганилаётган нарса, ҳодиса ёки объектнинг ҳали номаълум жиҳатларини топишга, шу орқали ақлий фаолияти ва ижодий тафаккурини ривожлантиришга ёрдам беради. Бошланғич 3-синф “Ўқиш китоби” дарслигида савол-топириқлар қандай мазмунда акс этганлигини таҳлил қиламиз:

**1. Descriptive questions and assignments:** "How do you describe your homeland?", "What do you mean by homeland?" ("U.Hamdani." If I say homeland ..."), "Write a short text about the neighborhood where you live" ("K.Turdieva." Throughout the prosperous neighborhood"), "What does the poet's belly look like?" (D. Rajab. "Snow Alyori") and so on.

**2. Generalized questions and assignments:** "What did you learn about Sister Rivers?" (Beautiful Begim. "Sister Rivers"), "What did you learn from the fairy tale?" (K.Turdieva. "Your time is gone - your money is gone"), "How is the landscape described in the poem?" (Q. Muhammadi. "Winter is also beautiful") and others.

**3. Questions and assignments to recall the acquired knowledge:** "What do you know about the cities named in the poem?" (D.Rajab. "The beauty of my country"), "What traditions of the Uzbek people do you know?" (Z.Hasanova. "Harvest holiday"), "Why is it said that a young man has less than forty professions? Explain in your own words (S. Gafurov. "Goose is a small profession"), etc.

**4. Questions and assignments for comprehensive thinking and analysis:** "Explain why the crows are not afraid of the girl" (N.Norkobilov. "The girl and the crows"), "How did you understand the verse "You gave science as a gift, you showed the bright ways"? (Z. Diyor. "The book, you are my friend"), etc.

It is worth noting that the textbook also contains questions of such content that students can find answers directly and easily, even without creative and independent thinking. An example of such a work is the following question based on the story of H. Murodov "New House":

"What news did Khursandbek bring to the children?" The reader will be able to answer the question by translating the first person plural phrase "Brick, beautiful houses will be built instead of the old garden on the outskirts of our village" into the third person.

In fact, the nature of the questions should allow the reader to summarize, systematize, and draw appropriate conclusions from the general idea in several paragraphs or in the text of an entire work. In S. Anarbaev's story "Bahs" "Why did the three comrades quarrel?" The question is intended to provide short, clear and concise ideas on the content of sections 1 and 2 of the work, encourages the reader to think in detail about the topic, develops speech, sharpens the mind. Most importantly, it teaches us to distinguish what is important from common ideas by making logical observations.

In the process of primary school literary education, special attention should be paid to teaching students to evaluate the character traits of the protagonists and to identify the links between the author's image and the idea of the work. Therefore, the questions and assignments are described as follows, depending on what purpose they are aimed at:

**1. Questions on mastering and retelling the content of the work. 2. Questions on learning and mastering the language of the work.**

Here we consider the extent to which the issue is addressed in secondary school textbooks. In the 3rd grade textbook, which was chosen as the object of our study, the presentation of questions belonging to the first group in most cases can be attributed to the fact that the age and psychological characteristics of young students are taken into account. For example:

1. "Tell us about Erkin's meeting with Abdullah and their conversation" (O. Hoshimov. Khazonchinak), "Read, tell what you understand" (O. Rasul. "My uncle is a potter"), "What trick did Genghis Khan use? Why? ", "Tell us about Jalaliddin's struggle against the Mongols" (Mirkarim Asim. "Jaloliddin Manguberdi"), etc.

2. Questions on learning and mastering the language of the work depend, first of all, on the degree to which primary school teachers have mastered the literary-theoretical concepts. Because the basis of the effectiveness of any method lies in the perfect knowledge of the basics of their science by a specialist in the field.

Through the analysis of the language of the work of art, students are provided with the rich potential of the native language, the idea of the work, a deep understanding of the author's skills, the development of speech and creative thinking. Questions and assignments of this nature are related to the construction of poetry, the definition of polysemous words in the text, figurative words, synonyms, homonyms, antonyms, as well as the initial concepts of language's special descriptive means such as analogy, adjective, animation or expression. The acquisition of literary-theoretical knowledge also depends on the correct and rational implementation of the integration between the native language and the science of reading. For example: "Identify the rhyming words in the poem. Why did the poet use the word "gold"? (P. Momin. "Golden Autumn"), "How did you understand the verses" Snow melts and turns white "? (P. Momin. "Fluffy snow") and others.

How to work on the language of the work in primary school? We see this in the example of the concept of analogies. Well-known children's poet Dilshod Rajab's "What does the poet's belly look like?" The question is answered by getting acquainted with the text of the poem, determining the qualities of a snow-like object or thing. Examples of this are the words "par bed" in the first verse, "white pearl" in the second verse, "stop", "silver" in the fourth verse, and "rizq-u roz" in the sixth verse. This type of work, in turn, has a positive effect on the formation of students' ability to work with dictionaries.

**Teach students to create questions.** Teaching students to create their own questions is also an effective way to nurture the creative thinking of primary school students. According to Methodist scholars, it is advisable to start teaching students to ask questions from the 2nd grade. The teacher's example is especially important in shaping students' questioning skills. At the same time, it is effective to focus students' activities on the following types of work:

a) careful reading of the work; b) identify the characters involved in the text and their characteristics; c) identify the parts of the question; g) questions are structured based on the generalization of ideas in several paragraphs of the text.

Students can be asked to write a question on the story "The deposit of knowledge" given in the textbook "Reading book" for 3rd grade with the following content:

- identify the paragraphs in the story;
- think about what other name to choose for the content of the text;
- Ask questions about the content of each paragraph in the work;
- Ask questions about the characteristics of the protagonists of the story;
- Ask questions about the idea put forward by the author;
- Ask questions about a different ending of the work, etc.

In the process of working on the text of the narration, students' attention is drawn to:

1. The text contains six paragraphs that are consistent and complementary;
  2. To find a number of titles related to the content of the narration, in particular, based on the main idea of the text, which can be called by one of the names, such as "Reward of honesty" or "Wise choice";
  3. Ask students, "What aspects of the Master's way of life reflect his nature?", "What are the shortcomings in the upbringing of young men?" to compose questions of such content;
  4. The idea of honesty and truthfulness in any situation, to work tirelessly to achieve one's goals;
  5. Guide students to change the direction of the plot as they wish. It is also advisable to take into account factors such as the influence of society or family environment or the strength of an individual's beliefs in upbringing.
- In the methodological literature, questions and assignments are classified according to classification, typology and description as follows:
- individual, group and general, ie general questions;
  - homework and homework;
  - Questions and tasks that organize and summarize the observation of the text during the reading;
  - a wide range of questions and, if necessary, additional questions indicating where to find information;
  - Questions on the selection and collection of material and questions that organize the comprehension of the text;
  - teacher's conversation with students and a system of questions for independent work;
  - A system of questions aimed at analyzing a single event or a set of events, as well as comparing works, emblems.

It is obvious that the above questions and assignments have a special place with their wide range of works, ie control of students' knowledge on the studied work, deeper penetration into the topic, directing them to independent and creative research.

Individual, group, or general, i.e., general question-and-answer tasks are often limited to the performances of well-versed students. Everyone is prepared for such content-based assignments to the best of their ability, but they are overshadowed by factors such as the rapid movements of constantly active students or the unequal distribution of teacher attention.

The questions to be completed in class or at home are different. Some questions require oral, rather than written, questions. Choosing lighter tasks that are done in writing as homework is also didactically correct.

One of the most important activities in the classroom is a reading task that organizes and summarizes observations on a text while reading to re-read the work, identify the words in it, find the answers to the questions, or describe the characters.

Questions that are comprehensive or where to find information are of a research nature. This develops students' ability to come to a single conclusion as a result of working with additional resources or working with the entire text.

Activities such as artistic imagery, image system, identification of places where the author's attitude to reality is based on the text, their differentiation, description of the characters are among the questions that select the material and ensure its conscious mastery by students.

Creative questions are based on the interaction between teacher and student on a topic. In this case, the student must respond based on the work and life observations, express in writing what he has learned, and for this it is necessary to search independently.

Tasks such as analyzing the reality reflected in the text, comparing the psyche, nature, inner experiences, spiritual world of the protagonists, as well as comparing one work with another are of great importance in developing students' creative thinking.

In the analysis of primary school textbooks, mainly expressive reading, retelling, short stories, memorization, writing a text or story on the topic, finding a title, renaming, planning, etc. - Questions and tasks on the analysis of the content of the event, the interpretation of the meaning of symbols, objects or words, work with the dictionary. For example, in the 4th grade textbook, "Find out what words can replace the phrase "sunny land" in the poem" (Zafar Diyor. "Sunny land"), explain the words "science", "courage", "mind" (Miraziz Tasks such as Azam ("Courage and the light of the mind")) teach students to use the library purposefully, enrich their understanding of the types of dictionaries, improve their skills in working with explanatory dictionaries.

"Why are the concepts of mother and homeland compared?" (A. Aripov. "Iqbolli Buyuksan"), "Explain the similarities between a painter and a land painter - a farmer" (S. Rahmon. "Farmer"), questions and assignments in the form of a specific image, object, process or type of activity and aims to develop the ability to distinguish between different aspects, from the general to the private, from the general to the general.

Questions and assignments, such as "Write in your notebook the names of the countries bordering Uzbekistan and their capitals" (N.Norkobilov. "Map"), which are aimed at partial research, should be more widely used in textbooks. serves to further improve its relationship monitoring activities.

In our opinion, "What fruits ripen in summer? What about in the fall?" (Sh. Sa'dulla. "Summer"), "What animals did Ozod and Nasir meet on the way?", "What did Bobo give to his grandson?" It is advisable to replace the questions in the content with assignments to read a wider range of relevant information, focusing as much as possible on creativity and logical thinking.

In our opinion, "What fruits ripen in summer? What about in the fall?"

Instead of asking interesting questions about the characteristics of fruits ripening in different seasons, the task is not only to think, but also to do a little research using a dictionary or children's encyclopedias on different areas of science, covering the specifics of plants with the help of a teacher or the whole family.

The organization of scientific research of the features of the objects artistically reflected in the poem (ripening of wheat, fruits and vegetables and melons) provides interdisciplinary integration, including:

Apricots ripen,

The balls fall to the ground.

Apples, pomegranates, pears, almonds,

No man eats enough.

**Bodom. Botanical description.** The tree is 6–10 m tall, the branches are pyramidal or branched. The root system is well developed. The leaves are

linear. Flowers white or pink, bisexual. Extremely light-loving and drought-resistant. It ripens in July-September. The core contains 35–67% fat, up to 30% protein, as well as sugar and glue. Depending on the navigation, the shell is thin (smooth), medium and hard, the core is sweet or bitter.

**Importance in the economy.** Almonds are mainly grown for their sweet core. Almond kernel is consumed, used in the confectionery industry, oil medicine, bitter kernel almond essential oil in the cosmetics industry, to improve the color and taste of liqueur, cognac and wines.

**Biological properties.** Grows well in loamy and rocky soils, irrigated gray soils. The tree bears fruit from 4-5 years. Yields range from 60 to 80 kg per bush. The tree can withstand frosts of 20–25 °, etc. (abbreviated).

Kambar Utaev's "Where does bread come from?" Instead of questions such as "What did Grandpa and Grandma say to their grandson?", "Explain why bread should be valued?", "What can be called a grandfather's behavior?", "How is it expressed in the advice of grandparents?" Educational goals are achieved by focusing on the idea put forward by the author or the aspects that the reader needs to understand from the content of the text, rather than asking students to find ready-made answers in the text.

The use of a number of advanced methods that influence the development of creative thinking in improving students' skills and competencies in working on text is well effective. In particular, the Bloom's Cube method helps to increase students' mastery by motivating them to perform a wide range of tasks.

This method involves the development of knowledge, skills and competencies such as taxonomy of pedagogical goals in the cognitive and emotional fields, known by the research of American psychologist and educator Benjamin Blum, to increase student activity and initiative, logical thinking, analysis and generalization, recommending specific solutions to problems. According to him, the categories of Blum taxonomy, such as cognition, comprehension, application, analysis, synthesis, and evaluation, are a coherent and integrated system that clearly defines the sequence of categories and levels of learning objectives.

In Grade 4 Reading, the Bloom's Cube uses the "Why?", "Explain!", "Name!", "Invite!", And "Think!" , "Share your idea!" such as questions and assignments based on the six criteria of Blum's taxonomy serve as a factor in the gradual formation of the independence and creativity of thinking, the diversity of ideas from the earliest stages of education. In this case, after studying a particular work, pre-prepared cubes with the following sentences written on the sides are distributed to students and work is done on this basis. Including:

1. "**Why?**". Why did the king start learning to weave carpets?
2. "**Explain!**". Explain the purpose behind the girl's condition.
3. "**Name it!**". Name the passages given from the fairy tale. Explain why you chose such a name.
4. "**Make an offer!**". What other ideas and thoughts would you suggest to the king when you were in the girl's place?
5. "**Think about it!**" Think about how the proverb "A skilled person will not be humiliated" has to do with the content of a fairy tale.
6. "**Share your idea!**". Share your thoughts on the benefits of the profession, etc.

It can be concluded that questions and assignments that require students to think deeply require a creative approach to the topic, the ability to generalize and draw conclusions through independent thinking. This is directly related to the fact that experts in the field and experienced teachers make changes to the content of existing textbooks in accordance with the criteria of international assessment programs.

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