

# THE BEGINNING CLASS HAS A DEFECT IN VISION THE STRUCTURE OF THE DEVELOPMENT OF CREATIVE POTENTIAL IN VOLUNTEERS

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**Annotation.** This article expresses a number of scientific studies on the development of effective models of the development of creative abilities of students of Primary School junior school age, improving the methodology for the development of creative potential in educators through the harmonious content of critical and creative thinking. The development of diagnostic tools for the formation of creative potential in students with visual impairment of the primary class, the improvement of the pedagogical foundations of the design of the creative educational environment are gaining special relevance. The article covers the expression of creative techniques in the field of talim in students with visual impairments.

**Keywords:** krti, tahlil-sintetik, qiyos-taqqos, diagnostika, prognostik, kopetensiyaviy yo'nalish.

**(Introduction):** Creativity is manifested as a set of skills associated with the qualities of creativity, creativity of an individual. Creativity includes a high level of sensitivity to problems, intusia, predictability of outcomes, fantasy, exploration, and reflection .Creativity (Latin for “create ” – creation, “creative” – creator, creator) - expresses the meaning of individual's creative ability as part of giftedness, as a descriptive of readiness to produce new ideas and as an independent factor. The creativity of an individual is manifested in his thinking, communication, feelings, in certain types of activity. Creativity characterizes an individual in a holistic way or in its specific characteristics. Creativity is also reflected as an important factor in giftedness. In addition, creativity defines mental acuity. The creativity of an individual is manifested in his thinking, communication, feelings, in certain types of activity. Creativity characterizes an individual in a holistic way or in its specific characteristics. Creativity is also reflected as an important factor in giftedness. In addition, creativity defines mental acuity.

**(Research Methodology):** Creativity is manifested as a set of skills associated with the qualities of creativity, creativity of an individual. Creativity includes a high level of sensitivity to problems, intusia, predictability of outcomes, fantasy, exploration, and reflection .Creativity (Latin for “create ” – creation, “creative” – creator, creator) - expresses the meaning of individual's creative ability as part of giftedness, as a descriptive of readiness to produce new ideas and as an independent factor. The creativity of an individual is manifested in his thinking, communication, feelings, in certain types of activity. Creativity characterizes an individual in a holistic way or in its specific characteristics. Creativity is also reflected as an important factor in giftedness. In addition, creativity defines mental acuity. The creativity of an individual is manifested in his thinking, communication, feelings, in certain types of activity. Creativity characterizes an individual in a holistic way or in its specific characteristics. Creativity is also reflected as an important factor in giftedness. In addition, creativity defines mental acuity. Creativity is not a spontaneous quality in readers, it is due to the fact that the reader is able to strive for innovations, master innovations and overcome the difficulties faced in the processes of being able to apply them in his daily activities, actively, creatively use



innovative innovations in his activities. The formation of the student's creativity stems from “needs, directions, and “I” conceptions”. Dialogue serves as the main pragmatic description of the development of creativism in the breadth of Education. In the formation of the younger generation as an educated, comprehensively developed, perfect person, the creativity of teachers, the constant improvement of their knowledge in their field, the ability to apply the latest innovations in their pedagogical activity, in a word, their creativism activity is important. Such creativeness is especially important in the strategic path of the Republic of Uzbekistan in the field of Education. Creative potential is studied and understood in connection with creativity. Opinions are expressed about the psychological aspects of creativity, and knowledge is analyzed mainly in relation to reasoning and imagination. As the psychological basis of creativity, the following elements were perceived. Carl Rogers placed a particular emphasis on “Seeking previously undefined solutions to the problem” in his interpretation of the essence of the concept of creativity.

Simpson interprets kerativli as “a man's abandonment of hardened ways of thinking”.

**(Conclusion / Receptions).** As a conclusion, the structure of technologies for the formation of a culture of creative reading of students with elementary visual impairment was interpreted as a dynamic system consisting of many components. This system develops and reorganizes in the process of educational activities. Each component has its own content that serves to reveal their relationship. The structure has also been shown that technologies for the formation of a culture of creative reading of students with visual impairment of the primary class have a great influence on the creative environment and psychological and pedagogical cooperation.

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