

FACTORS OF TEACHING CHILDREN TO CREATIVE AND INDEPENDENT THINKING FROM AN EARLY AGE

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ANNOTATION

This article describes the factors influencing the formation of creative and independent thinking skills of children from a young age. The results of psychological research show that the level of creativity and independence in thinking of young children is an important indicator of their general intellectual development in accordance with their age. Factors such as interest, propensity for multitasking, moral concepts, need to learn, desire for independence, speech, self-evaluation play an important role in the development of creativity in a child.

Key words: creativity, independent thinking, youth psychology, need, ability, skill, self-evaluation.

Pedagogical and psychological literature notes that before school education, a child has a special relationship with the material and spiritual heritage created by his ancestors in the process of development. As he grows up, he actively assimilates and takes possession of the achievements achieved by his ancestors. A child's understanding of the world of things, phenomena, actions performed with their help, national language and interpersonal relations, at the same time, the formation of activity motives, the development of abilities takes place on the basis of the direct support of adults responsible for education. This happens in the family with the help of parents, and in preschool educational institutions with the support of educators.

From the kindergarten age, the independent activity of the child increases in all aspects. It is known that the independence of activity automatically gives rise to the independence of thought. In addition, the pre-school stage is the period for children to improve some complex actions, to form elementary hygiene, cultural and work skills, to develop speech and to create the first buds of social morality and ethical and aesthetic taste. Russian scientist P.F. According to Lesgaft, in this period of a person's life (pre-school age) what personal character the child will have in the future, what qualities he will show, and the foundations of moral character emerge [8].

In the literature on psychology, the concept of independent thinking is expressed as a complex of individual-psychological characteristics of a person (in the intellectual and emotional-volitional sphere), the independent management of mental activity, and it is noted as a factor that provides preparation for knowledge processing and effective mental activity [6.B.256]. Most psychologists define the indicators characteristic of the level of independent thinking as follows:

1. A skill formed in a person;
2. Determining the purpose of the intended activity;
3. Implementation of normal planning;
4. Implementation of the plan and achievement of the goal;
5. Ability to demonstrate activity and creativity in solving new problems;
6. The desire to solve problems without the help of other people [2. B.16].

And U.V. Ulenkova distinguishes the following aspects in the psychological structure of independence of thinking:

- Knowledge necessary to solve the problem;
- satisfactorily perform the general method of mental activity;
- positive emotional reaction to research;
- readiness and ability of the child to self-regulate, mental tension, voluntary actions, concentration [6.B.198].

It is worth acknowledging that some notable achievements have been made in educational psychology research in the world. It is worth noting that many studies have been conducted in them, devoted to the study of children's thinking, the process of acquiring knowledge, and the creation of psychological laws of this process. Many researchers correctly recognize the independence of thinking as an indicator of the effectiveness of their educational impact. But, unfortunately, the problem of mental activity in the independent thinking of a foster child has not yet been taken as an object of psychological research. The systematic basis for the formation of any independence of thought begins with the upbringing of children of preschool age. The development of independent thinking "... serves not only to absorb the amount of knowledge required to be taught to children, but also to form many of their abilities" [3.B.36]. As the most important of

them, psychologists define general learning as a system of mental qualities of a person, consciousness, the effectiveness of educational activities depends on it.

Z.I. According to Kalmikova, the level of development of effective thinking "... human abilities are manifested more independently in the discovery of new knowledge." The author calls independent thinking "the core of the mind" [5.B.101].

The results of the conducted research indicate that the level of independent thinking of preschool children is an important indicator of their general mental development at this age. In order to prevent the difficulties observed in the period of adaptation of children to school, it is necessary to pay attention to their development in the pre-school period, to teach them to think independently. The following psychological factors are important here.

First of all, the most noticeable feature of preschool children is the factor related to activity. The main characteristic characteristic of a child at this age is that the child is constantly in motion, and he gets tired or bored not by the result of the activity, but by the uniformity and one-sidedness of the movement. Being able to direct the activeness, which is the main law of the nature of preschool children, without limiting it, will give the expected effect in their education. For example, if the five types of activities determined according to the "Ilk Kadam" program, which is currently in effect for educational and training centers in the preschool education system of the Republic of Uzbekistan, are carried out with this activity in the center, internal motivation is created for children. For example, if the educator chooses a monologue as the leading form of the lesson during the familiarization with the environment, it will lead to children's boredom, distraction, and loss of interest. Because school-aged children cannot listen to an informative lecture for more than five minutes. But if the transmitted information is absorbed in the accompanying movement, the children will not even notice that time has passed. While introducing the trees in the place of the training (kindergarten yard), it will be possible to divide the children into small groups and bring the leaves of different trees to each of them, after bringing them, compare them, pay attention to their common and different aspects, and in general, organize a conversation around this topic. At the end of the conversation, they explain what to do with the leaves (ie, where to throw them) and why they should throw them in the designated places.

The next factor that forms the ability to think independently in children is need. The needs and interests of preschool children, who are in the process of being formed as a person, increase intensively day by day. This is explained by the presence of the need to first go out into a larger or wider circle, to establish a relationship there, to play. Due to the fact that preschool children have mastered speech skills and competencies at a certain level and are extremely mobile, they have a need to interact with adults and peers in their environment. They gradually strive for a wider range of relationships, play together with relatives, neighbors' children. They have an increased need to know everything related to the environment around them. The emergence and increase of such a need indicates that the child is developing physically, mentally, and spiritually. It can be said that the most important and sensitive task of parents and educators is to monitor, correctly direct, correctly solve and correctly satisfy these needs. If it is not followed correctly, it is possible to give wrong impulses to the child's personality, to cause physical, mental or emotional harm. In this regard, the educator of the preschool education organization has a serious responsibility. Because as a specialist, at what age a child faces physical, mental, and spiritual needs, how they should be met, what is the role of adults in this, it is necessary to convey such information and concepts to parents, and to explain the need for consultation. Take, for example, a child's need to assert his identity as a person. He wants to be listened to, paid attention to his speech, and his opinion taken into account in the family, in kindergarten or in other places. Therefore, he wants to react to the reality he sees, witnesses or hears, encourages him to participate in it, to do something or to refrain from something. At the same time, to return his hair, sharply reject; it is necessary to refrain from situations such as allowing something that is impossible or fulfilling any request without any explanation. In any case, in a serious tone and attitude, it is necessary to smoothly explain to the child, explain the reason for permission or refusal.

One of the strong needs, that is, factors characteristic of the nature of a preschool child, is the desire to see everything as something new and learn it in every way. The place of curiosity in the life of children of any age and in their psychological development is also very big. Interest, like a need, is one of the factors that encourage a child to engage in certain activities. Therefore, psychologists evaluate interest as a complex mental phenomenon that is extremely important in the cognitive process [7. B.36]. In pre-school educational organizations, the proper and rational use of this natural interest and desire to know, which is characteristic of students in the training of speech development and introduction to fiction, is in line with the goal of forming a well-rounded generation, which is considered the main goal of national pedagogy.

The role of the factor of interest in the all-round development of children, its importance is that they seek to learn more about what they are interested in, to gain more understanding about them, and most importantly, they do not get bored of doing it for a long time. It helps to rapidly develop and strengthen important qualities of the child, such as attention and will, which are important for education. As we direct the children who are the subjects of education to independent thinking, it is necessary to first interest them in the object of free thinking.

The fact that preschool children have many questions about marriage and daily activities indicates that their thinking process is active. If he can't find an answer to his question, or adults don't pay attention to the question, the child's curiosity starts to wane. We know that any thought process arises out of surprise, amazement, and as a result questions of various and different natures arise. In some families, adults, especially parents and even some educators, get tired of children's questions and say, "You're so polite", "You're making me dizzy", "Where did you learn such words?". The bad thing about this is that the child tries to understand what he can't answer. Children who are shy by nature do not ask any questions at

all. If such a mistake is made, it should be corrected quickly. For this, adults themselves can ask questions in various activities, family gatherings, events or trips with children, thereby activating them. Any form of thinking characteristic of the human race usually begins with comparing, analyzing and synthesizing existing things and events. Therefore, comparison, analysis and synthesis are called thinking processes in psychology. It can be said that trips, which are rarely paid attention to by parents and are included in family activities, are important in activating and developing the thinking process of children. During trips to nature or places of interest with family members or friends, children compare different things with each other, analyze, summarize, and try to draw a unique conclusion.

A force that has a strong influence on the child's thinking is the speech factor. The child's ability to think independently grows as the ability to express his/her thoughts increases. "Each competence has a role in the development of children in all aspects. But among them, the position of speech competence is unique. Because speech is directly related to linguistic (language) thinking, and it (language thinking) is considered the basis of perception and acceptance of existence. Through language, the child's familiarity with the environment, mathematical imagination, knowledge acquisition, creative development and other competencies are formed and gradually grow as a means of thinking developed through language" [1,183]. Therefore, parents and educators should monitor their lexical reserve and take care to increase their vocabulary. Acquiring words, understanding their meaning, and activating these words in speech is a complex psychological process, which is of great importance in the development of a child's worldview, perception of existence, and the ability to think independently. According to psychologists, the vocabulary of a two-year-old child ranges from 250 to 400 words, a three-year-old child has a vocabulary of 1,000 to 1,200 words, and a 7-year-old child has a vocabulary of 4,000 words [4.B.23]. It can be seen that the child's speech improves both quantitatively and qualitatively during preschool age. It should also be noted that the growth of children's speech depends on the spiritual level of the family. While adults are engaged in the development of children's speech, they should not forget that children of kindergarten age in some cases do not fully understand the qualities of their speech. In such cases, they are taught to pronounce words correctly, express this or that expression of thought appropriately. It is recommended to watch movies or cartoons together. Analyzing the characters, actions, good or bad deeds of the film characters, the child's attention is certainly drawn to their speech. Attention is paid to how well the character adheres to speech culture, how he expresses his thoughts.

Moral concepts also play a role in developing a child's thinking and teaching him to think independently. What is right and what is wrong, what is good and what is bad and, most importantly, why is it evaluated like that? Understanding moral concepts leads to the understanding of moral standards in the child's mind. We can call it the factor of moral concepts. In the pre-school period, moral concepts become firm, albeit slowly. Adults (educators, adults in the family: parents, siblings) serve as an object of imitation for the child. What the child sees in them, he accepts without any discussion, he absorbs it. At the same time, in addition to adults who are engaged in their education as a source of moral concepts, the child's peers and heroes of artistic works can also be. "Ethical experiences are mainly passed and strengthened in the process of communication, observation, imitation, and at the same time through the praise or criticism of adults, especially mothers. The child always tries to get grades, especially praise. These evaluations and praises are of great importance for the success of the child's personality, his spiritual maturity, even his physical development, as well as his personal life and career choice" [3.B.39]. As the family members' interactions, culture, clothing, and behavior serve as an example school for the observer, parents should take into account the influence of not only themselves, but also their older children in the family, and know how to direct them to a specific goal in the upbringing of younger children. The way older siblings prepare breakfast, greet each other from the street to the house, from the yard to the room, care for each other, and encourage each other in times of anxiety or unpleasantness - all this forms moral and spiritual concepts. Even if the child does not know the name of these concepts that he begins to have, it is important that they settle in his character.

In the pre-school age, children develop new motives for communication. These are personal and business motives. These motivations give way to the evaluative factor that encourages the child's ability to think independently. Assessment by adults is very important for children in preschool age. First of all, children learn the norms and rules of household ethics, attitude to their obligations, adherence to daily routines, norms of dealing with things and events. Acquiring such criteria is difficult for children of this age. By the end of the preschool age, most children have a clear set of moral views, as well as personal qualities related to relationships with people. This is a characteristic of being attentive and kind to people. Older children can often explain the reason for their behavior. Between 3 and 3.5 years of age, they can express their attitude to success and failure, and this attitude is often based on their self-evaluation. 4-year-old children can realistically assess their capabilities. But 4-5-year-old children are not yet able to perceive and evaluate personal characteristics, and also cannot give a certain conclusion about themselves. Self-awareness develops from the age of senior preschool education, trying to think about how it was before and how it will be in the future. Thinking about the future, he strives to be strong, brave, intelligent and other such valuable human qualities in the future.

The formation of the child's character continues even at the age of primary and secondary school. It is mainly based on children's observations of adult characters. From these years, personal characteristics such as will, independence and initiative, which are considered important in the child, begin to develop. At the age of 5-6, the child begins to learn to communicate and interact with the people around him in various activities. This will benefit him in the future in getting along with people, in order to establish business and personal relationships. In the formation of the personality of children of this age, their opinions about their parents and their evaluations are extremely important.

The thinking of children at the age of a preschool educational institution develops mainly in their various play activities and training. For example, children of preschool age like to play with clay, that is, to make different things from clay, to play with different things from sand, and to paint. Such activities actively affect the growth of children's thinking. Fiction is another such factor that actively affects the growth of the thinking of children at the age of a preschool educational institution. Especially the role of fairy tales is incomparable. When children listen to fairy tales about characters, animals, and objects with different characters, a certain attitude towards the characters and reality in these fairy tales is formed. Also, deeply feeling the possibilities of riddles, proverbs, quick sayings, and children's songs in this regard, they turned to these genres in the education of children, in particular, in developing their ability to think independently. Special scientific studies have been conducted in this regard [3].

When referring to the above-mentioned factors, the following should be observed: taking into account the age groups of pupils; referring to the general age characteristics of children in a certain age group; at the same time focusing on the individual aspects of each child; frequent support for the integration of the factors listed in place; summarizing and uniting them all in a reciprocal factor.

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