

## PROBLEMS OF DEVELOPMENT OF CREATIVE ABILITIES IN PRESCHOOLERS

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**Annotation:** The system of preschool education is the initial link in the education system of the Republic of Uzbekistan. This article discusses a detailed analysis of the principles, methods and methods for the formation of creative and innovative abilities in preschool children.

**Key words:** development of creativity, principles of learning stages, creativity, moral norms, creative ability, leading activity, development of the emotional sphere of children.

In accordance with the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated September 30, 2017 "On measures to radically improve the management of the preschool education system" and "Organization of the Ministry of Preschool Education of the Republic of Uzbekistan", a new system was created in this area with fundamental changes that require development and implementation a unified state policy in the field of preschool education, expanding the state and non-state network of preschool educational institutions and strengthening the material and technical base, providing them with qualified teaching staff, the tasks of a sharp increase in the coverage of children, the introduction of modern educational programs and technologies in educational processes, intellectual, spiritual and aesthetic, physical development of children, a radical improvement in the quality of their schooling.

At all stages of the development of human society, starting from childhood, such qualities as kindness, nobility, humanity, philanthropy, intelligence, decency, diligence, patriotism, honesty, purity, eloquence were the standard of development. Because the spirituality of a perfect person is high. A person with high spirituality deeply knows and follows the history, customs, values and traditions of his people. The preschool period is a period when a child has a strong desire for growth, development, self-expression, learning and knowledge. It is during this period that the basis for the development of human qualities and the mental potential of the child is created. The sooner the education of a child of preschool age begins, the sooner the effect will manifest itself and will positively affect the entire life of the child. Therefore, the development of children's thinking becomes one of the main tasks. To do this, it is necessary to develop his large and fine motor skills. Because there are nerve fibers in human hands and fingers. A person receives information through the fingers. Fine motor skills of children affect the formation of their speech and logical thinking. If the motor skills of the hands and wrists in children are developed correctly, brain activity will develop better.

The personality of a preschooler consists of many qualities, among which creative abilities occupy an important place. After all, not only a child who has mastered the program of a preschool educational institution, but also a preschooler who is able to creatively process it, can become the owner of modern society and demand a full-fledged lifestyle.

The relevance of this topic lies in the fact that a rapidly developing modern society requires unique and innovative ideas from a person, not uniformity, habitual actions, but mobility, flexibility of thinking, quick orientation and adaptation to new conditions, a creative approach to solving and This means that children you need to teach the positive aspects of timely problem solving and the ability to get out of the situation from an early age. Creative activity not only develops the personality of the child, but also helps him learn self-control and moral standards. Creating creative works from school age, the child reflects in them his understanding of life values and personal characteristics. Therefore, starting the formation of creative abilities from preschool age is a very important process, as the basis for the comprehensive intellectual development of the child. The new state educational standards for preschool education and the principles of child-centered upbringing show that in the process of personal development, the child gradually acquires independence as the ability to live independently and socially, which not only improves relations with the environment. considered important as the ability to save, but also to create new learning.

In our study, we tried to determine what conditions exist for the formation of the creative abilities of preschoolers.

The purpose of the study is to study the conditions for the formation of the creative abilities of preschoolers and prove their effectiveness, taking into account the content of the work on the development of the unique individual characteristics of the child, unique abilities and innate abilities, conclusion and analysis.

Object of research: the process of formation of children's creative abilities.

Research topic: Principles and conditions for the formation of creative abilities of older preschoolers.

Assumption (hypothesis): we assumed that the formation of the creative abilities of preschoolers would be successful under the following conditions:

- if the leading type of activity (game) is used;
- if a program for the formation of creative abilities is being implemented, including work with preschoolers, parents and teachers;
- if work with children includes various types of creative activity (visual, artistic and speech, musical, plastic, etc.);
- if work is carried out to develop the emotional sphere of preschoolers in the formation of creative abilities.

The creative abilities of a person are manifested in his ability to find a special look at familiar, unfamiliar and everyday phenomena and objects. Mandatory components of creative abilities are creative imagination and creative thinking. Preschool age is the most favorable time for the formation of a creative and active personality in a child. It is during this period that development takes place, that is, growth-change in many areas, mental processes are improved (attention, memory, perception, thinking, speech, imagination), personal qualities are actively developed and, based on them, abilities and inclinations.

The development of motor skills of the fingers is caused by the following situations:

- development of thinking;
- development of coordination of movements;
- increase memory and attention;
- formation of writing skills;
- fluency of speech.

Imagination is the development of thinking. One of the main tasks in the activities of preschoolers is to represent information about objects and phenomena in the child's brain. For example, a child develops this information in his thinking through drawing, various games, making something out of blocks. This type of thinking is the basis for other types of thinking, helps in the formation of vocabulary, logical thinking, and excellent mastery of future school lessons.

Children are naturally inquisitive. It is very important for them to know everything: to try, touch, come up with their own explanations for incomprehensible and new things, experiment and test their hypotheses. Every parent should help their child learn about the world around them.

By the age of 3, the child basically learns the names of objects and actions. The names basically signify its function, and even if the appearance of that item or action changes, its name doesn't change. That is why the child quickly learns the use of the names of objects, associating them with their tasks.

At the age of preschool education, the process of analytical perception of the child is also improved. At the 3rd year of a child's life, involuntary perception turns into a purposeful, selective one, and observation is formed in an older child of preschool age. The role of the word in perception increases, now the child communicates the qualities and characteristics of things. The process of perception develops the child's thinking and improves more and more in the process of his activity and in the process of thinking. The expansion of the imagination of a preschool child and the increase in knowledge change the nature of his mental activity. The expansion of speech growth creates conditions for new forms of thinking. A 5-6 year old child describes, then discusses and summarizes. The thinking of a child of this age is distinguished by pronounced emotionality and clarity of thinking. The discussion is directly related to the object. The child learns generalized concepts, mental operations are based not only on perception, but also on imagination.

From the initial (though not perfect) judgments, conclusions and conclusions are born. The memory of a child of this age improves on the basis of new activities and new demands placed on him. Preschool children involuntarily remember what is of some importance for their activities, what made a strong impression on them and what interested them. The thinking of children of this age and its growth have their own characteristics. At preschool age, the child's thinking begins to develop very quickly.

The reason for this is that, firstly, their life experience has relatively increased, secondly, their speech is well developed, and thirdly, children of kindergarten age have the opportunity to perform many free and independent actions. The appearance of questions in each area among preschoolers indicates the activity of their thinking. When a child cannot find the answer to his question, or adults do not pay attention to his question, his curiosity begins to fade.

Education should be given to the child not early and not late, but on time. In accordance with the age of the child, it is necessary to teach in such a way that all his senses are involved. That is, it is necessary to ensure that the child in the process of development has the opportunity to independently touch, see, hear, smell and taste.

Teaching children morality from an early age is essential for brain development. A child who has learned to respect adults, say hello, follow the rules of the road, etc., will not suffer and make fewer mistakes throughout his life.

Learning should be fun for the child. Making a child suffer, teaching him to read or write early and depriving him of play will cause him stress. As a result, the child may develop various diseases. The child must acquire knowledge of his own free will. If he doesn't want to, then his parents can't find ways to interest him. Therefore, parents should create conditions for the development of the child from childhood and make the environment more interesting. Parents should force the child to draw, read, craft, play, build, write and engage in other activities that are interesting for the child. The more the child is curious and has more questions, the more he develops.

The preschool period plays a very important role in the development of the child. During this period, the physical, moral, psychological health of the child is formed, the skills of mental development are improved. Parents who want their child to be successful, smart and talented in the future should pay attention to his development from this period.

To develop the creative and logical thinking of the child, the following methods can be implemented:

While reading a book. Parsing and reading pictures of a book with a child, retelling the content of a fairy tale to a child in a playful way, telling the contents of a book to toys are very useful and interesting activities. In the process of listening to a fairy tale, the child tries to make the heroes of the fairy tale look like someone else, and he can also weave a fairy tale or story on his own.

Drawing (paints, flour, sand). Children usually love to draw. But if they can't do it, they might get frustrated and stop drawing. Try inviting your child to draw with their hands (only with special paints) instead of a pencil. The child will have a lot of fun dipping their hands in the paint and drawing whatever they want (keep in mind that the paint will go anywhere). Or try sketching. In this case, you will give the child something to draw without finishing. And the child must finish it himself. For example, you draw a circle and ask your child to complete it. Then the child thinks what can be drawn from the circle.

When a child draws a picture, he fills the picture with words and actively moves, he can create pictures based on his imagination, and then, according to adults, images of certain things appear in it. Makes figures from clay and plasticine, coloring. As a result, in the development of children's analyzers, in addition to finding the content of an adapted and differentiated movement, the perception of the form, size, one-dimensionality and interconnection of an object is improved. You can also draw with flour and sand. In a preschool educational institution, creativity develops through various processes and activities of children, for example: playing, communicative, intellectual, etc. The variety of methods is due to the versatility of the process of mastering the knowledge system, primarily mastering the basics of knowledge in various learning processes, including and at the same time being the leader of this type of activity. is liquid.

Children's games of preschool age D.B. Elkonin, in turn, classified as follows:

- games related to the plot of everyday subjects;
- games related to the production plot;
- games with a socio-political plot.

The scope of the plot of the game can be expanded by properly organizing the educational impact on children. When a child enters a preschool educational institution, his games reflect only the events of family life, such games as a train, a hairdresser, and trade will be added. The increase in children's games is also explained by their age characteristics.

As children grow older, the plot of their games becomes richer and more diverse. All games of preschoolers in terms of their content, features and organization are divided into two large categories:

1. Creative games.
2. Games with rules.

Creative games come up with the children themselves. There will be no set rules. Rules are invented by children during the game.

The content and rules of games with rules are determined by adults. These rules must be observed during the game.

For creative play:

- role-playing games;
- staged games;
- Includes building and crafting games.

Children's impressions of the environment are reflected in creative games. Such games are an independent game, the content of which is invented by the participants themselves. In this game, the freedom, independence, organizational and creative abilities of the child are fully manifested. In the game, life impressions are not accurately reflected, but are processed in the minds of children and applied to the game. This is manifested in the creation by the child of the idea of the game, the creation of its content, the choice of visual means. The impressions of the child from the life around him - from the activities of his peers and adults - are processed, supplemented and qualitatively changed in creative games. Such children's games are a practical form of knowledge of the surrounding being.

Role-playing games are, by their nature, a reflexive activity. Role-playing games increase children's observation, curiosity, develop their knowledge. In his play, the child experiences this or that emotion connected with the content of his role, which reflects being.

Games such as "Kindergarten" and "School" bring up in children such qualities as friendship, camaraderie, sense of duty, community. In role-playing games, each child plays a role assigned to him. For example, a builder, a driver, an educator, a nanny, a teacher. In role-playing games, children first play in small groups of 2-3 people. In large and preparatory groups, they are combined into a large number of teams. Friendships are formed in the game.

At the age of three, children's games take on a new dimension. The child gradually begins to play games with a simple plot in his games. By the end of three years, the child begins to choose a role ("I am a bear", "I am a doctor"). When children reach the age of four, the plot roles develop significantly. Children of this age reflect in their games the events of the family, kindergarten, bus. When a child reaches the age of five, his powers of observation increase, his thinking develops, and his circle of knowledge expands. Because of this, the content of the game becomes more complicated. Through the development of imagination, games are played on the content of fairy tales and stories. In older children, creative games develop very well. In these games, children begin to fully apply the knowledge, skills and emotions they have received from heard and seen events, stories, books and other sources.

Long games are the highest stage of preschool games. With the right management of the games of the children of the age group, their strong team will be formed. In role-playing games, children use various tools. As the game progresses, they name some things at will and play hypothetically. For example, they take sand for sugar, a chair for a car, grains for sweets. The more reflective materials, the richer the content of the game. Psychologist J. Piaget paid serious attention to the factor of assigning new names to objects in the game and came to the conclusion that this work is the basis of symbolic-semantic forms of imagination. During the game, the child develops as a person. According to the researches conducted by the well-known scientists and educators, by correctly leading children's games in all aspects, they will learn the content, organization and structure of the game, the moral relations between children, the development and improvement of games. secret.

Role-playing and staging games, experimental games, interesting games, etc. - all this is aimed at shaping the creative potential of a preschooler. But the formation of creative abilities is achieved only under certain conditions: the early start of creative development, the freedom to choose activities and their diversity, the creation of a favorable developmental environment in kindergarten, maintaining a constant interest in creative activity, etc. It is important to emphasize here that the educator-teacher should be creative person.

Questionnaires and subtests were used to diagnose the creative abilities of preschoolers. In the process of primary diagnostics, it was found that the creative abilities of preschoolers were not sufficiently developed (Fig. 1). Subsequently, a program for the formation of children's creative abilities was created and tested, based on the development of creative imagination and thinking as components of creative abilities. It also includes games and exercises that create an emotional sphere for parents and kindergarten teachers.

The work done on the formation of the creative abilities of the children of the experimental group can be considered successful, because as a result, the children learned to see the unusual in vague figures and lines, to turn them into original plot images. Using fantasy methods, children had the opportunity to create a completely new character, plan his actions and even stages of life, write new fairy tales and stories.

Comparison of the general level of creative abilities of preschoolers at the stage of diagnosis and control, and most importantly, as a result, children have a positive emotional attitude to games and exercises to develop creative imagination and thinking, increase cognitive activity and interest; there was a desire for novelty, fantasy.

Improving the methodology for developing the creative competence of future specialists working in organizations of preschool education, based on an integrative approach, shows the useful and necessary aspects of future specialists in the manifestation of their creative and creative abilities in any process. A teacher working in preschool educational organizations to develop the creative abilities of the younger generation, to respond comprehensively to the requirements of the new time, to approach any situation creatively, to explore the world with new views, to form creative thinking and thinking in them requires creative competence from specialists in their professional activities .

The development of the creative competence of future teachers and specialists in the organization of preschool education, whose role in raising a perfect person in adulthood, lies primarily with university teachers.

According to the data (according to youth psychology), children under six years old have 40% of the potential of talent. Children are very prone to creativity and creativity from a very young age. Therefore, this period is a suitable time for the development of children's creative abilities. To do this, the specialists of a preschool educational organization must develop creative qualities and creative competence.

The inclusion of the subject "Fundamentals of Creative Pedagogy" in the current educational process in the preparation of future teachers studying at a higher educational institution, the development of students' creative competence, necessary for their future professional activities, serves to organize the educational process. efficient and high quality We will not be mistaken if we say that this is the determining factor.

According to the concept of preschool education, preschool education is a priority.

The tasks are as follows: taking care of the child's personal development, emotional well-being, developing imagination and creativity, shaping children's ability to cooperate with other people. These tasks are determined by the attitude to the preschool age as a unique and valuable period of personality development. The value of the period of preschool development and its enduring significance for the entire subsequent life of a person imposes a special responsibility on the educators of a preschool institution. The solution of the main tasks for preschool educational institutions, the new goals and content of alternative programs for preschool education, the rejection of the manipulative approach to the child, the educational and disciplinary model of interaction with him, suggest a new relationship between adults and children. However, in the process of training future teachers at present in many educational institutions, teachers acquire only special knowledge; they acquire skills and abilities.

In order to have a holistic view of the possible methods and methods for the formation of professional competencies of preschool educators, let us consider the basic concepts: competence, competence, professional competence.

"Perfection" as a phenomenon, despite a sufficient number of studies, still does not have a clear definition and has not been subjected to a comprehensive analysis. Often in the scientific literature this concept of pedagogical activity is used in the context of the activation of the internal driving forces of the pedagogical process, and often not as a scientific category, but as a figurative metaphor.

For many researchers, the authority of a specialist is primarily manifested in the effective performance of functional tasks.

But competence is also understood as follows:

the level of awareness of the surrounding world and the adequacy of interaction with it;

a set of knowledge, skills and competencies that allow you to successfully carry out activities; a certain level of formation of the subject's social and practical experience;

the level of preparation for social and individual forms of activity that allows a person to work successfully in society within the limits of his abilities and position;

a set of professional characteristics, i.e. Ability to meet work requirements to a certain extent, etc.

Thus, in order to develop the creative abilities of preschoolers in the pedagogical process, it is necessary to include a wide variety of games and exercises, maximum attention and respect for the products of children's creativity, their widespread use in the lives of preschoolers, the design of buildings for children's institutions to enrich the lives of children with new content, creates for them environment of emotional well-being, causes a feeling of joy and a desire to "create".

Work on the formation of creative abilities will be more effective with comprehensive work on the proposed program, including work not only with preschoolers, but also with parents and educators. Undoubtedly, the formation of creative abilities in preschoolers contributes to the "transformation" of each child into a comprehensively developed personality, capable of independently thinking, feeling and acting in a cultural society.

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