

**SPECIFIC CHARACTERISTICS OF DIRECTING CHILDREN TO CREATIVITY IN  
THE SCHOOL EDUCATION SYSTEM*****Ochilova Dilrabo Ibragimovna****Teacher of the "Pedagogy" department of the International Innovation University****E-mail: [ochilovadilrabo34@gmail.com](mailto:ochilovadilrabo34@gmail.com)***

**Abstract:** This article describes the activities of children's education, the formation of creative abilities in children of preschool age and its specific features. Also, the activities and methods of mental and moral training of children in pre-school educational institutions, directing them to creativity were discussed.

**Key words:** education, preschool education, creativity, educator, educational work, creative ability, visual activity, game technologies, activity, cooperation, creative thinking.

**Аннотация:** В статье рассматривается деятельность по воспитанию детей, формированию творческих способностей у детей дошкольного возраста, ее особенности. Также обсуждались мероприятия и пути воспитания и направления учащихся на творчество в дошкольных образовательных учреждениях.

**Ключевые слова:** воспитание, дошкольное образование, творчество, воспитатель, воспитательная работа, творческие способности, изобразительная деятельность, игровые технологии, активность, сотрудничество, творческое мышление.

It is known that preschool education, as the initial link of continuous education, ensures the formation of a child as a healthy and developed person, awakens his passion for learning and prepares him for systematic education. Therefore, strengthening the activity of this system, creating all-round favorable conditions in preschool educational institutions, and wide involvement of preschool children in them play an important role in the formation of our children as well-rounded and mature individuals. In order to prepare children for school, in accordance with the Regulation of the Republic of Uzbekistan on "Preschool Education", a child can receive preschool education at home, through independent education by parents, or in preschool educational institutions that are constantly active, as well as in special preschool educational institutions, schools, and neighborhoods for children who are not involved in preschool educational institutions. takes in groups or centers. The transition of a preschool child to school education always brings about serious changes in his life, morals, interests and relationships. Therefore, it is necessary to prepare the child for school education at home by the parents themselves, to familiarize them with not so difficult knowledge, understanding, skills and abilities.

The effectiveness of teaching children at school largely depends on their level of preparation. Therefore, in the following years, education of children in pre-school educational organizations, preparing them for school, formation of creative abilities has become one of the most important tasks facing educators and psychologists. Because the Government Decisions

adopted on this and the requirement of the state educational programs are aimed at such a goal. We know that each child is a separate world, each has its own interests and imagination. Sometimes parents and educators are interested in children's imaginations, educate, encourage and enjoy their creative thoughts and actions[1]. At other times (intentionally or unknowingly) they can stifle children's interests. Most children over the age of three enjoy opportunities to imagine and think creatively. Allowing children to use their imaginations in preschool settings is beneficial and its importance in child development is immeasurable. In the content of the "Ilk Kadam" state curriculum, active development of communicative, game, social, cognitive abilities of students is included in the content of the education and upbringing process through active game technologies. It is noteworthy that in this program, which provides for the harmonious development of all the basic competencies of the children of the preschool education organization, there is also a place for the development of individual abilities of children. The reason is that the level of development of intellectual and creative abilities of preschool children is different, and an individual approach determines the goals of early identification of the child's interests and their direction.

When children are born, physical, social and psychological opportunities for communication, learning and development are created in a social environment. These opportunities will develop if they are identified and supported in time. Regular engagement with children is continued in preschool education organizations and forms the basis for the development of abilities. Researchers consider the preschool age to be the golden age of creativity. The intellectual flexibility of preschool children directly depends on the degree to which their creative abilities are formed. Also, the desire to show positive and successful results is reflected in the observation and experiments [2].

Creative individuals are usually diligent and active, motivated to achieve high results without much effort. Therefore, in preschool organizations, it is desirable for a skilled teacher to develop educational strategies that direct children to creativity, to organize activities based on person-oriented, cooperative technologies and playful technologies. In particular, the role of play in a child's life is incomparable, and it is recognized as an invaluable tool for developing a child's creative abilities. Game activity is one of the important tools in a child's life, in his physical, mental and intellectual development. Through the game, children develop all mental processes such as thinking, imagination, memory, and attention, and their knowledge of the environment expands. Through educational games, independence, activity, and creativity will be formed and developed in the child. During the educational games, the educator activates the child's movement, forms the ability to act independently, if the game is used correctly, the child's thinking, speech, and memory develop, that is, the foundation for mental education is laid.

As much attention is paid to the physical growth of children in preschool education, attention is also paid to their mental and moral education and the development of creative abilities and mental processes. That is why there are opportunities to show creativity in any field, and visual activity is the most important tool in the pedagogical process to realize the creative potential of children. Each type of visual activity forms mental activity, creativity, artistic taste in children and allows to educate other human qualities. It is impossible to form a socially active person without such qualities. The simplest manifestations of interest in creativity begin to appear precisely in children of preschool age. But due to insufficient social-communicative experience of children, if such situations occur episodically, in the process of gaining experience, striving to understand the world, as a result of acquiring certain knowledge, creativity begins to have a clear meaning. This indicator is evident in children's creative activity. The development

of creative skills is reflected in their activities during training [3]. Activity is creativity manifested in practical activities, independent thinking and free actions. Creativity and the ability to think freely in students is a form of artistic expression, which is considered an important factor in the development of a child's personality and childhood experience. Therefore, children who have opportunities to develop their imagination and creativity in various forms learn to respect the national spiritual heritage and culture. The child learns to express his feelings through music, theater, visual activities, etc. Also, if skillful teachers take an interesting and creative approach, taking into account the development and age characteristics of children, if the educational work is carried out correctly, all these qualities will be successfully formed in children.

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