

RESEARCH ON ASPECTS OF CREATIVE THINKING FORMATION IN PRESCHOOL CHILDREN

Turaxujayeva Madina Norpulatovna

Methodologist of Preschool Education Methodological Department

Jizzakh Region Pedagogical Skills Center

email: madinaRMRIH@gmail.com

Abstract: This article delves into the intricate aspects of fostering creative thinking in preschool-aged children. It explores theoretical perspectives on creativity, delving into the crucial factors that contribute to the development of children's creative abilities. These include play activities, the cultivation of imagination, problem-solving scenarios, and the encouragement of independence. Furthermore, the article examines the impact of the social milieu, particularly the influence of family and educational settings, on the nurturing of creativity in young minds.

Keywords: creative thinking, early childhood, imagination cultivation, play-based learning, educational approaches, social milieu, autonomy, imaginative abilities, child-rearing, creativity in pedagogy.

Certain tasks are not only valued for their intrinsic worth but also for the punctuality with which they were accomplished. Seneca [1, 27].

The significance of certain actions is not solely determined by their magnitude or significance, but also by their occurrence at the opportune moment. This notion is closely linked to the concept of innovative thinking, wherein a critical aspect lies in the capacity to swiftly adapt to evolving circumstances and make judgments at critical junctures.

The timely execution of tasks is an integral aspect of cognitive flexibility, a fundamental component of creativity. In the realm of creativity theory, it can be conceptualized as the «timely discovered solution», where both originality and the optimal timing of task completion contribute to its success. Thus, creative thinking encompasses not only the generation of novel ideas but also the proficiency in their effective and timely implementation.

Creative thinking is the capacity to generate novel ideas, solutions, and perspectives that are both valuable and unique. The cultivation of creativity in early childhood constitutes a crucial aspect of shaping a child's individuality and intellectual capacity. This process assumes particular significance during the preschool years, when the neuropsychological frameworks of the brain are still undergoing active development and possess remarkable plasticity. Consequently, it becomes imperative for educators and psychologists to create an environment that fosters the development of creative thought processes in children from the earliest stages of their existence. Creativity is a distinctive personal attribute of each individual, manifesting itself in original thinking, communication, and diverse endeavors. It is embodied in individuals who possess the capacity to identify problems, devise solutions, and translate them into ideas or concrete products. Unlike knowledge, which can be acquired through learning, creativity cannot be directly taught. However, one can cultivate the ability to embrace novel knowledge that challenges established paradigms.

In terms of personal expression, creativity can be observed in any activity, whether it be communication, interaction with the surroundings, or when an individual infuses their actions with a touch of creativity, something unconventional, extraordinary, or unorthodox.

Thus, in order to cultivate creativity in preschoolers, it is essential to enrich their intellectual horizons, stimulate their imagination, and foster creative modes of thinking through diverse activities that encourage creative engagement and create an atmosphere conducive to creative expression. This approach to education and upbringing enables every child to develop into a thoughtful and creative individual. [2, 28-29]

Creativity, understood as the capacity for unconventional and innovative problem-solving, is often viewed as an integral aspect of human creativity. Research in this field suggests that creative thinking encompasses flexibility, originality, imaginative capacity, and associative thought processes. These skills begin to emerge in early childhood, with their development influenced by a multitude of factors such as genetic predispositions, the social milieu, the educational experience, and the personal experiences of the child.

The significance of recognizing the importance of creativity in a child's development in the educational and psychological context of preschool age cannot be overstated. According to a multitude of scholars, creativity does not emerge as an inherent trait but rather is cultivated through various forms of engagement, play, and interactions with the external world.

The psychological dimensions of creativity development. Psychological research conducted by scholars such as Guilford, Torrance, and Anastasi underscores that creativity encompasses not only aptitudes but also personal attributes such as self-assurance, autonomy in decision-making processes, propensity to take risks, and receptiveness to novel ideas. The cultivation of these characteristics during the preschool years necessitates fostering environments that encourage self-expression, granting freedom of choice, and providing support for innovative and unconventional solutions. [3,4,5]

In the field of research, particular emphasis is placed on the concept of «play activity». Through games, children are able to showcase their creativity through role-playing, constructing, and engaging with imaginary objects and scenarios. The interaction with peers and adults, coupled with participation in playful processes, contributes to the development of cognitive flexibility and fosters creativity.

The organization of play activities is crucial for fostering creativity in preschoolers. Games with open-ended outcomes, such as drawing, modelling, constructing, role-playing and improvisational activities, serve as valuable tools for cultivating creativity. These activities contribute to the development of problem-solving skills, self-expression and exploration.

Educators can stimulate creative thinking through various exercises designed to cultivate imagination. These exercises may involve visualizing objects, scenarios or stories, or tasks that encourage children to utilize imagery and associations.

Teaching children how to approach non-standard problems is essential for fostering creative thinking. Educators can create situations where children are encouraged to generate multiple solutions for a single problem and explore alternative methods of achieving goals.

Children should be supported in their efforts to become independent thinkers and problem solvers.. Acknowledging their accomplishments, even when they may not always result in success, serves to bolster their self-esteem and confidence in their capabilities, which is a critical aspect of creativity.

Creating a positive atmosphere is essential. It is crucial to foster an environment where children feel secure, assured, and uninhibited in expressing their ideas. Fear of failure or criticism can

stifle the urge to showcase creativity. Educators should cultivate an atmosphere characterized by tolerance, acceptance, and an encouraging approach towards exploration.

The social milieu exerts a profound influence on a child's creative evolution. The family unit, early childhood educational institutions, and the wider social context all contribute to the nurturing of creative faculties. It is noteworthy that children who are surrounded by adults who foster a supportive and stimulating environment for creativity tend to exhibit superior outcomes in their creative pursuits. Furthermore, the cartoons and television programs that children engage with have a substantial impact on the cultivation of their creative thought processes.

In this context, our nation boasts the presence of a dedicated children's television channel known as "Aqlvoy", which provides both entertainment and educational content. One of the primary objectives of this channel is to cultivate creative thinking among children, as well as foster their artistic and aesthetic sensibilities. [6]

Within the family, as the fundamental social unit, parents can play a pivotal role in fostering creativity. By encouraging curiosity, nurturing a thirst for new knowledge, and embracing unconventional approaches, parents actively contribute to the growth of their children's creative abilities.

Conclusion. The development of creative thinking in young children is a multifaceted and intricate process that demands a holistic approach. It encompasses not only educational practices but also the social milieu in which the child flourishes. Modern pedagogy emphasizes the importance of creating environments that foster creativity, as it is a vital component in successful social integration and the formation of a child's identity.

Teachers and parents must engage children in creative pursuits, encourage their autonomy, and foster an atmosphere of unrestricted self-expression. This will empower children to become adaptable, proactive, and innovative individuals in the future.

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