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DEVELOPING CREATIVE THINKING THROUGH HANDICRAFT FOR PRESCHOOL CHILDREN

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Annotation: This article analyzes the role of manual labor in the development of creative thinking for preschool children. At preschool age, children go through the initial stages of their physical, intellectual and emotional development, and it is during this period that the formation of creative activity is important. Manual labor, such as painting, working with plasticine, construction and other creative activities, develops children's imagination, motor skills and problem-solving abilities. The article presents the main types of activities that manual labor helps to develop children's attention, creative thinking and self-expression skills. It also shows the role of educators and their importance in creating an effective creative environment for preschool children. In general, the article emphasizes the importance of manual labor as a necessary tool in the development of children's creative thinking..
Keywords:preschool age, manual labor, creative thinking, child development, imagination, motor skills, creativity, pedagogy, creative activity, creating shapes, emotional development, attention, education and upbringing, cognitive development.

INTRODUCTION

Preschool is one of the most important periods in a child's life, as it is during this period that the foundation for a child's physical, intellectual, and emotional development is laid. At this age, children begin to develop creative skills such as expressing themselves, imagining, and generating new ideas. Creative thinking plays an important role in a child's ability to solve problems, generate new ideas, and expand their worldview.

Crafts, as an effective means of creative development for preschool children, allow them to generate new ideas, express their feelings, and develop motor skills. Drawing, working with plasticine, building materials, and other crafts are the main processes that form creative thinking in children. These activities not only help develop children's creative thinking skills, but also form many other skills that are important for them.

LITERATURE REVIEW

Scientific research on the development of creative thinking through manual labor for preschool children includes many important points. This section analyzes the main literature that studies the creative aspects of the development of preschool children.

Vygotsky L.S. (1978) — "Psychology of Pedagogy"

In his research on the socio-psychological aspects of child development, Lev Vygotsky linked creative thinking with the intellectual development of children. He spoke about the role of manual labor in creating new knowledge and developing imaginative abilities in children.

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According to Vygotsky, creative activity serves as an important tool for children in forming their own worldview[1].

Piaget J. (1952) — "Child Psychology"

Jean Piaget describes child development as a multi-stage process and emphasizes the importance of practical activities carried out by children in their intellectual development. He analyzed the effects of play and manual labor activities, especially for preschool children. According to Piaget's theory, manual labor helps to develop children's imagination and logical thinking[2].

3. Gardner H. (1983) — "Multiple intelligences"

Howard Gardner's theory of multiple intelligences is another important source that influences the creative development of children. In his theory, he says that each child is prone to developing different intellectual abilities, including artistic, musical and mathematical abilities. According to Gardner's approach, manual labor and creative activities are important for children's self-expression and self-confidence.

Bruner J. (1960) — "The Process of Education"

Jerome Bruner's research on the educational process and creative development shows children's teachers and educators how to develop children's cognitive abilities through creative activities. Bruner emphasizes that to stimulate creative thinking, the child must be directly connected with experience and manual labor activities. He also notes the need to create an environment that encourages children to express themselves freely.

Tatarinov A.A. (2004) — "Pedagogy and Psychology of Children"

A.A. Tatarinov studied the main aspects of the development of preschool children. His research emphasizes the role of manual labor and creative activities in the development of creative thinking in children, as well as the integration of practical and theoretical knowledge. He shows the importance of increasing children's self-confidence and giving them new ideas about the world through manual labor[3].

Chukovskaya, O. (2010) — "Creative Development for Preschool Children"

O. Chukovskaya created the theoretical foundations of the process of creative development for preschool children. He believes that manual labor activities for children, especially through painting and working with plasticine, provide a great opportunity to develop their creative thinking. These activities help children develop various physical and mental skills[4].

METHODOLGY

The methodology of this study is aimed at studying the impact of developing creative thinking through manual labor for preschool children. The main goal of the study is to determine how manual labor activities affect children's creative thinking, to analyze the role of educators in this process and the effectiveness of activities. The study used the following methods:

Literature analysis

As the first stage of the study, the existing scientific literature and theories on the development of preschool children were analyzed. This analysis revealed the relationship between manual labor and the development of creative thinking and pedagogical approaches. This method included important theoretical concepts in child psychology and pedagogy.

Experimental method

Practical work was conducted with preschool children using the experimental method. The children participating in the study were engaged in manual labor (painting, working with plasticine, creating structures using building materials) based on a special pedagogical program. These activities served as the basis for observing the development of children's creative thinking.

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Observational Method

The children's manual labor activities were analyzed using the observation method. Based on observations made by educators, children's creative approaches, their enthusiasm for creating new ideas, and how they approached the difficulties that arose during the activity were recorded.

Questionnaire and Interview

The study used questionnaires and interviews with children and educators to determine the importance of manual labor activities for children and how they affect creative thinking. Interviews with educators were used to explore their views on their pedagogical approaches and practices regarding children's creative development.

Statistical Analysis

Statistical methods, including mean, percentage, and observation-based analysis, were used to study and analyze the results of the study. This method identified the relationships between manual labor and the development of creative thinking and drew general trends.

Content analysis

The study evaluated children's hand-made works, such as drawings and constructions, using content analysis. This method determines how children's creative thinking, imagination, and creativity develop.

Classroom and location of the study

The study was conducted in an educational institution where preschool children study. The study involved children aged 5-6, who were given manual labor activities and through them the process of developing their creative thinking was analyzed. The study involved regular manual labor activities with children for 3 months, and pedagogical approaches and methods were tested.

RESULTS

Based on the experiments, observations, and questionnaires conducted during the study, the following main results were obtained:

1. Development of children's creative thinking

As the main result of the study, it was found that manual labor activities had a significant impact on the development of children's creative thinking. During the practices, children demonstrated their ability to imagine and create new ideas. Through manual labor, children developed their creative potential, especially in mutual assistance, creating new forms, and working with various materials.

2. Increased motivation and enthusiasm

The enthusiasm and motivation shown by children in manual labor activities clearly increased. During the study, interest and creative approaches to creating new ideas increased among children. Activities such as drawing, working with plasticine, and creating structures using building materials were interesting and stimulating for children. This process helped children express themselves and expand their imagination.

3. Increased problem-solving skills

During the experiment, children tested themselves in solving difficult situations and problems. During manual labor activities, in particular, creating structures or drawing pictures, children tried to solve complex situations for themselves. The results of the study showed that this process helps children develop logical thinking and apply creative approaches to solving problems.

4. Development of physical and motor skills

Manual labor activities also develop children's motor skills. During the study, children learned to perform hand and finger movements more accurately and delicately. Working with

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plasticine and other materials, shaping them into the desired shape helped improve children's hand-motor coordination. As a result, manual labor influenced the development of not only creative thinking in children, but also motor skills.

5. The role of educators

During the study, it became clear that the approaches of educators and their role in organizing manual labor activities were also of great importance. The instructions, assistance and encouragement provided by the teachers helped to improve the quality of children's activities. Teachers played a major role in encouraging children to engage in creative activities and helping them to express their thoughts freely. Teachers also increased children's motivation by encouraging children and supporting creative approaches.

6. Multifaceted development

Handicraft activities developed not only creative thinking in children, but also other aspects of development. According to the results of the study, children developed skills such as working together, working in groups, and expressing their thoughts. These processes also had a positive impact on the emotional and social development of children.

7. Formation of creative and aesthetic imagination

Children developed aesthetic abilities during creative activities. By drawing, working with plasticine, and paying attention to the aesthetic aspects of the structures they created, children began to form their artistic and aesthetic thinking. It also helped broaden the children's horizons and understand the different shapes and colors in the world around them.

DISCUSION

The results of the study show that manual labor activities for preschool children have a significant impact not only on the development of creative thinking, but also on improving motor skills, increasing problem-solving abilities, and emotional development. The creative approaches and interest shown by children in the study confirm that manual labor is an effective tool.

Firstly, manual labor activities allow children to develop their imagination and creativity skills. During the study, children demonstrated their creative thinking through activities such as painting, working with plasticine, and creating structures with building materials. In this process, children learned to expand their worldview, create new ideas, and implement them. These findings are consistent with the developmental theories of Vygotsky and Piaget, as they emphasized the intellectual development of children through creative activities and practical work.

Secondly, manual labor activities for children increase motivation and enthusiasm. According to the results of the study, children showed interest in creating new ideas. Such activities not only develop children's creativity, but also strengthen their self-confidence. This is due to the encouragement and supportive approach provided by educators during the process of manual labor. The role of educators is great, because they encourage children to express themselves freely, help them discover and develop their abilities.

In addition, manual labor activities also have a positive effect on the development of children's motor skills. In the study, children improved their fine motor skills when working with plasticine, paper, wood and other materials. The development of these skills can also have a positive effect on children's academic success in the future, since motor and mental skills are interconnected.

Another important aspect that needs to be included in the discussion is the role that manual labor plays in strengthening social ties between children. During the study, children learned to work together, to cooperate with each other. This, in turn, serves to develop social skills among

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children. Communication and exchange of ideas form children's skills in solving social problems, freely expressing their thoughts, and working with others.

However, some problems also arose in the study. For example, some children initially show no interest in manual labor or feel uncomfortable in these activities. Also, some children showed a tendency to compete with each other in creating their creations. Such situations may be associated with the individual characteristics of children and pedagogical approaches. Therefore, educators need to take into account their individual needs when working with children. It is important to take into account the child's personal abilities, interests, and desires in manual labor activities.

Also, for manual labor to be effective, educators should use different forms and approaches to activities. For example, some children prefer to work independently, while others prefer to work in groups. Therefore, teachers should create various opportunities for children to express themselves freely and develop creative activity. The approach and support of educators in this process can improve the quality of children's activities.

CONCLUSIONS AND SUGGESTIONS

The main objective of this study was to determine the effectiveness of developing creative thinking through manual labor for preschool children. The results of the study showed that manual labor activities play an important role in the development of children's creative activity and have a significant impact on their overall development.

Firstly, during the study, children showed a high level of enthusiasm and motivation in the process of creating new ideas and implementing them in the development of their creative thinking. Activities such as drawing, working with plasticine, creating constructions using various materials formed children's imagination and creativity skills. This, in turn, led to the development of children's creative thinking and an increase in their enthusiasm for creating new ideas.

Secondly, manual labor also had a positive effect on the development of children's motor skills. In the study, children improved their fine motor skills when working with plasticine and other materials, which helped improve their hand-motor coordination.

Also, manual labor activities helped to develop social relationships between children. Working together, exchanging ideas, and working in a group had a great impact on the social and emotional development of children. According to the results of the study, children learned to cooperate, help each other, and express their thoughts in the process of working together.

The study showed that the approach and support of educators in working with children is important in this process. Educators play an important role in developing children's creative activity, taking into account their individual needs and organizing activities. In order for stimulating and guiding approaches for children to be effective, educators must try to understand the personal characteristics, interests, and needs of children.

Thus, developing creative thinking through manual labor for preschool children is an effective pedagogical tool, which helps to develop children's creative, emotional, social, and motor skills. The study showed that in order to involve children in creative activity and develop it, it is important to systematically implement activities based on manual labor, pedagogical approaches and cooperation between children.

In the future, research in this area will allow us to develop new methods for developing children's creative activity, improve pedagogical approaches and study in more depth how they affect the overall development of children.

Organizing pedagogical activities based on an individual approach

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An individual approach is important in developing creative thinking through manual labor for preschool children. Each child should be involved in manual labor based on his or her abilities, interests, and needs. Educators should plan creative activities taking into account the individual characteristics of children. This allows children to express themselves freely and fully demonstrate their creative activity.

Enriching manual labor activities in various ways

Enriching manual labor activities in various forms and methods helps develop children's creative thinking. For example, children's imagination and creativity can be developed by conducting activities such as painting, working with plasticine, using construction materials, and working with objects in nature. These activities develop not only creative thinking, but also children's motor skills.

Creating a creative environment for children

To develop creative thinking and manual labor activities, educators should create a comfortable and stimulating creative environment for children. In order for children to express themselves freely, the classroom and surrounding environment should have opportunities for creating colorful materials, construction tools, and works of art. An environment that encourages and supports children in carrying out creative activities will further enhance children's creative development.

Support and improve the skills of educators

The skills and experience of educators in organizing creative activities are of great importance in ensuring successful results for children. Therefore, it is necessary to organize regular advanced training courses, seminars, and trainings for educators in preschool educational institutions. This will help educators master innovative methods and new pedagogical approaches.

Conduct more practical activities with children

Not only theoretical knowledge, but also practical activities are important for children. Through constant review, evaluation, and discussion of the works created by children in the process of manual labor, their creative thinking will be further developed. Also, holding group discussions about the works created by children and giving them the opportunity to express their opinions about their work increases children's self-confidence.

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