

Pedagogical and Psychological Characteristics of Creativity Development in Preschool Children

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Abstract: In this article, the formation of life skills following the requirements of a person-oriented educational strategy in preschool education, the clarification of the pedagogical and psychological characteristics of the development of creative abilities is of particular relevance, as well as the pedagogical and psychological characteristics of the development of creativity in preschool children. Opinion expressed.

Keywords: children's talent, creativity, creative abilities, creative thinking and creative imagination, intelligence.

INTRODUCTION

Several scientific researches are being carried out on developing children's talent, creativity, and creative abilities, clarifying the structural foundations of preschool children's creativity, and improving the pedagogical possibilities of motivational, and socio-cultural approaches. At the same time, clarifying the factors of the development of creativity in children of preschool age, improving the methodical system of organizing educational activities based on creativity, and developing pedagogical technologies based on creativity are gaining relevance. This approach to pre-school education is of particular significance to forming life skills under the requirements of the individual-oriented educational strategy, and clarification of the pedagogical and psychological features of the development of creative abilities.

LITERATURE ANALYSIS

Before school age in children, creative thinking formation problems very many researchers interested problem as long years since studied is coming.

According to P.F. Legaft (1837-1909), it is at this stage of a person's life that the character traits he will have in the future are determined and the foundations of moral character emerge.

This is the direction development V.N.Druzhinin, A.V.Zaporozhets, A.N.Leontiyev, N.N.Poddyakov, D.B.Bogoyavlenskaya, VAKudryavtsev, OM.Dyachenko, A.M.Matyushkin, K.Heller, N.S.Leites, J.Guilford and another scientists own contributions added .

They are their own in their work creativity another psychic from processes separate standing of thinking to himself special aspect as definition those who gave They are the creativity of children personal qualities and their imagination with garden plates. Creative thinking and creative imagination are human creative of ability important structural parts of school young period creative active person formation for the most efficient period because exactly that's it period psychic processes progressive changes (memory, speech, attention, thinking, imagination, perception) take place and personal qualities fast develops.

RESEARCH METHODOLOGY

Study and analysis of philosophical, psychological-pedagogical, and methodological literature in the article; pedagogical observation; survey, test, interview; pedagogical experiment; mathematical analysis of research results methods used.

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ANALYSIS AND RESULTS

The latest studies conducted by educational and research institutions revealed that qualitative changes in the psychophysiology, psyche, and personal qualities of modern children have a high place. In particular, it was noted that children's imagination, interest, and creativity decreased dramatically.

Among the scientists, D. Veksler, and A. Maslow studied the nature of creative ability and the features of its development in human life, the methodology developed by them for determining creative thinking has not lost its relevance even now, another American psychologist, and scientist Dj. P. Guilford was the first to compare creativity and intelligence in his scientific research. Paul Torrens defined creativity in thinking terms and created the Children's Creativity Development Program and creativity tests for young children.

Among the Uzbek scientists, EG'oziyev, P.Sunnatova, and Z.Nishonova made a great contribution to the scientific foundation of psycho-physiological features of thinking psychology, independent thinking, and creative thinking. Russian psychologists O.Tikhomirova, L.Venger, and L.S.Vygotsky conducted studies on the development of thinking.

In children creativity development the following the conditions attention focus required :

- ✓ they are by many p questions to be given encourage and this habit support;
- ✓ children's independence encourages and in them, responsibility strengthens
- ✓ children by independent activity organized to be done for chance create ;
- ✓ of children's interests and attention focus

The following factors in a person's creativity to develop obstacles does :

- ✓ himself from risk take escape ;
- ✓ thinking and in behavior to the rough ground road to put
- ✓ person fantasy and of imagination high not being evaluated ;
- ✓ to others subordinate to be
- ✓ each how only in the case achievement to think

In psychology P. Torrens by person creativity develop a diagnostic test developed P. Torrens according to the person creativity in itself the following characters manifestation does:

1. Questions, shortcomings or to each other opposite to information careless not to be
2. Problems to determine to act for , before pushed assumptions based on their the solution to find desire

Today's in the day in psychology person creativity his to the activity special two aspect according to is being determined. In this activity two aspect illuminant from the tests is used. They are:

Different respectively education and education process efficiency to provide service doer new ideas create is also available pedagogical problems positive solution to do has been readiness descriptive ability

The teacher creativity potential his common feature as reflection is enough He is creative of activity initial condition and result is counted. This is it quality of the person himself manifestation to do ability ownership and readiness represents Besides , creative potential basically each one of the specialist personal abilities natural and social power whole without manifestation will be

Creative potential to know to the process directed creativity with closely depends is traditional thinking from running different respectively of thinking quickness and in flexibility , new ideas creation , ability , as well as personality character special aspects - one in the mold in not thinking , to himself characteristic , initiative , uncertainty patience clever in doing in becoming reflection is enough



Man brain own to " ease " and " facilitate " his work template and from stereotypes uses Stereotypes that's it until then known was and common done are thoughts . Based on them thinking to us never how new idea does not give Molds surface on arrival in society priority was social opinion in media products present being carried out form and views are also leading place holds Man from the masses break up don't stay the point in terms of everyone's to his opinion will be added . In addition , " flow across swimming " independent from thinking according to easy it seems Stereotypes through when thinking certain topic according to a person when a " request " is given to his mind usual information and considerations surface will come For example , " new "year " . full table , from advertising not coming down gaseous drinks , juniper and etc imagination to do , in the image of grandfather in hand cane holding glasses the old man to see mold based on of thinking appearance Creative the thinker people usual from the scenery different also imagine images so no who did not progress aspects notices , news creates

The most surprising aspect, education process also children one different to thinking by teaching putting Famous inventors and of discoverers exactly at school education in the process one to diversity not used to, to molds that it did not fit to see can For example, Albert Einstein from school expulsion or Dmitri Mendeleev chemistry that he got a " three " in science to this example will be

By Ken Robinson prepared and 5 million times on YouTube watch made " School creativity failed are you doing ?" named it's the same in the video in particular the word goes Learning letters in the process of children defined lines across write assignments in execution samples through performance , literature in their classes the work how to understand need about data of pedagogues good executors good assessment as a result children molds within think starts As a result a lot young people assignment if given , a sample who asks if there is become came This is before there is was models based on to work by learning to stay the result Such a situation eliminate reach for study in the process creativity qualities to educate importance focus to the goal according to For example , " To you one 86,400 US per day dollar if given , it to what spent would you be ?" such as unusual questions to be given can This is the question of the student ingenuity , knowledge , creativity , matter different the point from the point of view look get , hidden aspects to open such as characteristics develops . The reason is 86,400 units of the day seconds amount means By questioning the student each second's expensive means, he in vain not spending is thrown. If the student questions at the bottom essence if he doesn't understand, then creative and heuristic quality is low.

Mold and stereotypes are based on thinking one how many have views. For example, polar thinking is all things two in shape - good or considered bad makes the world white and black in color is to see. Actually, good or bad of the thing himself there is not him our thoughts so turns Each condition and of the process positive and negative has aspects. One-sided approaches and unfounded conclusions are also stereotypes based on thinking are views.

Creativity surfaces to bring forth stereotypes agnostic level from the creation of restrictive functions in templates fence understanding, from patterns giving up passing away necessary Idol, brand and to fashion to follow independent thought the connection is considered Dress up, yourself catch, profession choice, even imitative creativity in thinking from the activity restriction can That's why for why exactly that's it clothes I chose what for that's it the drink purchase media, advertising that I am doing through a person to his mind by force being absorbed from the effects give up passing away independent decision acceptance to do, from the media to exit reason will be

CONCLUSIONS

In children creativity development the following conditions attention focus necessary: many p questions to be given to encourage and this habit support; children's independence encourage and responsibility strengthen children through independent activity organized to be done for chance create; children's interests attention focus



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