

FEATURES OF THE DEVELOPMENT OF CREATIVE ABILITIES IN CHILDREN AGED 5-6 YEARS

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Abstract

The article highlights the features of the factors influencing the development of creative abilities in children aged 5-6 years, as well as the rules, methods and techniques of the educational process and the forms of its organization.

Keywords: Creativity, educational process, creative activity, creativity, self-discipline, moral qualities of purpose.

Introduction

Formation of creative abilities in children of preschool age requires activeness and independent thinking in the education of children's creative attitude to the things around them. With this, we educate our children's intelligence, sharp mind, and creative abilities. Creativity is the activity of a person who changes the natural and social world based on the objective laws of reality in accordance with his goals and needs. A creative product is an active product of the human mind. Creative activity is a complex of a person's clear, striving for a goal, a special emotional state, as well as an experience of the soul, a desire to solve a problem with enthusiasm, using all mental and spiritual forces. Creative abilities are the ability to understand the necessity and possibility of creating something new, to be able to express a problem, to be able to use the knowledge needed to advance an idea, to theoretically and practically confirm a hypothesis, to search for and find a solution to a problem, and as a result to create new original products (scientific discovery, invention, artwork, description) skills. Creativity is a unique thinking model associated with the manifestation of human thinking and psyche in various conditions, which allows to organize unknown and complex features for many. Creativity is mental gymnastics, it is necessary not only for wise people, but even for an ordinary creative person. Creativity is, first of all, the cultivation of a creative attitude to work, the ability to acquire new knowledge, the striving for the goal, the struggle for victory, the improvement of one's ability, and the awareness of continuity. Creativity is the highest blessing achieved by individual people in science during the historical development of mankind for several thousand years, and all the material and spiritual wealth created by mankind today is one or another manifestation of this highest blessing, that is, a product. The development of creative ability first of all begins with teaching the skill of observing peculiarities in surrounding objects and events to distinguish character signs. It is necessary to take into account the age of the child, because a 3-4-year-old child cannot be asked to draw a complex plot, even if the child is taught very

early. His thinking is also not developed to the level of a task that an older preschooler can easily handle. It is clear that children of the same age do not always have the same development. The teacher should never forget this, because individual approach is the golden key of effective education. The first stage of the development of visual ability begins with the period when the child first gets acquainted with the tools of visual activity, such as a pencil, paper, and a piece of clay. In pedagogical literature, this period is called the period before description, because there is no desire to describe an object, nor the idea of a picture. At this time, the child gets acquainted with the properties of the material, reduces various movements and acquires the necessary knowledge to create visual forms. If the material is given to 5-6 and 3-4-year-old children, older children quickly lose their skills, because they are more aware of the world around them. In the main content of the concept of preschool education, the task of developing individual characteristics and talents of children is defined. Current research has proven that preschool children can be creative in drawing, making clay and plasticine toys. Of course, children's artistic and creative abilities have their own characteristics and cannot meet the criteria of adult creativity. In the process of education, due to listening to fairy tales and seeing various pictures, the child gradually begins to imagine things that do not belong to the range of objects that he directly perceives, such as making toys. In the child, voluntary images of the imagination are formed first by the verbal influence of adults, and later they can be created from the child's independent thinking. When children organize ways to develop their artistic and creative abilities, we can complicate the tasks given to children in 3 stages. At the first stage, children are given tasks that require them to start creative activities: according to the teacher's instructions (make something, find something, change it, etc.), children work together with the teacher and show elements of creativity. In the second stage, tasks are given that encourage children to work and search according to a specific goal. By working with the teacher, the child begins to understand that the skills he has learned can be combined and modified. Finally, the third stage consists of tasks that teach the child to think independently in various activities, to plan small tasks, to choose means of representation. The teacher emotionally explains the task to the children. The educator's explanation can interest the children, for this the educator can sometimes use game elements and sometimes game actions. Pupils appear in children's eyes. They ask to put on a show together. The unexpected appearance of such fairy-tale characters makes children drool. Children are happy to see the movements of the toys, and the teacher is pleased that he is looking at them. If the teacher is using the game method in the training, he will decide in advance about the character that will participate in the training. For example, a doll can play the role of such a character, and children can be interested in how they are used, who is doing the task and how. Then he approves the children's actions, helps children who are struggling to work creatively, and does other similar things. We do not always use the same game activities in the training, we organize activities that lift the spirit of children and improve their mood before each training. For this, we need to tell the children stories, tell them about the spoons, tell riddles about the tasks, and make the little ones interested. Each type of visual activity allows children to

develop mental activity, creativity, artistic taste and other qualities. Without such qualities, the initial foundations of a socially active person cannot be established. All types of activities form an independent approach to the search for new ways of visual expression in the child.

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