

The Role of Creative Activity in the Comprehensive Development of Preschool Children

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During their activities, preschoolers learn and practice a range of creative thinking abilities. What do you think, and what exactly is creative thinking? According to psychology, a person can think creatively if he can do the following logical processes: integrating systems and their constituents, detecting cause-and-effect linkages, and conducting research activities. Preschool children's creative thinking is developed through the process of teaching them strategies for solving creative issues, in which logical abilities are built and developed in each group. But what are the problems with creativity? Creativity is a problem that necessitates changing learned rules or independently developing new rules, and as a result, new subjective or objective new systems - information, structures, substances, events, works of art - are created.

Along with the idea of the issue of creativity, there is also the challenge of research in the theory of creativity. A research problem is a creative challenge that must be solved by a series of research procedures. Thus, rather than individual creative concerns, the development of creative thinking in children necessitates a system of creative issues in which, throughout the implementation process, they construct and develop logical processes in the aforementioned groupings. The system of innovative questions should serve as the foundation of instructional activity in all subjects and in all school textbooks. The system of creative issues is made up of the following logical operation kinds and groupings.

Problems with merging systems and their components Separation of one or more elements from the system; alignment of elements and systems; element systematization; change items; element systematization; construction; design; categorization of elements and systems; analysis of the system's structural and functional resources The system of creative activities may also contain combined tasks derived from the combination of difficulties from several categories. However, using creative challenges in the classroom and extracurricular activities is not yet forming and developing creative thinking. This occurs when pupils grasp the ways for addressing creative challenges and autonomously build their own adaptations (types), as detailed in detail in the following chapter. When no strategies are utilized to tackle creative challenges, it becomes nothing more than a 'ball game,' which is enjoyable for both teachers and students but does not shape or create anything. According to the overall organization of cognitive activity, the study of any subject in any subject should be carried out in four stages:

1. The development of imagination - at this stage, youngsters become acquainted with the broad aspects of the new system and understands its basic operations.
2. Knowledge and reproductive skills development - At this period, children primarily execute reproductive theoretical and practical activities. They gain information and reproductive abilities (the capacity to repeat previously learned knowledge) as a result of this process.
3. Development of scientific and creative abilities - At this time, youngsters engage in a range of creative activities. Scientific and artistic abilities are developed as a result of the procedure.

It should be highlighted that the above-mentioned cognitive process structure does not dictate the techniques and styles of instruction used with children at each level of each session. This indicates that creative projects may and should be employed in the first two phases of any topic's learning.

We all know that most teachers do not understand all of the stages necessary in studying any topic. Second, rather than individual concerns at the discretion of educators, the development of scientific and creative talents are accomplished via the use of a system of creative issues. Third, students must learn current ways of creative activity when solving creative challenges. Unfortunately, many of these tactics are known not just by students, but also by instructors. Science never stands stagnant; it is always developing.

As a result, while teaching youngsters the fundamentals of creative activity, all of the aforementioned prerequisites must be addressed. To do this, there is a lack of change in teachers' job, which necessitates changes in educational content: standards, programs, and textbooks.

Determining a student's creative ability entails determining which sort of creativity the youngster is most suited to and how the imagination develops. This may be accomplished with the assistance of psychologists who administer special exams, culminating in the selection of games to improve preschool children's creative talents. It is also possible to assess the child's talents freely, provide him with a range of tasks, and notice the most intriguing reasons. Take notice of how the imagination arises; this is also achievable with the game's behavior. Demonstrates the capacity to process high-level hypothetical pictures that may be compiled from combined photos or subjects.

Resources

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