

## Impact Factor:

ISRA (India) = 4.971  
ISI (Dubai, UAE) = 0.829  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHHI (Russia) = 0.126  
ESJI (KZ) = 8.716  
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 04 Volume: 84

Published: 12.04.2020 <http://T-Science.org>

QR – Issue



QR – Article



M. Djalolova  
FerSU

The teacher of chair of the psychology

Sh. Mamajonova  
FerSU

The teacher of chair of the psychology

## THE PROBLEM OF LEARNING CREATIVE THINKING IN PRESCHOOL CHILDREN

**Abstract:** The article explores the challenges of developing creative thinking and environmental hazards in preschool children and their research

**Key words:** Creative thinking, child, young, scientists, research, opinion, period, problem, intellect.

**Language:** English

**Citation:** Djalolova, M., & Mamajonova, S. (2020). The problem of learning creative thinking in preschool children. *ISJ Theoretical & Applied Science*, 04 (84), 176-178.

**Soi:** <http://s-o-i.org/1.1/TAS-04-84-31> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.04.84.31>

**Scopus ASCC:** 3304.

### Introduction

UDC 37.02

Creativity is an integral part of human morality as a category of personal development, the factor of self-development, the basis of personal self-esteem, and the pursuit of new ideas, rather than the multiplicity of knowledge acquired by the individual. The stereotypes are reflected in the process of reforming and changing the process of innovating, making unexpected and unusual decisions in the solution of vital problems. It is no coincidence that today the education of the young generation in a spiritually healthy way is aimed at improving the creativity of preschool children to ensure that they can develop a broad-minded and intellectually healthy mind through creativity. Psychologist M. Jalolova's article "Developing Creative Thinking in Children" provides the following points: Children's artistic and visual art is more prominent at this time when it is about 3-6 years old. Based on these considerations, it is possible to say that the focus on pre-schooling is a positive effect.

Psychologist F. Engels comments on the importance of thinking in our daily lives: "... The special form of the human eye is not the limit of a

person's ability to know the universe. In his book Mechanism **umstvennoy deuternosti**, E. I. Boiko comments on the idea: "Dynamic temporal bonding is a physiological mechanism of mental activity, which also involves the interaction effect of both signal systems. The interaction of the same natural elements affecting the functional structure as a result of the action of the cerebral hemispheres exacerbates the other, and the elements that are not adapted to the neuronal structure are subjected to external braking."

M. B. Gomezo emphasizes the ability of reflection to reflect generalized, verbal, and mediated environmental phenomena, and explains: "reflection is a reflection of reality in general and word and experience."

In his book Psychology Mystery, O.T. Tikomirov described the vision as follows: "Thinking is the summarizing and directing of reality by its product, the degree of generalization and the tools used and the novelty of those generalizations. The process of sorting out the associated species is a cognitive activity."

S. L. Rubenstein is a manifestation of his theories, as thinking processes, as activities. The author has analyzed in detail the operations of thought,

## Impact Factor:

<b>ISRA (India)</b>	<b>= 4.971</b>	<b>SIS (USA)</b>	<b>= 0.912</b>	<b>ICV (Poland)</b>	<b>= 6.630</b>
<b>ISI (Dubai, UAE)</b>	<b>= 0.829</b>	<b>PIHHI (Russia)</b>	<b>= 0.126</b>	<b>PIF (India)</b>	<b>= 1.940</b>
<b>GIF (Australia)</b>	<b>= 0.564</b>	<b>ESJI (KZ)</b>	<b>= 8.716</b>	<b>IBI (India)</b>	<b>= 4.260</b>
<b>JIF</b>	<b>= 1.500</b>	<b>SJIF (Morocco)</b>	<b>= 5.667</b>	<b>OAJI (USA)</b>	<b>= 0.350</b>

the formation of forms - the process, and the problem-solving - as a thought activity.

P. A. Galperin strives to illuminate important aspects of thinking from the theory of the gradual formation of mental behavior. Therefore, the following point is made: "Thinking is an orientation - a research activity, a process of orientation, that is, an orientation - a process, a process of orientation."

In his research, A. R. Luria once again proved that social development is a criterion for human thinking.

One of the leading psychologists, Z. I. Kalmikova, in her research has divided the productive and reproductive types of thinking.

The above general case study concludes that several experiments led by L. S. Vigotsky are a very complex relationship between education and development, but that education is always ahead of development.

Against E. Torndayk and J. Piaget explaining education and development as one thing, L. S. Vigotsky expresses this view: "Childhood can never be considered a shadow outside of school education." He also strongly criticizes psychologists in the field of subordinate processes.

Galperin's theory of the gradual formation of mental behavior is of particular importance in psychology. This theory is based on the idea of interiorization by L. S. Vigotsky and A. N. Leontev and implies that in the process of development in the ontogeny, the process of the gradual transformation of external movements into internal, mental movements.

A study led by P. Y. Galperin shows that students can increase their thinking.

The experiments, led by D. B. Elkonin and B. B. Davidov, are dedicated to the study of junior students' intellectual development reserves and the ways and means to utilize these resources.

According to the research of M. E. Nchinskaya, in the process of determining the intellectual development of young students in mathematics, it seeks to determine their current knowledge base, the level of knowledge application, and the state of logical thinking. The author pays attention to the pace of development, the integration of concrete and abstract thinking, and the stage of analytical and synthetic activity. Besides, the most important thing for the researcher is the ability to change student opinions from private to general. Without it, it is not worth thinking about the level of intellectual development.

Creative ability is a factor independent of the intellect (J. Gilford, K. Taylor, G. Gruber, or A. Ponomarev). To put it mildly, this theory suggests that there is little correlation between levels of intelligence and creativity. A more advanced concept is E. P. Torrance's "intellectual boundary theory": if IQ is below 115-120, intellect and creativity will be the only factor, and when IQ is 120, creative abilities will

become independent dimensions, that is, no low-level creatures. but there are low-creative intellectuals.

Intellectual knowledge emerges as a necessary but insufficient environment for the creative activity of an individual. Motivation, values, personal characteristics (A. Tannenbaum, A. Alloch, D. B. Bogoyavlenskaya, A. Maslow, etc.) play a key role in determining creative behavior. The key features of the creative personality are those researchers include cognitive knowledge, sensitivity to unknown and difficult situations.

Creating a psychological atmosphere of freedom and security is a prerequisite for developing creative abilities and organizing project activities. An adult shows sympathy and warmth for the child's creative experiences, he is friendly, avoids evaluations, does not criticize the child and his creative products. He constantly draws children's attention to original ideas, successful finds, and accepts any creative product regardless of its quality. It encourages any questions from the child, awakens the child's imagination with questions that have many answers. An adult demonstrates a creative style of behavior, offers their own solutions to the problem. To work on a project, you must adhere to special requirements: you must have a socially significant task (problem)- research, informational, practical. Further work on the project is a solution to this problem. The problem can be identified both by the teacher and by the children themselves.

Project execution begins with planning actions to solve the problem Each project requires research work by children, i.e. search for information that will then be processed, understood, and provided to the project team members. The result of project activity is a product. In General, this is a tool that was developed by the project participants to solve the problem. The prepared product must be presented to the customer, and presented convincingly enough, as the most acceptable means of solving the problem. Thus, we see that working on any project is the answer to the question of five "P": problems, planning, search, project and presentation. When working on a project, it is extremely important to teach children the basics of independent thinking and search activity, since the ability to see problems develops over a long time. At the first stage, the teacher sets the problem, outlines ways to solve it, and the solution itself and its search is independently carried out by children.

At this stage, it is important to teach children to independently find and select the right material and equipment, perform the simplest actions, and see the results of activities. Leading questions were used to achieve this goal: "Can you do what I do?", "What do you need to do?" (equipment, materials), "tell Me what you will do?", "Where can I get these items?". Creating a favorable psychological atmosphere contributes to the manifestation of creative activity and independence, at the second stage of training, the

## Impact Factor:

<b>ISRA (India)</b>	<b>= 4.971</b>	<b>SIS (USA)</b>	<b>= 0.912</b>	<b>ICV (Poland)</b>	<b>= 6.630</b>
<b>ISI (Dubai, UAE)</b>	<b>= 0.829</b>	<b>PIHHI (Russia)</b>	<b>= 0.126</b>	<b>PIF (India)</b>	<b>= 1.940</b>
<b>GIF (Australia)</b>	<b>= 0.564</b>	<b>ESJI (KZ)</b>	<b>= 8.716</b>	<b>IBI (India)</b>	<b>= 4.260</b>
<b>JIF</b>	<b>= 1.500</b>	<b>SJIF (Morocco)</b>	<b>= 5.667</b>	<b>OAJI (USA)</b>	<b>= 0.350</b>

teacher only poses a problem, and the method of solving it children are looking for themselves, the task is to teach children different ways to find solutions to problems. Used:

- problem questions: "What must I do?", "How can this be checked?", "What happens if...?";
- questions that lead to demonstrations and the development of fluency and originality of thinking, such as "Brainstorming";
- there are special conditions for the practice of interpersonal communication and cooperation;
- the completion of the area of new materials or objects;
- modelling research activities of adults to develop skills in experimentation and activity in passive and shy children. At the third stage of training, you have to solve the following problem: how to make sure that a child of senior preschool age can independently go through all the structural components of project activities. The following methods and techniques were used for this purpose:

- development of cards-symbols that suggest ways of children's activities;
- presentation of the child's activities;
- production of cards with a symbolic image of the project task;

– use of diary entries with a graphic description of the experiments. Given all of the above, it can be noted that project activities help to develop creative abilities. After all, when implementing a project, we start with the formation of an original idea. at the end of the project, a new creative product can be created, which is valuable because it represents a unique vision of the world that is peculiar to this child. In a creative project, creativity increases by expanding the space of opportunities when discussing various project options.

In addition, the preschooler gets a positive experience of competitive interaction and understands that the idea should be valuable not only for him, but also for others. Also, working in the design mode provides opportunities for adult participants of the educational process for personal growth.

## References:

1. Druzhinin, V.N. (1999). *Psihologija obshih sposobnostej*. SPb.: Piter.
2. Druzhinin, V.N. (1997). *Jeksperimental'naja psihologija*. Moscow.
3. Muhina, V.S. (1998). *Vozrastnaja psihologija*. Moscow.
4. Uruntaeva, G.A. (1998). *Doshkol'naja psihologija*. Moscow.
5. Uruntaeva, G.A. (1998). *Diagnostika psihologicheskikh osobennostej doshkol'nikov*. Praktikum, Moscow.
6. Nuralieva, D. M. (2019). Oila va bolalarga psihologik hizmat k'yrstishni izhtimoiy - psihologik mehanizmlarini rivozhlantirish y'kvu uslubij-k'y'llanma Farrona j 42 bet.
7. Nuralieva, D. M. (2019). *Psihologija ilmiy zhurnal makolasi* № 4, p.117.
8. Abdurahmonov, F.R., Abdurahmanova, Z.Je., & Nuralieva, D.M. (2020). *Oilaga psihologik jordam va uning mehanizmlari*.
9. Farxodjonova, N. (2019). Features of modernization and integration of national culture. *Scientific Bulletin of Namangan State University*, T. 1, №. 2, pp. 167-172.
10. Farhodjonovna, F. N. (2017). Spiritual education of young in the context of globalization. *Mir nauki i obrazovanija*, №. 1 (9).
11. Ergashev, I., & Farxodjonova, N. (2020). Integration of national culture in the process of globalization. *Journal of Critical Reviews*, T. 7, №. 2, pp. 477-479.