

FORMING THE CREATIVE ACTIVITY OF 5-6 YEAR OLD CHILDREN

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Annotatsiya: ushbu maqolada maktabgacha ta'lim tashkilotlarida 5-6 yoshdagi bolalarning ijodiy faolligini shakllantirishning ahamiyati haqida so'z yuritilgan. Maktabgacha yoshdagi bolada bilish jarayoni ijodiy faoliyatlar jarayonida rivojlanadi.

Kalit so'z: Maktabgacha yosh, bola, bilish, ijodiy, faoliyatlar, izlanish, ijodiy faoliyat, yo'naltirilgan, rejalashtirilgan, me'yor, mezon, atrof-olam, ob'ektlar bilimlar, o'zlashtirish;

Abstract: this article talks about the importance of forming the creative activity of preschool children in preschool educational organizations. The cognitive process of a preschool child develops in the process of creative activities.

Key words: preschool age, child, knowledge, creative, activities, research, creative activity, directed, planned, standard, criterion, environment, objects, knowledge, mastery;

Today, in our country, there are many problems in the development of creative qualities in children of preschool age, and many new laws and decrees are being adopted in our country to solve them. It aims to take into account the unique cooperation in order to develop moral qualities among all representatives of the social environment, peers, and family through creative images in preparatory groups for school and to find its reflection in the life of society. However, as a result of the changes in people's worldview and the demands of the times, there are problems regarding the provision of moral education to preschool children.

The cognitive process of a preschool child develops in the process of creative activities. In order for the child to search and show his creative activity in the process of completing the given task, the need for self-aware activity is felt, which is directed to a specific goal, planned, has standards and criteria. This is the child's

assimilation of environmental objects and knowledge about them; creation of educational effectiveness requires reliance on previous types of activity.

In particular, the urgent problem of "how to educate preschool children's creativity?" has not arisen today. The issue of development of creative abilities in a person, which is the beginning of creativity from time immemorial, has been of interest to both pedagogues and researchers who are directly involved in the education of children. Education and training, the formation of a person in society, the development of abilities are still relevant issues. The problem of developing the technology of forming creative activity in preschool children is one of the multifaceted pedagogical-psychological social tasks, and it is one of the urgent tasks for the social development and progress of the society.

Creativity appears in various situations of activity. Curiosity, inspiration, aspiration, etc., include the process from the highest emergence of creativity in the human mind to its manifestation. A person's need for creative activity means a desire for new, previously untargeted creativity in activity. In children of preschool age, any buds of creative activity cannot develop outside of education and activities.

In the process of education and upbringing, revealing the hidden talents of children, creating an opportunity for them to demonstrate their activities from preschool age, developing their creativity is the guarantee of raising competitive personnel with high potential, socially active, sharp mind, and ability to discover in the future. This corresponds to one of the priorities of our country - the idea of raising a well-rounded person. Formation of creative activity in children in preschool education is considered an important component of the educational process. Age and psychological characteristics of children, who are active and leading subjects of preschool education, as well as specific aspects of visual arts, work, music and physical education require a creative approach from the educator.

Of course, such innovations, aimed at updating preschool education both in form and content, require all pedagogues, starting from parents, to approach child

education and his readiness for education based on the needs of the times. Processes in development centers organized in groups of pre-school education organization help children to constantly learn and consolidate new knowledge.

The main goal of development centers is to teach children to independently supplement their knowledge and to adequately adapt to the ongoing renewal processes. Development centers organized on the basis of the program provide children with the following content:

- acceptance and implementation of changes;
- critical thinking;
- make a choice;
- to communicate problems; - manifestation of creative, thinking and inventive possibilities;
- taking care of people, society, country, environment.

In the studies of many pedagogues and psychologists, scientific research was conducted on the problem of creativity and creativity. In particular, L. S. Vygotsky, B. M. Teplov, S. L. Rubinstein, V. I. Druzhinin, A. N. Leontiev, A. R. Luria, D. B. Bogoyavlensky, A. Ponomarev, N. F. Vishnyakova, A. A. Melik-Pashaeva, V. A. Kan-Kalika, K.V. Gavriloven V. V. Poznyakova and other foreign psychologists who conducted research on this problem: D. Veksler, J.V. Poznyakova and others. Guilford, R. Sternberg, G. Eyzenak, A. Tannenbaum, et al.

The analysis of psychological and pedagogical literature made it possible to define the concept of "creativity" as "one of the types of human activity aimed at solving a conflict (creative problem solving), for which objective (social, material) and subjective personal conditions (knowledge, skills, creativity) are required. It is known that B. M. Teplov understood certain individual psychological abilities that distinguish one person from another by abilities, they are not reduced to the existing stock of skills and knowledge that a person has, but determine the ease and speed of their discovery.

There are enough psychological reasons to believe that every child contains the potential for creativity. In practice, some limitations must be overcome. First of all, it is impossible to convey, "broadcast" creativity as knowledge or skills. Second, true creativity in any field "creates a strong psychological dominant, covering the whole person." The task is to help the child get in touch with the position of the creator. By nature, children's creativity is synthetic and often improvisational. The synthesis of emotional sensitivity and thinking, logic and intuition, creative imagination and the ability to make quick decisions plays a leading role in musical creativity. The process of children's creativity awakens in children the desire to act sincerely and naturally. In conclusion, I would like to note that when I work in this direction, I am sure that performing creative work by children using various methods and methods, materials, original techniques, creative tasks will allow children to feel unforgettable positive emotions. I got Children open up great opportunities to express their fantasies, desires and themselves. In general, children are interested in creative research and solutions, children learn to work with different materials, children develop confidence in their abilities, and their artistic horizons are expanding.

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