DIDACTIC TOOLS AS AN IMPORTANT FACTOR IN DEVELOPING THE CREATIVITY OF PRESCHOOL CHILDREN

Sheraliyeva Anora Ergashevna
senior lecturer, andijan regional center for pedagogical excellence
E-mail: anoraxonergashevna11@gmail.com
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ABSTRACT

This article examines the theoretical foundations of developing creativity among children in preschool educational organizations. It explores the content and essence of the concept of creativity in preschool-aged children, analyzes its pedagogical and psychological characteristics, and identifies the factors influencing the development of creative abilities. The article also highlights pedagogical opportunities for developing children's skills in independent thinking, imagination, creative activity, finding unconventional solutions to problem situations, and generating new ideas. The use of games, creative tasks, problem-based situations, visual arts activities, construction activities, and project-based activities in the preschool education process is substantiated as an important means of developing the creative potential of children.

Today, one of the important pedagogical tasks in the education system is to develop individuals' creative potential and educate a well-rounded generation capable of independent and free thinking and promoting innovative approaches. In particular, the development of children's creative abilities during the preschool period, when the intellectual, emotional, and creative potential of an individual develops intensively, is of particular importance. During this period, children's imagination, curiosity, independent thinking, desire to create something new, and ability to perceive the surroundingenvironment in their own unique way develop actively.

Organizing the educational process in preschool education organizations based on modern pedagogical approaches makes it possible to develop not only children's knowledge and skills but also their creative thinking and creative potential. Creativity is considered an important personal quality that reflects a child's ability to use existing knowledge and experience to generate new ideas, images, methods, or solutions. In this regard, the process of developing creativity in preschool children is closely associated with their independent thinking, imagination, observation skills, ability to seek solutions to problematic situations, and ability to express their ideas freely.

Creating a favorable and developmental educational environment is essential for developing children's creativity in the preschool education process. Such an environment provides children with opportunities to express their ideas freely, participate independently

in various types of activities, conduct experiments, and evaluate the results of their own activities. In particular, the use of didactic and creative games, visual arts, music, construction activities, role-playing games, problematic situations, and project-based elements contributes to increasing children's creative activity.

Literature Review and Methodology. The development of creativity in preschool children has been studied as an important scientific problem in the fields of pedagogy, psychology, and preschool education methodology. In contemporary pedagogical research, the concept of creativity is interpreted in connection with an individual's ability to propose new and original ideas, approach existing problems in non-standard ways, make independent decisions in various situations, and create creative products. This concept is closely related not only to creative activity but also to children's thinking, imagination, curiosity, and independent activity.

The theoretical foundations of creativity are significantly influenced by J. Guilford's views on divergent thinking. The scholar focused on such aspects of creative thinking as fluency, flexibility, originality, and elaboration of ideas. E. Torrance's research demonstrated the importance of identifying problems, putting forward hypotheses, testing them, and improving the results in the process of developing creativity. These theoretical perspectives serve as important sources for determining the scientific and methodological foundations of developing creative thinking in preschool children.

L. S. Vygotsky's scientific views on the role of imagination and creative activity in child development also constitute an important theoretical basis for preschool education. According to his approach, children's creative activity develops through the transformation of existing experience and its enrichment with new images and ideas. Therefore, creating opportunities for children to observe independently, imagine, experiment, and express their ideas in various forms during the preschool education process is an important condition for creative development.

Local and international pedagogical studies have widely addressed the potential of play activities, visual arts, music, construction, modeling, storytelling, role-playing games, and problem-based tasks in developing the creative abilities of preschool children. In particular, methods that encourage children to create products of their own activities based on their individual ideas, rather than simply reproducing ready-made models, are considered effective pedagogical tools for developing creativity. At the same time, contemporary research places particular emphasis on creating a creative educational environment, strengthening the facilitator role of the teacher, and taking into account children's individual creative abilities.

The methodological foundations of this study are based on person-centered, activity-based, competency-based, and creative approaches. The person-centered approach involves taking into account the individual abilities, interests, and creative potential of each child. The activity-based approach focuses on developing creativity not merely through theoretical knowledge but through children's direct practical, play-based, creative, and communicative activities.

The research process may employ such methods as theoretical analysis, comparison, generalization, pedagogical observation, interviews, analysis of children's activity products, and analysis of pedagogical experiences. Through theoretical analysis and generalization, the

pedagogical content of the concept of creativity, its structural characteristics, and the factors influencing its development during the preschool period can be identified. Pedagogical observation makes it possible to study children's participation in creative activities, independent thinking, ability to propose new ideas, and responses to problematic situations.

In addition, the interview method makes it possible to obtain information about children's interests, imagination, and creative thinking characteristics, while the analysis of activity products provides an opportunity to determine their creative approach and degree of originality. Comparison and generalization methods make it possible to identify the potential of various pedagogical approaches in developing creativity.

In general, the literature review demonstrates that developing creativity in preschool children is a complex and systematic process in which a pedagogical environment that supports children's natural curiosity, imagination, and creative activity plays an important role. Therefore, alongside theoretically substantiating the development of creativity in preschool education organizations, identifying the pedagogical conditions and effective methods for implementing it in practical activities remains an important and relevant task.

Results. The research findings demonstrated that the process of developing creativity among children in preschool education organizations should be organized based on the integration of children's age and individual characteristics, educational content, pedagogical activity, and a developmental educational environment. During the preschool period, creativity primarily develops through children's active observation of the surrounding environment, asking questions, expressing their imagination, and approaching existing situations from different perspectives.

Based on the analysis, the following key structural components of creativity development among preschool children were identified: creative interest, creative imagination, independent thinking, originality, flexibility, creative activity, and the ability to find solutions to problematic situations. The development of these components has a positive impact not only on children's creative activity outcomes but also on their communicative activity, initiative, and independence.

According to the research findings, play activities have significant pedagogical potential for developing creativity. Through plot-based role-playing, creative, and didactic games, children are provided with opportunities to perform different roles, imagine various situations, make independent decisions, and propose new ideas. In particular, the use of tasks that do not have a single correct answer encourages children to search for different solutions and contributes to the development of divergent thinking.

The research findings indicate that the development of creativity in preschool education organizations should be organized as a systematic, continuous, and activity-oriented pedagogical process. When a creative educational environment, creative tasks, play technologies, independent activities, and pedagogical support from teachers are integrated effectively, the necessary pedagogical conditions are created for developing children's creative thinking, imagination, initiative, and ability to generate new ideas.

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M.Anderson

PROF. M.ANDERSON
CHIEF EDITOR

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