

## METHODOLOGICAL-DIDACTIC PRINCIPLES OF FORMING THE CREATIVE ACTIVITY OF PRESCHOOL CHILDREN

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### ABSTRACT

Activities to develop the creative abilities of preschool children play an important role in the formation of the child's personality. All the studies conducted by scientists and psychologists in this field prove that children with creative abilities have a more stable spirit, communicate with them and have a friendly relationship.

**Keywords:** Pre-school education, large group, creative ability, development.

### INTRODUCTION

It is recommended to pay special attention to the development of literary, artistic and musical abilities of a large group of preschool children. The best way to develop creative skills is through play.

Creative abilities are individual qualities of a person that determine the success of various types of creative activity. Creativity is a combination of many qualities. Psychologists believe that the components of creativity are:

1. The ability to see the problem where others do not.
2. The ability to shorten mental operations, replace several concepts with one, and use more and more informative symbols.
3. To be able to retain the skills acquired in solving one problem in solving another.
4. The ability to perceive reality as a whole, without dividing it into parts.
5. Ability to easily connect long concepts.
6. Memory's ability to provide the right information at the right time.
7. Be flexible in thinking.
8. Ease of generating ideas.
9. Ability to create new non-standard ideas, develop creative thinking.
10. The ability to improve the "product" of the activity.
11. The ability to express different opinions.
12. Ability to improve details to improve the original design.

### MAIN PART

When talking about the formation of abilities, it is necessary to dwell on the question of what age children's creative abilities should be developed. Psychologists call different terms. There is an assumption that creativity should be developed from a young age. This hypothesis finds its confirmation in physiology.

From a psychological point of view, preschool childhood is a favorable period for the development of creative abilities, because at this age children are very inquisitive, they have a great desire to learn about the world around them. Parents and educators contribute to the expansion of children's experiences by stimulating curiosity, providing them with knowledge, and involving them in various activities. Accumulation of experience and knowledge is a prerequisite for future creative activity. In addition, the thinking of preschool children is much freer than that of older children. He is still not "oppressed" by stereotypes. Preschool childhood is also a sensitive period for the development of creative imagination. Thus, it creates great opportunities for the development of creativity in preschool children. The creative potential of adults largely depends on how these opportunities were used in childhood. One of the most important factors in the creative development of children is the creation of the following conditions:

- Early physical development of the child. It should be age appropriate.
- Creating an environment that is ahead of children's development. As much as possible, it is necessary to surround the child with such an environment and a system of relations that stimulates his most diverse creative activity and develops what is capable of developing most effectively at the right time.

The development of the cognitive interests of a preschool child and the formation of his thinking are carried out in two directions:

1. Gradual enrichment of the child's experience, filling this experience with new knowledge about different areas of reality. This causes the cognitive activity of the preschool child. The more aspects of the surrounding reality are revealed to children, the more opportunities for the emergence and consolidation of stable cognitive interests.

2. Gradual expansion and deepening of cognitive interests within the same reality. In order to successfully develop a child's cognitive interests, parents must know what their child is interested in and only then influence the formation of his interests. It should be noted that it is not enough to introduce a child to a new field of reality for the emergence of stable interests. He should have a positive emotional reaction to something new. This will be helped by the participation of the preschool teacher in joint activities with adults. In such situations, the child's sense of belonging to the world of adults creates a positive environment for his activity and helps to develop interest in this activity. But one should not forget about the child's own creative activity. Only then it is possible to develop his cognitive interests and achieve the desired result in acquiring new knowledge. You should ask him questions that will encourage him to think actively. At home, parents should involve children in active activities with them. The main component of the creative development of 5-6-year-old children is becoming problematic. This ensures that the child is constantly open to new things, is expressed in the search for inconsistencies and contradictions, and in the formulation of new questions and problems. Even failure creates a cognitive challenge, creates research activity and creates opportunities for a new stage of creative development.

Developing creativity and creative thinking in children in preschool education is certainly not an easy task. However, if you start seriously and use the right methods, you will certainly achieve your goal.

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