

## FACTORS IN THE DEVELOPMENT OF CREATIVE ABILITIES OF PRESCHOOL CHILDREN

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### ANNOTATION

The article deals with the concepts of "creativity", "creativity". The author reveals all the components of these concepts, proves the close connection between creativity and creativity, the need to create educational models, programs, technologies for the development of creativity in preschoolers as the most important condition for the development of the life strategy of a creative person.

**Key words:** creativity, creativity, creative activity, creative abilities, creative and creative.

All children like to learn something new, fantasize, compose, imagine - this is how the natural process of manifestation and development of children's creative abilities occurs. Comprehensive development of the personality is impossible without the development of creativity, creativity, non-standard. Creativity abilities do not always appear on their own, it is not for nothing that in preschool institutions they so actively involve children in creative activities: drawing, crafts, scenes. It is important to help reveal a creative streak in the child, to create favorable conditions for the development of creative abilities. By investing as much as possible in childhood, we help the formation of harmonic personality in the future. The relevance of the work lies in the fact that modern rapidly progressing society requires original and innovative ideas from a person, not template, habitual actions, and mobility, flexibility of thinking, rapid orientation and adaptation to new conditions, a creative approach to problem solving. Creative activity develops the personality of the child, helps him to assimilate moral and ethical standards. Creating creative works, the child reflects in them his understanding of life prices, his personal properties. Therefore, it is important to begin the formation of creative abilities already at preschool age. New state standards of preschool education suggest that in the process of personal formation, the child gradually acquires independence as the ability to autonomous existence and social activity, as the ability not only to maintain their relationship with the environment, but also to create new ones.

The personality of a preschooler consists of many qualities, an important place among which can be given to creative abilities. After all, a child who has not just mastered the program of a preschool institution, but a preschooler capable of its creative rethinking - this is what modern society requires.

Being one of the most urgent, the problem of developing creativity attracts the attention of scientists in different fields, since it is related to the design of flexible models of educational space, the development of variable forms and methods of teaching and upbringing that meet the educational needs and age capabilities of the individual. In the psychological and pedagogical literature, the concept of creativity is most often associated with the concept of creativity, considered as a personal characteristic. Pseudo-creativity has a sign of novelty as a consequence only of non-conformism and lack of discipline, blind

rejection of what already exists, or just a desire to unexpectedly to turn things upside down. This kind of "novelty," in his opinion, has nothing to do with creativity. Rogers understands creativity as the ability to discover new ways of solving problems and new ways of expressing them. When characterizing creativity, he points to the problem of abilities and considers creativity as a general creative ability, a process of knowledge transformation. Since creativity is one of the criteria for creativity. According to L.S. Vygotsky: "The highest expression of creativity is still available only to a select few geniuses of mankind, but in the daily life around us, creativity is a necessary condition for existence. Everything that goes beyond routine and that contains even a fraction of the new owes its origin to the creative process of man." So, creativity is an integral quality that provides the possibility of successful adaptation of lichnost to the changing realities of life, giving a creative character to work, leisure, education. Special studies and practical experience have convincingly shown that the most optimal (sensitive) period for the development of creativity is the older preschool age. Recent decades are characterized by a significant increase in attention to the development of creative abilities of preschoolers, which undoubtedly affected the intensification of pedagogical searches, as in science, and in the practice of preschool education. Children's creativity in pedagogical and psychological research was studied within the framework of the activities in which it manifested and developed. Accordingly, the methods of formation of creativity, creative abilities, creativity are determined by the specifics of the nature in the course of which they are formed and manifested. The influence of personal factors on the development of creativity in preschool age has not yet been systematically studied. The possibility of influencing the development of children's creativity through an impact on the developing personality of the child needs in-depth study and development of age-appropriate characteristics. children's methods of diagnosing creativity and the "I-concept" of the child. The development of this problem will help to better understand the nature of giftedness, to reveal the mechanics of its development, as well as to contribute to the construction of psychologically correct strategies for education and training, allowing to take into account the individual characteristics and development opportunities of a gifted child. The level of creative thinking significantly affects the dynamic development of personal characteristics. As a result of the study, 3 main types of development of personal characteristics were identified: in children with a high level of creativity by the age of seven has already formed the most important basic characteristics of the personality; preschoolers with an average level of creativity are dominated by the number of children with a high level of development of personal qualities; with a low level of creativity - a larger number of preschool children with an average and low level of development of personal characteristics. In special education, the indicators of creative potential develop with a significant advance in comparison with children of this age. When analyzing the results obtained, significant, significant differences in personality and creativity, the development of preschool children of the control and experimental groups, in the development of their special groups were highlighted. abilities. Features of family education have a significant impact on the pace and dynamics of development of various indicators of creative potential and personal development of a child of

three to seven years old. The most favorable style of family education is "Cooperation". "Authoritarian hypersocialization" and "Symbiosis" are favorable only in preschool age. The styles "Acceptance-Rejection" and "Expectation of Failure" are unfavorable for the development of all to the components of the personality and abilities of the preschool child. Creativity is closely related to personal characteristics and individuality, so the main condition for the development of a child's creativity is the development of his personality. The realization of various competencies of creative potential can be difficult if appropriate conditions are not created for the child: a favorable style of family upbringing, assistance and support for adults, special programs for the development of a positive "I-concept" of a preschooler.

Doshakola age is most favorable for the formation of a creatively active personality. It is at this time that progressive changes occur in many areas, mental processes are improved (attention, memory, perception, thinking, speech, imagination), and personal qualities are developed, and on their basis - abilities and inclinations. In a preschool educational institution, creativity develops through various activities of the child, such as: gaming, communicative, productive and others. The difference in methods is dictated by the versatility of the process of assimilation of the knowledge system, mastering the basics of sciences, which primarily include the game, being at the same time the leading type. activities of this age. Story-role-playing and theatrical games, and gry-experiments, games-fun, etc. - all of them are aimed at forming the creative potential of the preschooler. But the formation of creative abilities will be achieved only if certain conditions are met: the early start of creative development, the freedom in the choice of activities. and their versatility, the creation of a favorable developing environment in the kindergarten, maintaining a constant interest in creative activities and others.

Thus, the implementation of a wide inclusion in the pedagogical process, as well as games and exercises for the development of creative abilities of preschool children, maximum attention and respect to the products of children's creativity, their widespread use in the life of preschoolers and in the design of the premises of the children's institution fills the life of children with a new meaning, creates an environment for them emotional well-being, causes a feeling of joy and a desire to "create". Work on the formation of creative abilities will be more effective with comprehensive work on the proposed program, including work not only with preschoolers, but also with parents and teachers. There is no doubt that it is the formation of creative abilities in preschoolers that will help us "turn" each child into a competent person capable of adequately think, feel and act in a cultural society. And also the emotional saturation of the process of children's creativity leads to an intensification of the development of new motives for the activities of preschoolers, which significantly rebuilds the motivational and emotional sphere and, ultimately, contributes to the formation of the heuristic structure of the personality.

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