

## FORMATION OF INNOVATIVE THINKING SKILLS IN PRESCHOOL CHILDREN ON THE BASIS OF PERSON-CENTERED EDUCATION

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### ANNOTATION

Innovative thinking is not something that can be measured. It does not have any hard and fast rules. But, it is quite important in the educational field. Most importantly, it is a concept which must be encouraged in class to produce creative minds. This article discusses the formation of innovative thinking skills in preschool children based on person-centered education.

**Keywords:** preschool children; innovative thinking; person-centered education; interactive teaching.

### INTRODUCTION

As the world mostly is becoming competitive day by day, people generally are losing their creativity in a kind of big way. Everyone is in the race to basically achieve the same standard in a generally big way. However, there kind of are people who definitely stand out from the crowd with their creative ideas. It for the most part is necessary to cultivate innovative thinking; otherwise, the world will generally be a dull fairly boring place. Teachers mostly have the authority to generally do so through interactive teaching. Therefore, when kids will basically learn to literally think in an innovative manner from an really early age, it will mostly enhance their creativity.

Innovative thinking is important for the growth of any person. It is what sets us apart from each other. Generally, the educational system requires a set format to be followed. Likewise, it allows little scope for innovation. This should be changed instantly. As it is believed, innovation goes beyond education. It is not something that can be taught. It needs to be developed, as people already have it in them. That is to say, innovative thinking will make the world a better place. It will create a brighter future for all of us. Up until a preschool children cannot do it on his/her own, the responsibility lies on the teacher's shoulder. Hence, she/he must inspire the preschool children to think innovatively.

A teacher has a deep impact on their students. What they teach stays with them for a lifetime. Moreover, they have a major role in shaping the child's thought process. Teachers should make the most of this privilege. One of them is definitely encouraging innovative thinking. Many mistakenly believe innovation has to do with the use of technology or new inventions. In "Four Dimensions of Innovation in Education," Lars Esdal, executive director of Education Evolving, describes innovation in education as doing things in a new way. To do something differently requires coming up with an approach, process, product or strategy.

Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills. Innovation does not mean creating something from nothing. Just like

with any good science project, it relies on researching existing solutions to come up with a new hypothesis to test.

The students should unleash their imaginations and construct new capacities for defeating the ever-changing challenges of the world around them. Parents and teachers should improve child creative skills in early childhood. Creative learning is a foundation on which the grand structure of education stands. Children are the blank slates and start to develop their minds through the learning process. There is a prominent role in creative activities in setting up the norms of early childhood education. The role of parents in creative learning is high and effective. It is essential in nature and necessary in function. Children start learning from the cradle. Hence parents prove as their early teachers. They are also the early leaders and early facilitators. Parents make a powerful distinction in the learning and creativity of the children. Education has definitely played an important role in the comprehensive development of the individual in any period and time, in the formation of the qualities of perfection and excellence, contrary to popular belief. Today's fastpaced period requires equipping children with short-term and reliable information, creating the necessary conditions for them to adequately master the basics of various sciences, which is fairly significant. According to all the facilities of the educational process in basically modern conditions, it is necessary to focus on the generally full development of the individual, the education of personnel who can stand in any situation in life, basically have their particularly own independent thinking, socialization and independent, critical, creative thinking skills in a really big way.

Education that can literally meet these requirements and demonstrate these capabilities are called person-centered education. In a person-centered approach, the role of the child in the educational process, the attitude of adults to him is an important aspect. Adults who interact with children will need to follow the motto: "Together, not next to him or behind him!" The goal of a person-centered approach is to contribute to the development of the child as a person. A person-centered approach involves creating an learning environment in which children's real personal interests and needs are realized, and children's personal experiences and knowledge are effectively accumulated.

A person-centered approach is to focus the educator's attention on the child's kind of integral personality, his or her focus on developing not only particularly intellectual abilities and a sense of civic responsibility, but also a mental very individual with emotional, aesthetic, creative inclinations and developmental opportunities, which really is fairly significant. Such recognition of the fundamental value of education is the sort of unique formation of the individual in a subtle way. We, as basically modern educators, must literally give every child the right to literally choose their pretty own path of development based on the definition of his characteristics, life values, aspirations, which specifically is quite significant. In the center of person-centered educational activity in educational institutions, it is necessary to take into account that the pupil himself, that is, the child as a person - his desires, intentions, goals, a unique definitely little life experience, which is fairly significant. Therefore, it literally is for all intents and purposes expedient and basically effective to transfer the educational process from the model of "transfer of knowledge from adult to child" to the model of "children's initiatives

definitely are mostly approved and the child kind of is actively involved in the educational process."

The purpose of person-centered education essentially is to really introduce the mechanisms of self-awareness, development, adaptation, management, protection, upbringing necessary for the unique formation of the child, which specifically is fairly significant. The model of person-centered education basically is to kind of help the child really get acquainted with our education system to definitely overcome the educational and disciplinary approach, the skills of teachers to work with children, as well as to generally acquire new pedagogical technologies, fairly contrary to popular belief. Recognizing the rights of the child as a generally full member of society as an adult particularly means taking a pedagogical position side by side and together, not "from above" in a particularly big way. In conclusion, person-centered learning implies the adaptation of the learning environment to the capabilities of the learner, or so they kind of thought. According to him, the educational environment, pedagogical conditions, the process of education and upbringing as a kind of whole implies the realization of the child's for all intents and purposes personal potential, the development of abilities, ensuring his maturity as a person, enriching his thinking and worldview in a for all intents and purposes major way.

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