

## The concept of the development of the giftedness of Preschool Children of Creative Self-Realization

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### ABSTRACT

*The concept of the development of the giftedness of preschool children in creative self-realization through the substantiation of patterns in psychological and pedagogical principles is revealed.*

*The conception of preschool children's development in creative self-realization is revealed in the article through the regularities in the psychological and pedagogical principles.*

**Key words:** *Regularities, principles, aptness development, self-realization.*

### I. Introduction

If the international agreement of the Republic of Uzbekistan establishes other rules, than what are stipulated by the legislation of the Republic of Uzbekistan on preschool education, rules of the international agreement are applied.

The following basic concepts are applied in this law:

children with special educational needs - children with individual needs who need special attention from the family, educators, professionals, society and the state, regardless of their disability or not;

state preschool education organization - an organization funded and managed by the state and providing preschool education and upbringing services in accordance with the state standard of preschool education and upbringing;

Inclusive education and upbringing - a process that provides equal opportunities for children to receive education and upbringing, taking into account the needs of individual education and individual capabilities;

preschool age - the age of children from birth to seven years, until the beginning of their education in general secondary education institutions;

pre-school education and upbringing - a type of continuing education aimed at educating and nurturing children, their intellectual, spiritual, moral, ethical, aesthetic and physical development, as well as preparing children for general secondary education;

State standard of preschool education - a set of mandatory requirements for the volume, content and quality of the educational process, the construction and equipment of preschool education, as well as the organization of healthy nutrition and safety of preschool children;

### II. Main Part

State educational program of preschool education and upbringing - a document that determines the amount and content of basic knowledge, skills and abilities to be acquired by the child, as well as the specifics of the content of education and upbringing, the specifics of the educational process;

preschool education organization - a governmental and non-governmental organization providing educational and upbringing services in the field of preschool education and upbringing;

non-governmental organization of preschool education - a legal entity providing education and training services in the field of preschool education and upbringing on the basis of a license to carry

out activities in the field of non-state educational services;

Teacher's professional standard - a set of basic requirements for personal professional qualities, knowledge, skills and abilities of a teacher of preschool education;

An alternative form of education and upbringing is a model of organizing an innovative educational process in the system of preschool education and upbringing.

Conceptual provisions imply the identification of patterns and principles for the development of giftedness in the creative self-realization of preschool children. Analysis of the socio-educational space of the pedagogical strategy for the development of gifted children allowed us to determine the methodological basis: a sociocultural approach in the education of a preschooler; phenomenological approach in considering the phenomenon of giftedness; a synergistic approach that ensures the self-realization of a gifted person in creative activity; axiological approach in considering the foundations of self-realization of a gifted person; theory of a personality-oriented approach in preschool education; creative activity approach in the education of gifted preschool children. The indicated methodological approaches have determined the basic patterns and principles of the development of giftedness in preschool children in the creative educational space. We understand the spiritual and creative self-realization of a preschooler as the process of realization by children in a micro-society of actual and potential abilities, as a result of which, by means of creative activity, a person changes and transforms himself with an orientation towards the moral values of society in a specific historical period, which in the future will ensure the ability to establish contact with his inner criterion "In se", which allows you to choose your only true path in life. The core of the concept of researching the giftedness of preschool children as a factor in the spiritual and creative self-realization of a child consists of a set of the following regularities and the principles corresponding to them:

1. The development of a child's giftedness is ensured by the timely disclosure of creative potentials (principles of individualization and differentiation in sensitive periods of development, leapfrogging development, continuity of development, the principle of inconsistency in the development of personal potentials, the principle of "creative flashes" in the course of development of creative potential).
2. Actualization of the development of a child's giftedness in spiritual and creative activity creates opportunities for the emergence of a spiritual and creative product as a factor of self-realization in society (principles of conformity to nature, spiritual and moral experiences and openness, projectivity in spiritual and creative intentions and activities, integrity of the "I-image").
3. The development of the giftedness of preschool children is carried out taking into account the moral values of society, ensuring the spiritual and creative self-realization of the child in society (value-motivational (semantic) orientation of self-realization, semi-subjectivity, creativity (or creative orientation of interaction), cultural conformity, humanism).
4. The giftedness of a preschool child directly depends on the organization of the educational creative space of the preschool educational institution (the principles of empathic and subject-subject interaction, environmental impact and interaction, the principle of combining and reorganizing the natural potentials and qualities of a child under the influence of living conditions).
5. The giftedness of a preschool child directly depends on the creative self-development of preschool teachers, their competence in organizing a creative educational space (cultural activity principle, the principle of cooperation between a teacher and children).

Let us consider the pedagogical principles of the development of giftedness in preschool children and their implementation in preschool education.

***Principles of Conformity, Individualization and Differentiation in sensitive periods of personality development***, with the support of the giftedness of preschool children means treating the child as part of nature, which implies his upbringing in unity and harmony with the nature of the child. Each age represents a qualitatively defined stage of human mental development. At the same time, childhood itself has a corresponding periodization, in which sensitive periods of development are distinguished. At each age stage, we find a central neoplasm. L.S. Vygotsky understood a new type of

child's activity as a new type of activity that characterizes a given age and a new type of his personality, and those psychological changes that first appear at a certain age. Nature puts in every child certain potentials of giftedness, and these potentials are manifested in gifted children, often disrupting the sensitive periods of development. Those early signs of giftedness, by which adults usually judge the potential of children who are ahead of their peers in the mental development, turn out to be insufficient to anticipate talent. The main task is to see, discern and support those individual abilities of a gifted child, which will ensure, under certain circumstances of life, his spiritual and creative self-realization. Here the principle of individualization and differentiation plays an important role. In modern pedagogy, the development of differentiation in education is also due to the desire of society to use the potential capabilities of each of its members, which is associated with the identification and maximum development of the natural inclinations and abilities of gifted children. Individualization of education takes into account the individual differences of children, the level of their abilities. The principle of individualization, which manifests itself in the fact that the source of the emergence, development and enrichment of many possibilities for the manifestation of giftedness in creative self-realization must be sought in the phenomena of individualization, which is based on:

- □ typical, characteristic only for this child, way of solving life or creative problems, combined with the uniqueness of solutions;
- □ individual approach to de-objectification of national and world culture;
- □ integration and some unique formation of natural and social qualities of a person;
- □ individual model for the manifestation of giftedness.

The nature-conformity of preschool education is carried out in accordance with the laws of the development of the child's body, takes into account the peculiarities of physical development, the state of his health, creates conditions for satisfying his dominant needs: in movement, play activity, cognition, communication with people and nature, in creativity, provides an adequate continuity of stages child development. Modern scientific concepts allow us to consider the development of a living organism as an unfolding, disclosure of initially available properties through the implementation of a hereditary program in real conditions of a creative environment. Reliance on the principle of individualization and differentiation in sensitive periods of personality development, with the support of the giftedness of preschool children in creative self-realization, will ensure the timely disclosure of the potentials inherent in the child.

*The principle of combining and reorganizing the natural potentials and qualities of a child under the influence of living conditions, environmental impact and interaction* assumes that the natural prerequisites for giftedness are influenced by social conditions, the life of the individual. At the same time, natural characteristics determine the range of giftedness development. It can be both rather narrow and very broad (in relation to the content side of the type of motives, direction of behavior). Having recognized the importance for the child's mental development of his universal and individual characteristics, as well as the course of their development in ontogenesis, it is necessary to emphasize that these features are only conditions, necessary prerequisites, and not driving reasons for the formation of the human psyche. For the formation of specifically human mental qualities, such as logical thinking, creative imagination, volitional regulation of actions, certain social conditions of life and education are required. The natural characteristics of the individual indicate the known paradigms of the possible and impossible in his development (for example, in terms of the child's working capacity, his speed characteristics, selectivity in creativity, etc.) and a quantitative characteristic of the likelihood of realizing various possibilities under the influence of the creative educational space. V.M. Stepanov defines educational developmental space as a specially modeled place and conditions that provide a variety of options for choosing the optimal trajectory for the development and maturation of an individual in a socio-cultural space. L.S. Vygotsky believed that it is impossible to consider the environment and personality separately, since this is one of the greatest obstacles to the theoretical and practical study of child development, namely: the wrong solution to the problem of the environment and

its role in the dynamics of age. In his opinion, the role of the environment is that it refracts and directs in its own way any irritation acting from the outside to a person, and any reaction going from a person to the outside. The scientist speaks of the need to take into account changes in the environment itself and in human development in order to study the mechanisms of environmental impact on a person. In supporting giftedness, the living conditions of the child play an important role, despite the fact that the gifted child is captured by the priority activity, inspired by it and the comfort of the environment, the space in which he realizes his abilities is not always important to him. Creativity here acts as the creation of the image of "I" in the physical, psycho-emotional, intellectual, spiritual, moral terms, as the achievement of harmony with oneself and other people.

*The principle of spasmodic and continuous development of giftedness in the child's spiritual and creative self-realization* is a principle that explains the mechanism of personality development. L.S. Vygotsky, analyzing the personality of the child, concludes that its development occurs in a spiral and leapfrogging, thereby ensuring constant progress in the development of a certain personality, including giftedness. L.S. Vygotsky defines development as "a continuous process of self-movement, characterized, first of all, by the incessant emergence and formation of a new one that has not been at previous levels. With regard to the development of the giftedness of a preschool child, the "level of potential development" is that which a child can achieve when certain conditions are created. We associate the psychological mechanism of the development of a child's giftedness in the creative educational space with the zone of proximal development, the adult's feasible help in organizing creative life. As noted above, the child's ability for creative self-development is most intensively formed in preschool childhood. A child is born, already possessing certain potentials, with a "readiness to perceive the world" and "the ability to acquire human abilities." A preschool child, in the process of perceiving the world around him, simultaneously organizes his mental functions, actively examines his surroundings, he himself seeks the impressions he needs as "nutritious material" for development. Life in preschool childhood, according to M. Montessori, corresponds to the state of a "mental embryo", and a child during this period is like a "dry sponge" that absorbs moisture. This principle assumes that, on the one hand, all children in preschool age have the ability to be gifted, and on the other hand, the latent gifts of the child can be deployed due to the created creative educational space. The continuity of the development of giftedness in creative self-realization is ensured by the irrepressible cognitive activity of gifted children and the organization of a zone of proximal development by competent significant adults. In the implementation of this principle, it is important to take into account the status of the child as a subject of spiritual and creative activity, it is subjectivity that contributes to the appearance of qualitative changes both in the mental and spiritual development of the personality. We will consider the subject-subject relationship of Childhood with the Adult Community within the framework of the study of "collective subjectivity" in the works of A.V. Brushlinsky and his followers. Thus, the collective subject in the relationship between "Childhood" and "Adult Community" is understood by us as the joint (spiritual and creative) life activity of a child-adult group of people performing joint creative activity at the highest level of their activity through a certain method of self-organization, self-regulation, coordination of external and internal conditions for the implementation of activities in time, as well as the abilities, capabilities and limitations of the individual in relation to the objective and subjective goals, claims and tasks of the activity.

*The principle of humanism* provides every child with the right to be recognized in society as a person, as a person who is the highest value, respect for his person, dignity, protection of his rights to freedom and development. This principle guarantees the development of a preschooler's giftedness in the spirit of peacefulness and mercy, respect for the dignity and rights of other people, respect for nature, all living things, the ability to resolve conflicts without using open and harsh forms of coercion. The giftedness of a child is viewed as a national and personal value that ensures the self-realization of a growing personality in society, as the starting capital of a society that will ensure its

well-being. The principle of humanism provides education for citizenship, including teaching basic life skills that form in a small citizen freedom and responsibility for their behavior in society.

*The personal principle* is implemented in the creative educational space and is expressed in the following provisions:

- ❖ □preschool education is the initial stage of education, which ensures the formation of the giftedness of the child's personality, finding himself, his image of "I", unique individuality, spirituality, creativity; - preschool education should create conditions for each child to fully realize himself, his individual abilities, his motives, interests, social attitudes, could improve himself as a person in the process of education and development, on the basis of constantly developing inclinations and creative abilities;
- ❖ □preschool education as a system should guarantee comfort for every child, create conditions for motivating success, constant advancement of the child's creative potential in self-realization;
- ❖ □preschool education as a system should ensure the personal significance of education for each child, create for him a personal meaning in his actions and lifestyle, which will make it possible to lay the mechanism of self-realization, self-development, self-defense and self-education necessary for the formation of an original personal individual, dialogical and safe interaction with people, nature, culture, civilization;
- ❖ □preschool education as a system should form in a child's personality his human-forming function, the essence of which is to preserve and educate a person's ecology, his bodily and spiritual health, the meaning of life, personal freedom, morality. For this, preschool education must lay in the personality the mechanisms of understanding, mutual understanding, communication, cooperation in the creative transformation of the surrounding world.

*A culturally oriented principle* that implements generalized, holistic ideas about the world, about a person's place in it in the preschool educational process. "The subject of a child's cognition is the whole reality around him, his something whole. But the child's outlook is limited and the development of the child consists in expanding this outlook, "which ensures the preservation, transmission, reproduction and development of culture by means of education. The implementation of this principle orients education towards the upbringing of culture in a person. A necessary condition for this principle is the integration of preschool education into culture and, conversely, culture into education. For this, preschool education must lay in it a mechanism of cultural identification - the establishment of spiritual mutual assistance between the child and his people, the experience of a sense of belonging to the national culture, acceptance of its values as one's own, building self-realization, creating products of creativity, taking into account national values.

*The activity-oriented principle* presupposes the development and education of a preschooler's personality as a subject of his own life, opening the reflex world of his own "I" and being able to control it. From these positions, preschool education should include in the creative processes elements of self-control and self-esteem, which are necessary for the child to build and develop a creative personality, to build the self-concept of creative self-realization.

*The creative-activity principle*, which provides a subject-practical orientation in the preschool educational system: preschoolers should have formed the ways and techniques of creative and cognitive activity. Preschoolers should be taught to independently set goals and organize their creative and constructive activities in order to obtain a creative educational product. Teaching creative activity presupposes that every child, in order to find himself as a creative person, must learn to build his own world, master creative ways of solving creative problems, and hence life problems.

*The principle of creative development of a preschooler's personality* is one of the principles of education that ensures the same or similar achievements of a person by combining different abilities, different motivations and interests. In our understanding, *creativity* is the highest manifestation of human activity aimed at transforming reality, creating new, socially significant values. The development of creative forces, abilities and talents, the formation of the creative potential of

preschoolers is the most important goal of preschool education, one of the main tasks of which is in the development and use of methods, forms and means of creative activity that contribute to the development of the creative nature of the mental and artistic activity of preschoolers. The development of creative abilities predetermines his further creative self-realization.

*The principle of "creative flashes"* (from Latin: *flash* with lightning), which describes the emergence of new, new systemic properties in the course of evolution. This principle assumes that the creative educational space of a preschool institution can influence unexpected creative successes and discoveries of a gifted child, who, in self-realization, can often give unexpected decisions for adults and, showing creativity, surprise with his "abilities beyond his age." We agree with L.V. Trubaychuk, who emphasizes that the main feature of a creative personality is creative activity, manifested in courage, in posing problems and non-standard solutions to life and cognitive tasks, in perseverance in bringing the matter to the end and creative self-development and self-realization based on moral criteria. At the same time, the personality merges with its spiritual state.

*The value principle* presupposes communication and cooperation with each child as the highest value in life. The implementation of this principle ensures the revival of the spiritual and physical health of preschoolers, the creation of comfortable conditions, situations of creative success in every interaction with the child. The value principle presupposes an orientation in the educational process towards universal values: cognitive, spiritual, moral, aesthetic, economic, communicative and others.

*The principle of moral experience and openness* allows us to model the qualities of a creative person based on spirituality. Spirituality

as the ability to translate the universe of external being into the internal universe of the personality on a creative basis. The mutual conjugation of the development of light and dark in the soul, according to V.V. Zenkovsky is mysterious precisely because temptations and temptations accompany all stages of spiritual development, that as our spiritual development, they become more subtle and imperceptible, that the possibility of a fall does not leave people even at the pinnacle of virtue. A person can ascend by means of pure reason, and his greatness lies in the art of being the creator of himself, in the self-construction of "I am the concept". In this regard, we regard moral experiences and openness to reflection and the world as a force that creates and improves life in the world, which lies at the basis of social and moral work.

### III. Conclusion

Thus, the idea of a pedagogical strategy for the development of children's giftedness as a factor in the spiritual and creative self-realization of preschoolers is as follows - considering preschool education as a fundamental basis for the full-fledged life of a preschooler and his further creative self-realization. At the same time, the personality of a preschool child is viewed as a developing socio-cultural phenomenon that needs constant support and development of potentials and inclinations, which are significantly manifested at a given age and leave an imprint on all further life. Creative potentialities, natural qualities of a preschool child develop only as a result of targeted support for giftedness through the creation of a creative educational space and personal interaction aimed at developing the spiritual and creative qualities of a person. By the older preschool age, psychophysiological, mental and personal developmental achievements, relative autonomy and independence of the child in behavior, solving elementary everyday problems, organizing accessible activities (play, artistic, cognitive), the nature of interaction with peers and adults indicates the formation of creative activity, which can promote the development of giftedness in spiritual and creative self-realization.

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