

METHODOLOGY OF DEVELOPMENT OF CREATIVE ABILITIES OF CHILDREN OF PRESCHOOL AGE

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Abstract: Today our society needs intelligent and creative people more than ever and in the current situation, the matter of the creativity is one of the most important issues that needs to be addressed, therefore the present study was conducted with the aim of investigating the ways of fostering creativity among 3-6-years-old preschool children. The context of this research includes all of the available written and digital sources related to the ways of fostering creativity that are appropriate for preschool age. In order to review and analyze the planned studies and approaches regarding ways of fostering creativity, an integrative method (synthesis studies) was used.

Key words: Creativity, preschool, pattern design, intelligent, education, preschool age.

At present, the Government of the Republic of Uzbekistan and the Ministry of preschool education are implementing a number of measures aimed at reforming pre-school educational institutions on the basis of modern requirements and improving the preparation of children for school. Improvement of educational process in pre-school institutions, reconstruction of preschool buildings, creation of favorable conditions for all-round development of children are of priority in state policy. It is clear that without preschool education to a qualitatively new level it is impossible to effectively organize school education. This idea is supported both in

theory and in practice. Without a serious reform of preschool education, it is impossible to improve school education and develop a new personality.

Preschool children are inquisitive and have non-standard thinking, which can manifest itself in their creativity, therefore it is very important for teachers and parents to provide support and assistance in the creative endeavors of the child. The child's perception of artistic and poetic images occurs due to his constant contact with literary works and works of oral folk art, the study of painting and music .

Allocate such types of creative activity in preschool children:

1. Game activity;
2. Productive activity;
3. Musical activity;
4. Theatrical activity;
5. Artistic and speech activity.

Among the developing and creative activities of preschoolers in the preschool, games are especially distinguished, aimed at developing the right hemisphere of the child, which is responsible for creative abilities. For example, learning unusual drawing techniques, writing a poem or a fairy tale, expressing emotions without words, depicting an unusual animal or imaginary city by drawing or modeling, etc.

In the **game**, children form an idea of reality, the first experience of living the situation and solving problems without the help of an adult. The more varied the games, the better the all-round development of the child.

The activity of young children allows children to develop design and image skills. The purpose of the productive activity of the child is to obtain a certain product for him: a drawing, crafts, structures from the designer.

Productive activity among preschoolers contributes to the development of the child's cognitive processes, skills and abilities necessary to create the required product, forms the desire to obtain the desired result.

Musical activity plays an important role in the development of visual-spatial coordination, musical ear and motor skills in a preschool child. Playing musical

instruments, rhythm and singing allow the child to develop harmoniously in an emotional and rational direction, to adapt to various situations.

Theatrical activity of children at preschool age is of particular value, as it allows the child to try on different roles, gives him the opportunity to show his abilities in the circumstances offered, and includes various types of creativity. **Artistic** and speech activity at preschool age involves listening to children of works of art and works of oral folk art, acquaintance with simple literary terms, retelling of fairy tales, reading poems by heart, mastering figurative and expressive speech, acquiring the skills of rhyming words. The type of activity may vary depending on the personal interests and mood of the child. The creative development of the child is carried out not only through applied and other types of art, but also during walks in city parks, excursions to museums and sights, trips to nature, etc. During creative work, the child develops an aesthetic taste, develops thinking and motor skills, perseverance, ingenuity, and the desire for creative achievements. Creativity allows a preschooler to express himself most fully, to show his individuality, while the method of expression does not matter, the main thing is that the child likes it. A key aspect of creative activity in a preschool child is his genuine interest in creativity and the desire to do and create something. The proposed methods for the development of imaginative thinking and imagination in preschool children can be used both in a preschool educational institution by teachers and by a parent during homework.

1. Observation of the outside world. This method refers to the knowledge and analysis of objects and phenomena surrounding the child. For example, the study of plants and animals, natural phenomena (wind, rain, dew) and so on.

2. Educational games. Educational games can have a different character. For example, puzzles, mosaics, constructors, games with a playing field and cards require concentration and perseverance. The choice of the difficulty of the game should correspond to the age and development of the child. Educational games that

can be played with a child regardless of place and time include games with words or cities, edible / inedible and others.

3. Artistic creativity. Occupation with any kind of fine arts develops the creative abilities of the child. In addition to the classic way of drawing with paints and pencils, a child can show imagination, using a wide variety of materials and surfaces to create a drawing. Sculpting, like nothing else, develops fine motor skills, helps the child master simple geometric shapes, develop imagination in the ways of depicting animals or ordinary objects. In the same way, the creative potential of the child is revealed during his work on the application. 4. Reading. Listening to fairy tales, children's poems and stories forms an active vocabulary in the child and develops imagination.

Music allows the child to develop an aesthetic perception of the world and feel harmonious and holistic. The background accompaniment of any activity of the child with classical music has a beneficial effect on his mental health and emotional state, develops the right musical taste. Music lessons provide the child with a sense of tact and ear for music, develop vocal activities. The development of creative abilities in preschool children should take place in a relaxed playful way, taking into account the personal interest of the child. Only in this case, this activity will be successful and bear fruit in the future. Each age period is characterized by its own characteristics in the development of the creative potential of children. Junior preschool age 1-2 years. Toddlers of this age often show interest in music - they move to the music, catch its rhythm. Artistic creativity also fascinates them. They learn to hold a pencil in their hand, try different materials and techniques, experiment a lot. 3-4 years. During this period, the peak of creative activity in children is manifested. They already know and know a lot. Recognizable objects appear in their drawings. They still follow an adult, but they can take the initiative, invent and fantasize. Senior preschool age 5-6 years. Classes for children of this age can already be complicated by a wide variety of new tasks. Older preschoolers can already work on a task for a long time, act independently, adequately cope with failures, and need

to achieve results. Junior school age 7-8 years. At this age, more serious creative activity begins - drawing, music, theater.

This service is responsible for the following tasks: - Monitoring the compliance of students' knowledge, skills and abilities with state requirements; - Monitoring the level of knowledge of teachers of legal documents and their practical use; - Monitoring the attendance of students and the organization of the educational process, monitoring and analysis of lessons; - Control over the conditions created for pupils; - Formalization of monitoring results in the appropriate order. It is also possible to assign specific functions to each member of the service based on the main job responsibilities.

For example, the responsibilities of the head of the preschool organization in this service can be: organization and overall management of the service for monitoring the quality of education; planning activities; providing the organization with highly competent, skilled and qualified teachers; support the introduction of modern educational programs and technologies for aesthetic and physical development in the educational process; create appropriate conditions for the formation of general basic competencies and developmental competencies in children in the educational process; establish social partnership in the interests of preschool education; to study the views of parents on care (child care, care, preparation for school education, and others); to organize measures to increase the professional and methodological capacity of staff; to strengthen the material and technical base of the organization; organization of quality nutrition and medical care in preschool education. At the end of each school year, the service conducts an internal assessment of the activities of preschool education organizations. As a result, designing the quality of education, that is, defining educational goals and ways to achieve them, organizing the educational process and arousing participants' interest in quality work, identifying deviations from goals and monitoring changes in development; processes for managing and analyzing the results are performed.

The organization and operation of this service provides an opportunity to conduct systematic and objective internal assessment in preschool education.

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