



TEACHING PRESCHOOL CHILDREN CREATIVE THINKING USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES

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Annotation

This article provided feedback on the concept and essence of creativity, the formation of creativity in preschool children.

Keywords: creativity, philosophy, preschool education, innovation, society.

Creative approach and achievements have promoted human civilization in various fields, from science and technology around the world to philosophy, art and Social Sciences. Creative thinking is something bigger than just giving random ideas. It is a real skill based on knowledge and experience that allows a person to achieve a better result, sometimes in complex conditions. All over the world, societies and organizations are increasingly in need of innovative knowledge and creativity in solving problems, which, in turn, further enhances the importance of innovation and creative thinking. It is true that the influence of creative thinking is behind significant types of innovation to society as a whole, but it is also a phenomenon that at the same time has a universal and equalizing character, that is, any sh axs, to one degree or another, has the ability to think creatively. Preschool age is the most effective period for the formation of a creatively active personality, since it is in the manashu period that mental processes undergo progressive changes (memory, speech, attention, thinking, imagination, perception), and personal qualities develop rapidly. The development of creativity in preschool educational institutions is carried out through various activities of children, for example, with the help of communicative, practical games. In the practice of preschool educational institutions, there is a tendency to increase the attention of educators to the creative development of educators.

Analysis of psychological and pedagogical literature and practical activities of preschool education the process of developing creative abilities in preschool education needs an educational program that can raise the level of innovation, fully covering the creativity of preschool children.

Recent studies conducted by educational and research institutions have found that qualitative changes in the Psychophysiology, psyche, personal qualities of children of the present time have a high priority. In particular, a sharp decrease in imagination, interest, creativity was noted in children.

From Scientists D.Veksler, A.Maslow studied the nature of kraetive abilities and the features of its development in human life, the methodology developed by them to determine creative thinking has not lost its relevance even now, another American psychologist, Scientist Dj.P.Gilford was the first marotoba to compare creativity and intelligence in his research work. Paul Torrens described cretiativity in terms of thinking and created a program for the formation of children's creativity, as well as tests for determining creativity in young children. From Uzbek scientists E.Gaziev, P.Sunnatova, Z.Nishanova



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made a great contribution to the scientific substantiation of the psycho-physiological characteristics of thinking psychology, independent thinking, creative thinking.

The engine of the fourth industrial civilization that is taking place in the world today-the driving force is creativity. Looking around, you will encounter incomparable and amazing examples of human creativity on all sides: electronic services, virtual reality, square watermelons, soil-free harvest... All this is a product of human imagination, thinking. A book, music, a building, an airplane, even lamps, which seemed typical to us today, were once in dreams and imagination, created as a result of later Intelligence.

To develop the qualities of creativity in a person, it is necessary to initially know the content of this concept. Creativity is derived from the English "create", meaning creation. Creativity is understood as a person's creative ability to innovate, to solve problems. In his tagzmir lies originality, practicality, non-simplicity and freedom. Also, creative thinking implies a comprehensive thinking on a particular issue, an approach to one point from different angles.

Creativity as a category of personality development is an integral part of human thinking, spirituality, it is manifested not in the versatility of the knowledge that the individual possesses, but in striving for new ideas, reforming and changing established stereotypes, making unexpected and unusual decisions in the process of solving life problems. That is, creativity cannot be achieved by repeating the given knowledge, the main condition is the emergence of a new thought, a new idea in the process of creative thinking.

The human brain uses templates and stereotypes to "relieve", "comfort" its work. Stereotypes are thoughts that have been known so far and are universally accepted. Thinking based on them does not give us any new ideas. In the emergence of molds, Social Thought, which is a priority in society, the forms and manifestations presented in the media products also play a leading role. Man agrees with everyone in terms of the point of separation from the masses. In addition, "swimming in the flow" seems easier than independent thinking. When thinking through stereotypes, the usual information and feedback occurs when a "request" is given to the human mind on a specific topic. For example, by "new year" to imagine a full table, gas drinks that do not fall from advertising, a Christmas tree, etc., to see an old man with glasses, holding a mat in his hands in the image of a grandfather, a view of thinking on the basis of a mold. Creative-minded people, imagining images in addition to the usual scenery, can notice aspects that no one has advanced, create innovation. Creative productivity is a basic resource or industry-related skills, including knowledge and technical skills, and the skills needed to combine them in a new way require the necessary motivation, such as giving up ready-made tutorials. These four components are both stable and contain components that are prone to improvement and environment. It is also appropriate to analyze how the creative thinking indicators of children depend on their research abilities. Just like a method that measures a child's enthusiasm, his research ability can be analyzed based on data obtained from monitoring his behavior in a computerized test (telemetry).



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