

Theoretical Bases of Formation of Creative Abilities of Children of Preschool Age

Terekhova Olga Evgenievna

Lecturer of the Department "Distance Education"

Tashkent State Pedagogical University, Tashkent, Uzbekistan



Abstract – Creative abilities must be developed at preschool age, in the best conditions, as favorable conditions contribute to the most complete assimilation of the necessary knowledge, skills. Children's art is an effective means of education, a focused process of learning and developing the creative abilities of children.

Keywords – Abilities, Creativity, Creative Abilities, Sensitive, Criteria For The Development Of Children's Creative Abilities, Children's Art, Creative Process, Culture, Aesthetics, Perfection.

Modern realities are such that society requires not just people, but individuals whose creative abilities help them adapt to unfamiliar situations and make innovative decisions. The issue is very relevant, and the Uzbek education system is aimed at training such individuals.

A person who is able to creatively process information coming from the outside world has a high level of intellectual development. According to some researchers in the field of child psychology (D. Guilford, E. Torrens, E. Bogoyavlenskaya and others), the sensitive period for the development of human creative abilities is the age from birth to 6 years [1, p.304]. It is very important to stimulate creative development precisely during this period - the role of this process in the formation of a comprehensively developed personality can hardly be overestimated: children learnability, mental processes develop, they are easily adapted to school, etc.

Since 2017, important reforms in the field of education have been carried out in Uzbekistan, initiated by the President of the country Sh. Mirziyoyev. Thus, together with international experts from UNICEF, based on the experience of South Korea, the State requirements for the development of early and preschool children and the State curriculum of the Ilk Kadam DOE were approved, according to which each kindergarten has the right to develop its programs on the basis of Ilk Kadam and apply them in practice. In the context of the ongoing reforms, the issue of developing the creative abilities of the individual, as a subject of relations with the outside world, acquires special significance. That is why state requirements for the creative development of preschoolers suggest distribution in the following subdomains: artistic vision of the world; artistic and creative abilities [2].

What are abilities? There are many scientific definitions of this concept. So, according to B. M. Teplov, abilities are "individual psychological characteristics that distinguish one

person from another and are related to the success of any activity or many activities"[3].

KK Platonov interpreted abilities as "a part of the personality structure, which, being activated in a specific type of activity, determines the quality of the latter" [4].

The famous psychologist N. S. Leites gave the following definition: "abilities are personality traits, on which the possibility of implementation and the degree of success of an activity depend" [5].

Doctor of Psychological Sciences L.A. Wenger believed that abilities are psychological qualities that are necessary for the performance of an activity and which manifest in it [6].

Summarizing the above, it can be concluded that abilities are understood as individual qualities of a person that provide a high degree of mastery of a certain activity.

Speaking about creative abilities, as a rule, by most people this means abilities for artistic types of creative activity: drawing, composing music, etc. But after all, an element of creativity can be present in any other kind of activity. Therefore, it should be remembered that the concept of "creative abilities" applies not only to artistic creative abilities, but also to mathematical, and technical, and to all similar creative abilities.

So it can be said that "creative abilities" are the individual qualities of a person that are necessary for him to successfully carry out any creative activity.

The development of creative abilities means their unconditional improvement, when a person reaches certain qualitative stages of development. At the same time, development takes place in two directions:

1. Spontaneous or deliberately uncontrolled, unplanned development.
2. Organized development, when a person consciously, purposefully develops his creative abilities.

Psychologist R.S. Nemov in his study guide on practical psychology argued that "any abilities not only manifest themselves, but also develop in the form of activity that a person has taken up under the influence of the arisen interest." Nemov also divided development into two areas: theoretical and practical. Both directions, the psychologist noted, are closely interconnected, because for the development of creative abilities not only knowledge is needed, but also skills.

R. S. Nemov also determined the effective conditions for the development of the abilities of preschoolers:

1. The child must have certain inclinations.

2. These inclinations must be identified in a timely manner.
3. The child should be actively involved in the type of activity in which the corresponding abilities develop.
4. We need competent, trained teachers who are well versed in the development of appropriate abilities.
5. Modern, effective teaching aids are needed.

Summing up the above, the conclusion suggests itself: in order to effectively use creative abilities, it is absolutely necessary not only to develop them, but to do it in the best conditions, as favorable conditions contribute to the most complete assimilation of the necessary knowledge, skills, and help better fulfillment of certain tasks.

Now let's talk about the physiological aspect of the sensitive period of development of creative abilities. Psychologists call different terms, but they all agree on one thing - you need to start developing creative abilities from a very early age, when the brain of children is most plastic.

Psychologists also note that, due to the curiosity of the child, characteristic of his age, the desire to know the world around him, preschool childhood is the most suitable time for the development of creative abilities and imagination. Encouraging this kind of cognitive activity, parents should share their knowledge with children, involve them in different types of activities. The child's experience and stock of knowledge is the most important prerequisite for future creative activity, because their thinking is still free from the dogmas and stereotypes of life that an adult.

But it should be remembered that the opportunities for the development of abilities do not remain stable when they reach a maximum at the time of "maturing" - the less often they are used, the faster they degrade.

Thus, it becomes obvious that preschool age is a time of excellent opportunities for the development of creative abilities, and the adult's creative potential depends on how these abilities were used in his childhood.

Despite the different points of view of researchers on the question of what creative abilities are, of which components they form, all authors unanimously note creative imagination and the quality of creative thinking, considering these two concepts to be essential components of creative abilities.

Therefore, the main directions in the development of creative abilities of children are:

- 1) The development of imagination;

2) The development of the qualities of thinking.

As mentioned above, one of the most important prerequisites for the creative development of children is the creation of the necessary conditions that contribute to the formation of their creative abilities. After analyzing the work of several authors, in particular J. Smith, O. M. Dyachenko, N.E. Veraks, six main criteria were identified for the successful development of children's creative abilities.

The first criterion is the early physical development of the child: early swimming, early gymnastics, etc. Then, early reading, counting, early acquaintance with various instruments and materials.

The second criterion is the creation of such an environment that is ahead of the formation of children's creative abilities. It should be as early as possible to surround the child with an environment that would stimulate his creative activity in a certain direction and would develop precisely those abilities that are currently most clearly manifested in the baby. So, cubes with letters or alphabet can be considered as an example of a leading environment for a one-year-old child, who, of course, cannot read yet. But it's not enough to acquire such didactic material, you need to call these letters during games.

The third criterion is the maximum tension of creative forces. Any abilities develop better if a person breaks through the "ceiling" of his abilities and systematically raises it higher and higher. The most sensitive period for the tension of creative forces for a small person is when he is already crawling, but still does not know how to speak. It is during this period that the process of cognition is most intense, but at the same time, the child still cannot use the experience of an adult in solving certain problems, since he is too small and it is very difficult for him to understand the "adult" solution. And it is extremely important to give the child the opportunity to cope with new tasks for him, if the baby can solve them independently, and not solve these problems for him. And the more such tasks, the better his creative abilities develop.

The fourth criterion is giving the child more freedom in choosing activities, in the duration of classes, in choosing methods of obtaining information, etc. In this case, the enthusiasm and emotional involvement of the baby in the process will guarantee that he will not overwork and everything that happens goes to him favor.

The fifth criterion is the friendly help of adults. It is very important not to bring the child's freedom of choice to permissiveness, and cooperation - in a ready-made hint, which only harms classes. You can't think for a child if he is

able to guess for himself. Parents should always remember this important point.

The sixth criterion is a favorable psychological climate in the family and children's team. The task of adults to create this climate by encouraging creative searches for solutions to their tasks; by not just sympathizing with the mistakes of the child, but by convincing them in a language that they understand that mistakes are an important step in achieving the goal; by patience and interest in the "strange" ideas of the child. Condemnation of his actions should be strictly excluded.

Some Western psychologists argue that the creative principle is strong in every child and, in order to successfully develop his creative abilities, you just need not to stop the baby from expressing himself. But, as practice shows, this approach is not enough, because not all children can find a path to creation and constantly be in a creative search. The pedagogical experience of comparing self-expressing and learning children proves that preschool children with the right choice of education create works of a high creative level, without losing their originality; no worse than their untrained self-expressing peers.

The development of creative abilities is a process that serves the achievement of clearly defined goals; this, of course, is also an effective pedagogical decision. Studying and analyzing the literature on this topic, we searched for the answer to the question: what are the main directions and pedagogical tasks aimed at the development of creative thinking and fantasy in preschool age, as the most important components of creative opportunities.

The essence of art. Before we start talking about creativity, we suggest recalling the wording of this concept in the Explanatory Dictionary of the Russian Language by S. I. Ozhegov: "Creativity is the Creation of Cultural or Material Values New in Design", as well as in the Great Soviet Encyclopedia: "Creativity is an Activity generating something qualitatively new, never before".

But what is meant by the concept of "artistic creation"? In the dictionary "Aesthetics" we find the following definition: "Artistic creation - the creation of new aesthetic values artistic creation involves innovation, both in content and in the form of an artwork ...".

But what is "children's art"? There are pedagogical and psychological points of view, which together give the most complete definition.

From the point of view of pedagogy, children's art is not just a form of activity that introduces students to the diversity

of the art world and contributes to the development of their creative abilities. This is one of the most effective means of aesthetic and labor education.

With regard to psychology, in the definition of "children's art", she focuses on the timely disclosure of children's abilities for any kind of creativity, level systematization of these abilities and patterns of their development. In other words, psychologists use diagnostic methods of these abilities, with the help of which they determine the type of creative activity in which the child can prove himself most productively.

Combining both points of view, we can give the following definition: children's art is an effective means of upbringing, a focused process of teaching and developing the creative abilities of children, which is expressed in the creation of creative material objects that are new.

Creativity, of course, is an integral part of human life. But, undoubtedly, the creativity of nature far exceeds the creativity of man, both in forms and in manifestations. Although these two types of creativity are separate from each other, they have one essence. And if you compare the mechanisms created by man and living organisms created by nature, you will see a lot in common in the principles of functioning of both.

Any manifestations of natural artistic creativity always resonate in the soul. Even if at first something seems strange and fanciful, with a more detailed analysis you can see the incredible, thought out to the smallest details interweaving of aesthetics and functionality, which ultimately makes up general criteria for the perception of creativity, both natural and human.

Nature is perfect, any creation of it is the crown of creativity. The conclusion suggests itself: beauty and expediency are the main criteria of her creations, which means that every life is creativity. To teach a child to see beauty in nature, in human life, in relationships is the main task of an adult.

Awareness of the need for creatively thinking people arose in the twentieth century, which was associated with a sharp qualitative leap in the field of science and technology - there was an urgent need for personnel who are able to creatively comprehend and solve increasingly complex problems.

Modern psychology notes that the creative process includes the following steps:

- The presence of an object for creativity comprehension;
- Statement of preliminary methods of action - ways of solving the problem with the help of personal and public specialized experience;
- Conducting experiments and observations to establish conclusions and hypotheses;
- Display of ideas in logical, figurative, subject structures;
- Checking the profitability of the product of creativity.

Moreover, these stages are not always sequential - they are very closely interconnected, but any of them can have a different length in time, sometimes quite long. But one thing is clear: the human mental activity, combining logical speculations with the imagination, is the core of the creative process.

Physiologists, such as I.P. Pavlov and V.M. Bekhterev also studied creativity from the point of view of physiology. In the course of their observations, they confirmed the significance of some creative processes that took place with a lowered consciousness or in the realm of the unconscious, but based this on the knowledge already available to the individual. For example, such was the explanation of the fact when a person is "enlightened" and he finds a solution as if by accident: in a dream or in everyday life, having seen some analogue.

This insight is nothing but the result of complex brain activity. But it doesn't come as a result of endless scrolling of the problem in the head, but just the opposite: after the task is set before the brain, the required data is "loaded", the brain needs to be allowed to rest for a while, and the necessary solution will "pop up" by itself. This suddenness is due to all the mental activity of a person.

Very important processes in creative searches are the ability to expand the boundaries of their knowledge, the ability to consider the problem from all sides and find common ground in seemingly different phenomena.

The conclusion suggests itself: the main component of the creative process is the systematic nature of mental activity, which is expressed in the fact that the individual is able to systematize the information received according to various principles; that he is able to dynamically operate with a changing system of acquired knowledge, which combines seemingly unrelated phenomena. It is this systematic nature

that makes it possible to modify the existing knowledge system at the moment when it conflicts with new data.

In people seeking discovery, some personality traits prevail:

- They are decisive and do not stop halfway;
- They think boldly;
- They can see more than their predecessors saw and their contemporaries see;
- They have the courage to defend their point of view and go against the tide.

By virtue of his mental structure, a timid person, even if he is on the verge of discovery, will not be able to finish the job.

Artistic creativity can also be viewed from two points of view:

- Psychological;
- Philosophical.

From the point of view of psychology, art is a process through which something new is created, and a system of personality traits, thanks to which a person is involved in this process.

Philosophy interprets artistic creation as generating something new human activity, due to which, on the basis of objective laws of reality, the natural and social world changes based on the artistic needs of mankind.

From any point of view, creativity is a creative process of transforming the old into the new.

Can artistic work be called full-fledged if a person has a great idea? No, this is not enough, the idea that has arisen must be embodied in reality, it must become a public domain available for acceptance by other people. Yes, artistic creativity is part of his personality, but in order to reveal this part, suitable conditions are required.

Summing up, if you do not take into account the final result, then it is almost impossible to understand the essence of the process of artistic creation, because there are various forms of completeness of perfection. Nevertheless, artistic creativity has its own defining characteristics:

- New artistic values are created;
- Various, seemingly in appearance, combinations are combined;
- The creative potential of a person is realized.

Of course, the creative energy of a person should be directed towards the development of society. Therefore, it is very important to instill in a child the value of world culture, as well as the culture of his people. The child must learn to strive for excellence and realize his ideas, bringing them to the end.

Thus, artistic creativity is nothing more than the highest form of self-expression of a person's mental activity, aimed at creating new ones both in design and in the form of aesthetic values, as well as the realization of a person's creative forces and abilities.

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