

CREATIVE METHODS AS A FACTOR IN THE FORMATION OF FIGURATIVE THINKING IN PRESCHOOL CHILDREN

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Annotatsiya

The article presents methodological approaches to the development of children's thinking and the use of creative methods in the process of forming visual-image thinking in modern preschool education.

Keywords: preschool education, thinking, visual-action, visual-image thinking, method, creative methods.

Today, the attention of the world community to the field of education is increasing more than ever. If we study and analyze the experiences of developed countries in the field of education, the role of the personnel who are mature in all respects, have intellectual potential, creative thinkers, strive for innovations, patriotic, and mature experts in their field is important for their development. Therefore, while studying the foreign experience of training creative and inventive personnel, it is necessary to highlight the scientific and practical achievements in the formation of types of thinking in children of preschool and primary education age, which is the main foundation of education. In particular, it is not surprising that the reason why Germany is on the list of the most developed countries is that they consider preschool education as a "workshop of thinking" [1,2,3].

Large-scale reforms are being carried out in the field of education in our country. In the address of the head of our state to Oliy Majlis (January 25, 2020), "The greatest wealth is intelligence and knowledge, the greatest inheritance is good education, and the greatest poverty is ignorance!" For this reason, all of us must acquire modern knowledge, to become the owner of true enlightenment and high culture. He also informed that new projects will be implemented in the system of higher education, starting with pre-school education, and for the first time in our history, the system of preparing 6-year-old children for school has been introduced. To improve the quality of preschool and school education, secondary special and family education, as well as their development and improvement. Our state is paying great attention to it. As a result of such attention and reforms, today's pedagogues are entrusted with the responsibility of educating a new generation of new thinkers [4,5,6,7].

Today, only the personnel with independent opinions, inquisitiveness, initiative, and high intellectual potential can introduce themselves to the world and contribute to its development. Taking all this into account, the formation of types of thinking in children, including figurative thinking, is one of the most urgent issues.

In the process of understanding and learning about existence, the child often solves many logical operations through his imagination, as a result of which his ability to abstract begins to grow. When mastering any concept, they often rely on their figurative thinking. For this reason, it is important to enrich their imagination, the world of fantasy, to form their creativity and creativity. Figurative thinking dominates the thinking of young school-aged children. During the lessons, both the teacher and the child often rely on figurative thinking. It is important that the child must have seen the object being studied (thing or subject - it can be a bird, any animal, plant, or celestial body). If the subject in question - the object of education (for example: fruits, vegetables, animals, birds, etc.) is demonstrated and explained visually, it is necessary to explain its differences from others. If the child encounters a certain misunderstanding regarding the studied object during the training, he does not try to clarify it by asking questions, he simply stops understanding it. The most common mistake of educators is that when imparting new knowledge, they do not fully reveal one concept and then move on to the next one. In this case, the abstraction of the first subject, which children do not yet understand well, creates an obstacle in their perception, and the further learning process is also ineffective. leads to completion. Let's take, for example, not children, but adults, an animal that has not been seen, heard and is unknown to science appeared in front of us. We have no idea about him. Then our perception comes to a halt. The same situation occurs in children. The fact that children follow the teacher's words like a robot does not mean that they have mastered the content of the training. After the new material is well mastered, the child now relies on his figurative thinking to answer your questions in the repeating and checking stage. The more information a child has, the wider his imaginative thinking. As we mentioned above, it depends on the educator-pedagogue to form figurative thinking.

Based on the above points, it is worth saying that it is important to use several methods to study figurative thinking in children during supervision classes in preschool education. We offer the following creative methods:

1. "Discovery" - this method increases the child's inventiveness and imagination. The children are left with initial provocative questions such as "If I...", and "If...". Children will have to continue the process based on their imagination. For example, "If I become an invisible person...", "If there is no electricity on earth...".
2. Pictorial pictures - in this method, the object is explored emotionally and figuratively. As a result of analyzing or observing the selected object, the child is required to create a textual or graphic image of it in his imagination.
3. Hyperbolization is a method by which an object becomes invisible by increasing or enlarging it or, on the contrary, reducing or reducing it. For example, characters such as giants, Gulliver, or the hero of the fairy tale "Pakana Burunboy" can be enlarged, and characters such as "Quiet", "Dyumchakhan", and "Peak Pole" can be taken as an example.

4. Agglutination - through this method, children can create different objects or images that are far from reality through their imagination. For example, centaurs, sphinx, winged horses, and dragons are also products of agglutination.

5. Brainstorming - The method encourages children to think broadly and comprehensively about the material, to use their imaginations and ideas positively, and to develop skills and competencies. It is possible to find some original (unique) solutions to voluntary problems in the exercises organized with its help.

6. The essence of the method of learning from different scientific perspectives is that the selected object is studied by children and educators from different scientific perspectives. For example, water is chemical, physical, biological, geographical, mathematical, ecological, pedagogical, etc.

7. "Symbolic view" - In this method, the object is explored by children from an emotional-symbolic point of view. Connections between the selected object and its symbol are sought, it is required to create a symbol of the object in some form through graphics, signs, and words, and the most important thing is to interpret and justify this symbol. For example, you can create riddles based on the studied subject symbols.

8. Heuristic questions - In this method, to collect information about the selected event or object, it is necessary to formulate questions based on 7 basic question words. Who? What? Where? When? How? In what way? What for? "When and how?" "Who and when?", "Who and why?" such questions arise.

In addition, there are methods such as Synektiki, Morphological box, Inversion, and "Reflex" method. These methods serve to increase children's thinking capabilities, form their creativity, and enrich their ingenuity, inquisitiveness, logical thinking, and worldview.

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