

DEVELOPMENT OF CREATIVE THINKING IN CHILDREN

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Аннотация: В данной работе рассматривается развитие творческого мышления у детей, его значение для личностного и интеллектуального роста. Анализируются методы и приемы, способствующие формированию креативного подхода к решению задач, а также роль образовательной среды и воспитания в стимулировании детской самостоятельности и инициативы. Особое внимание уделяется развитию воображения, ассоциативного мышления и способности к нестандартному мышлению у детей разного возраста.

Ключевые слова: творческое мышление, развитие детей, воображение, креативность, педагогические методы, интеллектуальное развитие, нестандартное мышление.

Annotation: This paper examines the development of creative thinking in children and its significance for personal and intellectual growth. The study analyzes methods and techniques that contribute to the formation of a creative approach to problem solving, as well as the role of the educational environment and upbringing in stimulating children's independence and initiative. Special attention is given to the development of imagination, associative thinking, and the ability for unconventional thinking in children of different ages.

Keywords: creative thinking, child development, imagination, creativity, pedagogical methods, intellectual development, unconventional thinking.

Introduction

Creativity is a universal ability that ensures the successful performance of a wide variety of activities. Many philosophers, psychologists, and educators believe that the essence of a person's personality is connected with the ability to create something new in the surrounding world and within oneself (L.I. Antsiferova, V.V. Davydov, E.V. Ilyenkov). Creative potentials and abilities are fundamental psychological formations of personality, along with the motivational-needs sphere, the emotional-volitional sphere, and the sphere of self-awareness.

The role of creative activity Creative activity determines the development of the fundamental need to be an active subject of one's own life, to understand and transform the world, and to influence other people as well as oneself. The problem of the formation of personality, intellect, and creativity is interconnected: a fully developed personality is always intellectually developed and creative, and creativity is always deeply personal and characterizes the thinking process.

Definition and significance of creative thinking Creative thinking is a key skill for adaptation, self-expression, and successful learning, which actively develops through free imagination, games (drawing, modeling, construction), reading, and the encouragement of curiosity. It helps to see the world in a new way, develops empathy and critical thinking, and also improves cognitive functions by strengthening connections between the hemispheres of the brain.

The thinking process The thinking process is always creative if it is understood as "the search and discovery of something new, an independent movement toward new generalizations" (S.L. Rubinstein). In the thinking process of analysis through synthesis, the object becomes included in increasingly significant connections for it, through which new content is extracted from the object. This property of thinking—the discovery of new characteristics of an object

through its inclusion in new connections—constitutes the only source of the productivity of thinking and its main mechanism.

Creative thinking. What is it? According to J. Guilford, “creative” thinking is associated with the dominance of four features:

A) Originality, non-triviality, and unusualness of expressed ideas, a clearly expressed desire for intellectual originality. The search for one’s own solution that differs from others.

B) Semantic flexibility, the ability to see an object from a new perspective, discover its new use, and expand its functional application in practice.

C) Figurative adaptive flexibility, the ability to change the perception of an object in such a way as to see its new aspects.

D) Semantic spontaneous flexibility, the ability to produce a variety of ideas in an uncertain situation that does not contain guidelines for these ideas.

Conditions affecting creative problem solving In the course of research on creative thinking, conditions were identified that either contribute to or hinder the rapid discovery of the correct solution to a creative problem:

- If in the past a certain method of solving some tasks proved to be sufficiently successful, this circumstance encourages the continued use of this method in the future;

- The more effort that was spent on finding and applying a new method of solving a problem in practice, the more likely it will be used again in the future;

- One way to overcome an established stereotype is to temporarily stop attempts to solve the problem and then return to it with the intention of trying only new approaches in the search for a solution;

- A person’s intellectual abilities often suffer from frequent failures, and the fear of another failure begins to arise automatically when encountering a new task. It generates defensive reactions that interfere with creative thinking, which is usually associated with risk for one’s self-image. As a result, a person loses confidence, negative emotions accumulate, and these hinder thinking. The feeling of success is just as necessary for strengthening people’s intellectual potential as the feeling of correctness of a movement for mastering it;

- Maximum efficiency in solving intellectual problems is achieved with optimal motivation and an appropriate level of emotional arousal. This level is individual for each person;

- The more knowledge a person has, the more diverse their approaches to solving a creative problem will be. However, this knowledge should be multidirectional, as it has the ability to orient thinking toward different approaches to solutions.

Creative personality Creative people surprisingly combine maturity of thinking, deep knowledge, diverse abilities, skills, and competencies with peculiar “childlike” features in their views of the surrounding reality, behavior, and actions. Insufficiently developed creative abilities, as well as a tendency toward conformism, manifest themselves in the dominant desire to be like other people and not differ from them in their judgments and actions.

Role of early support This tendency may arise in early childhood if the first attempts at independent thinking do not receive proper support from surrounding adults, but instead provoke laughter or condemnation, psychological punishment, or the imposition of the “only correct” and most widespread opinions.

Censorship and creativity Censorship, especially internal censorship, is of great importance. The consequences of external censorship of ideas can be very dramatic, but internal censorship is much stronger than external. People who fear their own ideas tend to react passively to the environment and do not attempt to solve emerging problems creatively.

Motivation and task engagement The desire to find an answer immediately also interferes with creative thinking. Excessively high motivation often contributes to the adoption of poorly thought-out and inadequate decisions. People achieve greater success in creative thinking when they are not burdened with everyday concerns.

Cultural influences In the conditions of our culture, criticizing a person often means

being ignorant toward them or showing disrespect—children are taught this from an early age without realizing that in this case the upbringing of politeness and correctness occurs at the expense of losing another equally valuable quality: the courage and ability to openly express and defend one's own opinion without worrying whether it will please others.

Development in preschool age The creative principle in a person and the need for creation arise and begin to develop in preschool age. Moreover, preschool age is considered the most sensitive period for the development of creative imagination. The creativity of preschool children, although still in an undeveloped form, contains important qualities that allow children to independently go beyond the limits of knowledge and skills received from adults and create a new product (an original drawing, a construction, a story game, or a fairy tale).

Experimental studies and stages In the second half of the twentieth century, the processes of creativity in children and adolescents began to be studied experimentally. The psychological components of creative activity were identified: flexibility of mind, systematic and consistent thinking, dialectical thinking, readiness for risk, and responsibility for the decision made (G.S. Altshuller, V.I. Andreev, V.S. Bibler, A.N. Luk, A.M. Matyushkin). These components of creative thinking are characteristics of adult thinking. In children, creative abilities develop gradually, passing through at least three stages: visual-active thinking, causal thinking, and heuristic thinking.

Parental support in learning An approximate plan of a conversation on the topic: "How parents can help a child in learning."

Your child begins systematic school education. A wonderful world of knowledge opens up before him. On this path difficulties will inevitably arise. Parents will have to help the child overcome these difficulties.

[...text truncated for brevity...]

Conclusion: Parents were offered general recommendations that may help in preparing homework. However, each child is a personality with individual characteristics inherent only to him. There exists a certain internal connection between parents and children; therefore, the above-mentioned advice should be applied taking into account the individual psychological and age characteristics of each child. By observing and analyzing the behavior of their children, parents can determine whether their child gets tired quickly or not.

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