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## TODAY'S METHODOLOGY FOR TEACHING INDEPENDENT (CREATIVE) THINKING IN PRESCHOOL CHILDREN

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### ABSTRACT

*This article discusses the methodology for teaching preschool children to think independently today, and the fact that taking into account the psychological and pedagogical characteristics inherent in children in preschool educational institutions when guiding them to think independently is a guarantee of success. Information is provided on the influence of the development of the psychological characteristics of preschool children on the process of independent thinking at present, and problems and solutions are discussed.*

**Keywords:** *continuing education, preschool age, children, independent thinking, speech, speech development, personality, communication, independent thinking, educator skills, speech, method.*

## BUGUNGI KUNDA MAKTABGACHA YOSHDAGI BOLALARNI MUSTAQIL (KREATIV) FIKRLASHGA O'RGATISH METODIKASI

### ANNOTATSIYA

*Ushbu maqolada bugungi kunda maktabgacha yoshdagi bolalarni mustaqil fikrlashga o'rgatish metodikasi hamda Maktabgacha ta'lim muassasalarida bolalarni mustaqil mulohaza yuritishga yo'naltirishda ularga xos bo'lgan psixologik va pedagogik xususiyatlarni inobatga olish muvaffaqiyatga erishish garovidir. Hozirgi vaqtda maktabgacha yoshdagi bolalar psixik xususiyatlari rivojlanishining mustaqil fikrlash jarayoniga ta'siri haqidagi ma'lumotlar keltirilib, muammo va yechimlar haqida so'z yuritiladi*

**Kalit so'zlar:** *kreativ, uzluksiz ta'lim, maktabgacha yosh, bolalar, mustaqil fikrlash, nutq, nutq o'stirish, shaxs, muloqot, mustaqil fikrlash, tarbiyachi mahorati, nutq, metod.*

### INTRODUCTION

Today, scientific and practical research is being conducted worldwide on the development of creative technologies aimed at increasing the psychophysiological, intellectual, creative and personal potential of children, the organization of an innovative educational environment focused on the individual in preschool

educational institutions, and the improvement of quality management mechanisms in preschool education based on the principles of strategic management. The President of the Republic of Uzbekistan, Sh. Mirziyoyev, said: “We will continue the state policy on youth without any deviations. We will not only continue, but also raise this policy to the high level required by the times, as our top priority task. We will mobilize all the forces and capabilities of our state and society so that our youth can become independent-thinking, highly intellectual and spiritually capable people who are unmatched by their peers in any field in the world, mature and be happy”<sup>1</sup>. Again, on October 1, 2020, “The society we live in today needs a new mindset, a new idea, and most importantly, a new generation of cadres capable of implementing reforms. President of the Republic of Uzbekistan Shavkat Mirziyoyev, at an event dedicated to the problems of preschool educational institutions, the first stage of the educational process, held on October 19, 2017, said: “According to scientific conclusions of experts and educators, 70 percent of all the information and knowledge a person receives throughout his life is received by the age of 5. This fact alone clearly shows how important kindergarten education is in helping our children grow up to be mature and well-rounded individuals. There is no need to go far in search of additional proof of this. “When comparing a child who has received kindergarten education with a child who has not attended kindergarten, it is not difficult to notice that there is a huge difference in their level of thinking.” In the science of preschool child psychology, taking into account the accelerated qualitative changes in children of this age, it was considered appropriate to divide this period into three stages: the younger preschool period (3–4 years old); the middle preschool period (4–5 years old); the older preschool age (up to 5–6 years old); the preparatory age for school (6–7 years old).

### **Literature review.**

In the process of development, a preschool child enters into a special relationship with the objects and phenomena created by his ancestors, with the secrets of the world. He actively assimilates and masters the achievements achieved by mankind. The child's understanding of the world of objects and phenomena, the actions performed with their help, the native language and relationships between people, at the same time the development of motives for activity, the growth of abilities takes place on the basis of the direct help of adults. This happens in the family with the support of parents, and in preschool educational institutions with the support of educators. Basically, it is from this period that the child's independent activity begins to increase. Independence in activity becomes the basis for independence in independent thinking. In addition, the preschool stage is also a

period of improving complex movements in them, forming elementary hygiene, cultural and labor skills, developing speech, and the emergence of the first buds of social morality and aesthetic taste.

**Research methodology.** The methods of historical, retrospective and theoretical-methodological analysis of sources, generalization and interpretation of the obtained data, observation, interview, questionnaire, content analysis, qualimetry and expert assessment were used. According to P.F. Lesgaft, it is at this stage of a person's life that the character traits he will have in the future are determined and the foundations of moral character are revealed. A prominent feature of preschool children is activity and imitation. The main law inherent in the nature of a child of this age can be expressed as follows: the child requires continuous movement, but he gets tired not from the result of activity, but from the uniformity and one-sidedness of movement. It seems that the ability to purposefully organize, without limiting, the main law of the nature of preschool children, activity, gives the expected effect in the education of children of this age. Based on our research and several years of experience, we offer the following opinions: physical activity has a positive effect on the physiological development of a child, and due to the movement of the supporting organs, the child develops well physically.

**Analysis and results.** During communication with adults and peers, the child begins to get acquainted with moral and normative criteria, understanding of those around him, as well as positive and negative relationships. The movements of a preschool child are carried out in coordination with his body. During this period, the child's speech also begins to develop rapidly. He tends to assimilate new things in addition to what he already knows and consolidate them. In this process, the child forms communicative skills through play activities, learns new words and concepts through frequent communication with those around him, and in practice independently masters them. It seems that directing a child of this age to independent thinking, drawing his attention to any life or artistic event, and requiring him to express his attitude to it is a guarantee of the formation of personality qualities in the child. The needs and interests of preschool children are rapidly increasing. This is due, first of all, to the need to reach out to a wide circle, to interact, to play. Due to the fact that children of this age have mastered speech to a certain extent and are extremely mobile, they have a need to interact with adults and peers who are close to them. They begin to strive for a wider range of relationships, and they play as a team with children from their neighbors. The need to know everything increases. Another strong need inherent in the nature of a preschool child is to see everything as new and to learn about it in all its aspects. The role of interest in the lives of children of this

age and in their psychological growth is also very large. Interest, like need, is one of the factors motivating a child to engage in some activity. That is why psychologists consider interest to be a complex psychological phenomenon associated with the process of cognition. In preschool educational institutions, the rational use of these natural characteristics of children, namely interest and desire to know, in speech development and introduction to fiction, is in line with the main goal of national education - the formation of a well-rounded personality. The importance of interest in a child's development is that he seeks to know what he is interested in as deeply as possible and, therefore, does not get bored of doing it for a long time. This, in turn, helps to develop and strengthen such important qualities as the child's attention and will. In this sense, in guiding children to independent thinking, it is important to first interest them in the object of free thinking. The emergence of questions in kindergarten children about all areas indicates that their thinking is becoming more active. If a child cannot find an answer to his question or if adults do not pay attention to his question, his curiosity begins to wane.

Usually, any thinking process arises from being surprised, amazed by something, and as a result, various questions arise. In our Uzbeks, most parents and some educators, when children ask questions, say, "Don't be too flattering," "Where did you learn such things?" As a result, the child tries to understand everything on his own. Passive and shy children do not ask any questions. Adults should ask such children questions themselves during various activities and trips, thereby activating them. Any thinking usually begins with comparing, analyzing, and synthesizing something. Therefore, this comparison, analysis, and synthesis is called the thinking process in psychology. Traveling helps to activate and develop the thinking process in children.

To improve the quality of speech development of preschool children, it is necessary to activate the creative potential of teachers, expand their worldview, and introduce new technologies and innovations into the processes of activity. One example of such innovations is the use of elements of TRIZ technologies. (TRIZ - theory of inventive problem solving). The main ideas of TRIZ include the following: theories are a catalyst for solving creative problems; knowledge is a tool for creative work, everyone is given creative abilities (everyone can invent); creativity, like any activity, can be learned.

The main goal of TRIZ is not only to develop children's imagination, but also to teach them to think systematically, understanding the processes taking place, to give teachers a tool for specific practical education of creative abilities in children. It is a theory that allows you to form a person who is able to understand the unity and

contradictions of the world around him and solve his small problems. The starting point of the TRIZ concept in relation to a preschool child is the principle of harmony with nature in education. When educating a child, the teacher must proceed from his nature. TRIZ for preschoolers is a system of collective games and activities designed not to change the main program, but to increase its effectiveness. TRIZ elements contain an impressive potential that allows you to qualitatively change the process of speech development in preschool children.

The use of adapted TRIZ methods in the process of speech development provides undoubted advantages:

- in increasing the cognitive activity of children;
- in creating motivational attitudes towards the manifestation of creativity;
- in creating conditions for the development of the figurative side of children's speech (enriching the evaluative vocabulary, figurative words, vocabulary of synonyms and antonyms);
- increases the efficiency of mastering all language tools;
- forms consciousness in the construction of lexical and grammatical structures;
- develops the flexibility of analytical and synthetic operations in mental activity. A special place in teaching is occupied by the course on the development of creative imagination (RTV), which is aimed at overcoming stereotypes of thinking.

An integrated approach to building activities for the development of speech is also of great importance. In such activities, children use knowledge from different areas of activity. Thus, the learning process becomes more efficient, children have a single, holistic picture of the world. Integrated education contributes to the overall development of the child, as well as a deeper study of topics. It forms a holistic perception of the world in children, because it is a system that combines knowledge in individual subjects into a whole. Integration for school is widely developed in scientific, pedagogical and methodological literature. In preschool pedagogy, it is only taking its first steps. In preschool pedagogy, integrated technology is understood as the use of one topic in all blocks of work (speech development, development of elementary mathematical concepts, design, application, etc.). Unlike complex activities that are carried out on familiar material and episodically, integrated groups are based on the principle of combining several types of activities and are carried out systematically. Integrated groups allow you to reduce the number of specially organized groups and thereby increase the time for other activities. Integrated activities carried out in the system are effective, give good results, increase the speech activity of children. In the process of integrated activities, speech development is carried out in all directions: expanding and systematizing vocabulary.

**Conclusion/Recommendations.** Experience shows that children draw logically correct conclusions as a result of observation, comparison, drawing conclusions, and testing their assumptions in practice. Children's mental work is manifested in reasoning, comparing, and drawing conclusions. The processes of analysis and synthesis are based on these works. Any reasoning is built on the basis of analysis-synthesis, that is, dividing the whole into parts, elements, and identifying the connections between them, which leads to a better understanding of the whole. Children should be specially trained in this process, so that they learn to use each method as a specific method of action in certain cases. Thus, the method of comparison, if a child is specially taught to think in this way, can become a specific method in the child's mental activity. The mastery of comparison as a method of mental activity is manifested in the child's ability to find where this method can and should be used, and to use it when solving a new problem. All of this trains children's logical thinking and helps them think independently.

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