

PEDAGOGICAL AND PSYCHOLOGICAL MECHANISMS FOR DEVELOPING THE CREATIVE ABILITIES OF PRESCHOOL CHILDREN

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Abstract

The article analyzes the pedagogical and psychological mechanisms of the process of formation and development of creative abilities in preschool children and the conditions created in preschool education. The factors influencing the development of creative abilities, the importance of types of activities, as well as the role of the creative approach of the educator and the pedagogical environment are revealed.

Keywords: Creative abilities, psychological mechanism, pedagogical conditions, preschool age, creative thinking, educational environment.

Introduction

MAKTABGACHA YOSHDAGI BOLALAR IJODIY QOBILIYATLARINI RIVOJLANTIRISHNING PEDAGOGIK-PSIXOLOGIK MEXANIZMLARI

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Annotatsiya

Mazkur maqolada maktabgacha yoshdagi bolalarda ijodiy qobiliyatni shakllantirish va rivojlantirish jarayonining pedagogik-psixologik mexanizmlari hamda maktabgacha ta'limda yaratilgan shart-sharoitlari tahlil etilgan. Shuningdek, ijodiy qobiliyatning rivojlanishiga ta'sir etuvchi omillar, faoliyatlarni ahamiyati, shuningdek tarbiyachining ijodiy yondashuvi va pedagogik muhitning roli ochib beriladi.

Kalit so'zlar: ijodiy qobiliyat, psixologik mexanizm, pedagogik shart-sharoit, maktabgacha yosh, ijodiy tafakkur, ta'lim muhiti.

Аннотация

В статье анализируются педагогические и психологические механизмы процесса формирования и развития творческих способностей у детей дошкольного возраста и условия, создаваемые в дошкольном образовании. Раскрываются факторы, влияющие на развитие творческих способностей, значение видов деятельности, а также роль творческого подхода воспитателя и педагогической среды.



Ключевые слова: Творческие способности, психологический механизм, педагогические условия, дошкольный возраст, творческое мышление, образовательная среда.

Introduction

The Resolution of the President of the Republic of Uzbekistan dated May 8, 2019, No. PQ-4312 “On the Approval of the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan” [1] reflects the following objectives: further improvement of the legal and regulatory framework in the field of preschool education; creation of conditions for the all-round intellectual, moral, aesthetic, and physical development of preschool children; increasing access to and ensuring equal opportunities for quality preschool education; developing public-private partnerships in this sphere; introducing innovations, advanced pedagogical and information-communication technologies into the preschool education system; improving the management of preschool education; ensuring transparency and efficiency in financing preschool educational institutions; implementing fundamentally new approaches to the training, retraining, professional development, selection, and advancement of preschool education personnel; and ensuring healthy nutrition and quality medical care for children in preschool institutions. The concept defines the goals, tasks, priorities, and stages of preschool education system development for the medium and long term.

The main goal of the modern education system is the comprehensive development of the individual and the realization of their creative potential. Particularly, the preschool age is considered the most active stage in the formation of human thinking, imagination, and abilities. Therefore, the process of developing creative abilities requires deep psychological and pedagogical study.

From a psychological perspective, creative ability is the capacity to generate new, unusual, and original ideas, formed as a result of the integration of the child’s cognitive processes such as perception, thinking, imagination, and memory. From a pedagogical point of view, this process takes place in an environment that is child-centered and supports creative activity.

Foreign scholars such as L. S. Vygotsky, N. A. Vetlugina, A. N. Luk, A. N. Leontiev, and M. Montessori, as well as Uzbek researchers including E. G‘oziyev, Z. T. Nishonova, T. L. Xurvaliyeva, Z. S. Teshabayeva, and O. A. Maxmudova, believe that creativity is always an expression of individuality. Therefore, in the process of developing creative abilities in preschool children, it is important to consider their psychological and age-related characteristics.

Psychologists have proposed important scientific views on creativity and clarified the concept of “creative ability.”

According to A. N. Leontiev, “creative ability is the result of acquiring the knowledge, skills, and competencies necessary for one or another type of creative activity (artistic, musical, technical, etc.)” [2, pp. 46–55].

N. A. Vetlugina also identified indicators of the creative principle that characterizes children’s attitudes toward creativity:

1. sincerity and emotional responsiveness;
2. enthusiasm for activity;



3. activation of voluntary actions and initiative in depicted situations;
4. specific artistic abilities that enable the child to successfully solve creative tasks (figurative vision, poetic sense, musical perception) [2, p. 55].

Creativity develops gradually, evolving mainly through simple forms. At each age stage, it manifests itself in specific forms characteristic of that period. Thus, creativity is a process closely connected with human life — not only with individuality but also with childhood itself. Typically, imagination begins to develop in children around the age of three, becomes more active during childhood and adolescence, and remains in only a small number of adults. At the ages of four to five, children's creative imagination tends to decline noticeably, as they begin to actively assimilate social rules and norms. At six to seven years of age, children start to use a new type of imaginative construction, where elements of reality become secondary, and the originality and effectiveness of their self-invented images provide the foundation for their creative decisions.

Determining the quality of children's creative ability development and identifying its characteristics is one of the key indicators, and this issue has been studied in pedagogical and psychological research within such areas as pedagogical diagnostics. Indeed, abilities are not limited to the knowledge, skills, and competencies a person possesses. The acquisition and development of abilities are mainly manifested through systematic and meaningful understanding of certain behavioral patterns, supported by internal psychological motivations. The development of creative abilities in preschool children is a complex concept that includes the successful coordination and mastery of aspects essential to the learning process and to the development of key competencies. The psychological mechanisms of creative ability are complex processes. These mechanisms involve the internal processes that activate a child's thinking, imagination, emotional state, and motivation. They include the following components:

- **Cognitive mechanism:** forms the child's ability to find unconventional solutions to problems;
- **Imaginative mechanism:** stimulates the creation of new images and ideas;
- **Motivational mechanism:** awakens an internal need for creative activity;
- **Emotional mechanism:** enriches the creative process with feelings and emotions, ensuring the child's active engagement.

The senior preschool age is considered a *sensitive period* for the development of creative abilities. During this stage, the proper organization of the child's activities provides the most effective conditions for expressing and enhancing their abilities. At each stage of development, creativity functions in a specific way appropriate to that age. Hence, ability is experience-dependent, and as the child's experience gradually grows, so does their creative potential.

M. Montessori approaches the development of creative abilities in preschool children not only as a pedagogue but also as a physician and biologist. P. Torrance emphasized that "*creative thinking enhances a person's ability to perceive shortcomings, deficiencies, missing elements, gaps, and inconsistencies in knowledge*" [3, p. 44].

Psychologist L. S. Vygotsky believed that "*the leading component of a child's creativity is imagination, and through creative engagement, the child strives to gain more information about all aspects of the surrounding environment*" [2, p. 48].



Thus, as a child adapts to their environment and accumulates experiences from life, they can set tasks for themselves and make standard decisions. However, without external stimulation, there is no real reason for creativity to develop.

The processes of creativity manifest themselves in humans from the earliest stages of childhood. During this period, a child's creativity is closely linked to play activity, and creative processes can be observed precisely in play. While playing, a child riding a stick imagines themselves on a horse; a little girl playing with a doll imagines herself as a mother. In play, a child becomes a pirate, a soldier, or a sailor—all of which are true examples of genuine creativity. Through play, children imitate adults. However, children's play is not mere repetition: they observe and hear what adults do, but enrich these actions with creative elements derived from their own impressions.

Creativity is the human capacity to invent, to create something unconventional, and to solve problems with a creative approach in order to achieve a desired outcome.

Imagination and creative thinking can be considered the main directions in developing children's creative abilities. All of these are directly connected to a preschool child's general worldview. The broader the child's knowledge base, the wider their outlook becomes.

Today, the changes taking place in the preschool education system demand profound reforms in this field. In this regard, adopting foreign experience, developing educational and methodological literature and complexes, and equipping preschool teachers with professional knowledge and skills in modern pedagogical technologies are among the key priorities.

Creativity today is one of the main requirements of education — the development of a creative personality who can think beyond established boundaries, make nonstandard decisions, and produce innovative and distinctive results.

In the process of developing the creative abilities of preschool children, it is especially important to note that creativity is a combination of intellectual traits and a form of activity that generates new, effective, and unconventional ideas aimed at creation, ensuring the successful performance of artistic and creative tasks.

The need to study creative ability arises from the rapid changes occurring in various areas of life. The challenges of the modern world require the implementation of original solutions based on the maximum use of unconventional types of thinking.

The educational process and microenvironment play a crucial role in the development of creative abilities. Considering the issues of creative development, the pedagogical conditions in a preschool education institution that directly influence the development of children's creativity can be outlined as follows:

1. The presence of a developmental educational environment in the preschool institution.
2. Consideration of the individual and age-specific characteristics of preschool children.
3. The child's ability to contribute to creative activity through individual methods of task performance.
4. The creation of an emotionally comfortable atmosphere within the group to ensure the effectiveness of the creative process.
5. The establishment of situations that stimulate the child's imagination and encourage finding unique solutions to problems during creative activities.



Based on the above, the following conclusions can be drawn regarding the development of creative abilities in preschool children:

1. Creative development during the preschool period is the stage in which a child learns about the world and expresses themselves by fulfilling their own needs and desires. Its effectiveness is directly related to and evaluated through the efficiency of the pedagogical process in preschool educational institutions.
2. Children's creative development is closely connected with play. Through play, children form their first experiences of understanding reality, creating situations, and solving problems independently without adult assistance; therefore, there is no clear boundary between play and creativity. In organizing the educational process in preschool institutions, it is advisable to implement a play-based approach across all areas of learning.
3. Creative development in the preschool years is a necessary component in forming the child's self-concept, or "I-concept." To achieve this, a constructive partnership between the preschool educational institution and the family must be established and maintained in close coordination.

Thus, the creative ability of a preschool child is an activity that allows them to apply the knowledge, skills, and competencies they have acquired independently in the process of learning about the world, while expressing their individuality and fulfilling their interests and needs. Developing creative ability from early childhood is a complex yet natural process that occurs through the integration of psychological mechanisms and pedagogical conditions. For this to happen, the educational environment must provide the child with freedom of expression and opportunities to explore new ideas—only then can creativity develop naturally.

Therefore, in preschool educational institutions, innovative, individualized, and motivational approaches aimed at developing children's creative abilities should be regarded as key factors in ensuring effective and sustainable creative growth.

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