

## **Role of Innovative Activities in Formation of Creative Thinking of Children in Organization of Preschool Education**

**Khomidova Dilorom Abdurakhmonovna**

Teacher of Namangan State University, Faculty of Preschool and Primary Education, Department of Preschool Education Methodology

**Annotation:** The article examines the role of innovative educational technologies in the development of children's creative activity, thinking, effective results, reflexive processes, the conditions for the formation of the innovative activity of the educator in the quality preparation of preschoolers for school education.

**Keywords:** individual abilities, creativity, reflexive process, reflection; creative, regulatory, emotional components.

A number of priorities in the "Concept for the development of the preschool education system of the Republic of Uzbekistan until 2030", adopted by President Sh. Mirziyoyev on May 8, 2019, No. PP-4312: improving the educational process, the level of development of children and their preparation for primary general education, which should be based on on the assessment of their readiness for internal learning, as well as their social, personal, emotional, speech, physical and creative development. At the same time, special attention should be paid to the formation in children of love for the Motherland, respect for the family, national, historical and cultural values of their people, care for the environment, and the development of emotional skills as the basis for the future success of the child.

In article 3 of the Law of the Republic of Uzbekistan "On preschool education and upbringing", preschool education and upbringing is defined as a type of continuous education aimed at the education and upbringing of children, intellectual, spiritual, moral, ethical, aesthetic and physical development, as well as preparing children for general secondary education.

Article 5 of the law provides for the creation of conditions for high-quality preschool education and upbringing of children, the introduction of modern innovative and information and communication technologies for the full development of children. In the organizations of preschool education, along with the development of mental and intellectual abilities in children, the development of creative and reflective abilities is also important.

The term "creativity" originated in Anglo-American psychology in the 1960s. It is the ability of the individual to create new concepts and develop new skills. American psychologist J.P. Guilford demonstrates a number of individual abilities that characterize creativity:

- fluency of thought;
- be able to purposefully direct thoughts;
- originality;
- curiosity;
- the ability to make assumptions;
- ability to imagine, fantasy.

Imagine is the development of thinking. One of the main tasks in the activities of preschool children is to visualize information about objects and events in the child's brain. For example, by drawing, playing games and making something from the blocks, the child develops this information in his mind. This type of thinking is the basis for other types of thinking and helps to develop vocabulary, logical thinking and excellent assimilation of future school lessons. Children are naturally very curious. They need to know everything: taste, touch, come up with their own explanations for incomprehensible and new things, experiment and test their assumptions. Each teacher of the organization of preschool education should help his group of students, and also each parent should help his child to learn about the world around him. In the organization of preschool education, conditions must be created for children so that they can think freely, express themselves and make imaginary assumptions. This allows the child to be creative.

In the activities of children, several stages of creativity can be distinguished:

- At the first stage, only the sample given to the child is copied;
- At the second stage, some details (additions), methods are added to the existing sample;
- At the third stage, the content, methods and form of the assignment will be fully developed;
- At the fourth stage, a unique concept and methodology for solving the problem is created.

Reflection is the most important component in the structure of a student's innovative activity. Reflection is the ability to define and analyze the child's own consciousness and activity. In the pedagogical literature, it is argued that there are two traditions of interpreting reflexive processes:

- reflexive analysis of consciousness, leading to the interpretation of the essence of objects and their construction;
- thinking about the meaning of interpersonal communication.

In connection with the above, educational scientists distinguish the following reflexive processes:

- understanding yourself and others;
- self-esteem and evaluate others;
- an explanatory analysis of oneself and others.

Reflexive activity is also mentioned in the "State standards of preschool education and upbringing" of the Cabinet of Ministers of Uzbekistan: "**Reflexive activity** is the process of forming conclusions based on the child's understanding and independent analysis of his ideas and actions."

**Reflection** (lat. Reflxio - regression) is considered as a process of cognition of one's own (internal) mental experiences and states of the subject.

The psychological dictionary says: "Reflection is not only self-knowledge and understanding of the subject, but also the ability of others to define and understand his or her personal qualities, feelings and cognitive perceptions." The formation of the creative activity of preschool children can be divided into the following components: creative, regulatory, emotional.

**The creative component** is that educators have a creative approach to the child when performing activities, which determines their ability to think in problem situations and the presence of active skills.

**The regulatory component** - culture, value orientations, social attitudes, the behavior of team members, manifested in the psychological environment, reveals the essence of the innovative potential.

**The emotional component** is determined by the process of mastering the innovation by the team members, influencing them, strengthening or weakening them.

The organization of innovative activity is associated with socially significant results and the mental image of the teacher. This means openness, recognition of someone else's opinion.

The effective implementation of the teacher's innovative activity depends on a number of conditions. It includes the instructor's intended dialogue so that he is impartial in his response to opposing views, and his willingness to encourage acceptance of a rational situation in different situations. As a result, the teacher assimilates a complex topic (motive) that provides knowledge and scientific activity. Themes (motives) of self-realization, creativity, self-knowledge and creativity play an important role in the activities of educators. This allows the educator to shape the child's creativity. In such cases, the child's thinking, mental culture changes, and emotional feelings develop.

The next condition is the teacher's readiness for culture and communication. The teacher's innovative activity is aimed at changing reality, identifying its problems and methods of solving it. Changing the model of communication between a teacher and a child is one of the conditions for innovative activity.

New relationships should not contain such elements as coercion and condemnation, as tradition. They should be built in the form of equal cooperation, mutual management, and mutual assistance. The most important feature of their relationship is the creative cooperation between the educator and the child.

Innovative activity is explained by the following main functions:

- conscious analysis of professional activities;
- critical approach to norms;
- readiness for professional news;
- be in a creative and constructive attitude to the world;
- Realize your potential, integrate your lifestyle and aspirations into your professional activities.

This means that the teacher is the author, developer, researcher, user and promoter of new educational technologies, theories and concepts.

In modern society, culture and conditions for the development of education, the need for educational innovations is measured by:

1. Socio-economic modernization requires a radical renewal of the education system, methodology and technology of the educational process. In this context, the innovative activity of a teacher consists in the creation, assimilation and use of pedagogical innovations;
2. Humanization of the content of education requires a constant search for new organizational forms and learning technologies;
3. Changing the nature of the teacher's attitude to the development and implementation of pedagogical innovations.

Analysis of the teacher's innovative activity requires the use of certain criteria that determine the effectiveness of the introduction of innovations. These criteria include novelty, acceptability, high performance, and the ability to creatively apply innovation to social experimentation. Innovation, as a criterion of pedagogical innovation, reflects the essence of the new, the proposed level of novelty. The criterion of acceptability refers to the effort and money spent by the teacher and the

student to achieve a result. Efficiency is understood as certain important positive results in the work of a teacher. Pedagogical innovation, by its very nature, must be the property of mass experimentation. Pedagogical innovations are first introduced into the activities of individual educators. At the next stage, after testing and objective assessment, the pedagogical innovation is recommended for mass implementation. The effectiveness of innovation is determined by the personality of the teacher.

Since the main occupation of preschool children is play, it is important for the teacher to carry out the innovative process through play. Therefore, it is important to develop the child in a playful way. As we have learned, developmental coercion does not lead to positive outcomes. If innovative activities for the development of creative thinking of preschoolers can develop them comprehensively, then it will be easier for children to succeed in the future.

### References:

1. Law of the Republic of Uzbekistan "On preschool education and upbringing", Tashkent, December 16, 2019, No. ЗРУ-595.
2. (National Database of Legislation, December 17, 2019, No. 03/19/595/4160)
3. Concept for the development of the preschool education system of the Republic of Uzbekistan until 2030. May 8, 2019, No. UP-4312
4. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 802 "State standards of preschool education and upbringing." Tashkent. 12/22/2020
5. The role of preschool education in child development.
6. Mayena Rafalska 2020
7. State curriculum "Ilk qadam" organization of preschool education, state requirements for the development of children of the first and preschool age at the center of the process of raising a child. Tashkent 2020
8. Ways to improve the effectiveness of training. (Tutorial)
9. Tashkent, O'MKHTRI. 2002 year
10. Kamoldinov M., Vakhobjanov B. Fundamentals of innovative pedagogical technologies.
11. Tashkent "" Talqin "2010
12. Farberman B. Advanced pedagogical technologies. Tashkent. "Fan". N. 2000 8. Golish L.V., Fayzullaeva D.M. Design and planning of educational technologies. Tashkent. TSPU, 2010
13. Inamovich, R. I. . (2021). The Concept of "Community / World" in the Linguistic and Cultural Aspect. *Middle European Scientific Bulletin*, 16. <https://doi.org/10.47494/mesb.2021.16.734>
14. Расулов, И. И. Фразеологические единицы русского и узбекского языков со значением качественной оценки лица / И. И. Расулов // Система непрерывного филологического образования: школа – колледж – вуз. Современные подходы к преподаванию дисциплин филологического цикла в условиях полилингвального образования : Сборник научных трудов по материалам XXI Всероссийской (с международным участием) научно-практической конференции, Уфа, 28–30 апреля 2021 года. – Уфа: Башкирский государственный педагогический университет им. М. Акмуллы, 2021. – С. 420-423.

15. Расулов И. И. ВОПРОСЫ ИЗУЧЕНИЯ НАРЕЧНЫХ ФРАЗЕОЛОГИЗМОВ В РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ //Система непрерывного филологического образования: школа–колледж–вуз. Современные подходы к преподаванию дисциплин филологического цикла в условиях полилингвального образования. – 2020. – С. 320-323.
16. Расулов, И. И. О фразеологизмах с предлогами обстоятельственной семантики / И. И. Расулов // Молодежь и наука: реальность и будущее : Материалы XI Международной научно-практической конференции, Невинномысск, 28 марта 2018 года / Редколлегия: Т.Н. Рябченко, Е.И. Бурьянова. – Невинномысск: Невинномысский институт экономики, управления и права, 2018. – С. 346-347.
17. Расулов И. И. Фразеологизмы со значением темпоральности в русском и узбекском языках //Молодежь и наука: реальность и будущее. – 2017. – С. 219-221.
18. Расулов И. И. Фразеологические особенности языка художественного произведения //Молодежь и наука: реальность и будущее. – 2017. – С. 221-223.
19. Khudoiberdievich, O. U., Olimjonovich, M. N., & Elbek, N. (2020). HYGIENIC GYMNASTICS, FUNCTIONS, MEANS, IMPORTANCE. *European Journal of Research and Reflection in Educational Sciences Vol, 8(12)*.
20. Niyozmatov, E. (2021). PHYSICAL EDUCATION AND ITS IMPACT ON HUMAN HEALTH. In *Инновационные подходы в современной науке* (pp. 77-81).
21. Makulov, S. Z. (2019). THE ROLE OF PHYSICAL EDUCATION AND SPORT IN EMPHASIZING THE SPIRITUAL AND MORAL QUALITIES OF STUDENTS. *Scientific Bulletin of Namangan State University, 1(8)*, 334-339.
22. Makhmudov N. N., Makulov S. H. Z. FORMS AND METHODS OF INDEPENDENT LEARNING //В научный сборник вошли научные работы, посвященные широкому кругу современных проблем науки и образования, вопросов образовательных технологий 2020.-436 с. – 2020. – С. 167.
23. Makulov S. Z. PHYSICAL CULTURE-THE GUARANTEE OF HEALTH //Экономика и социум. – 2019. – №. 5. – С. 129-130.
24. Zokirovich M. S. Topical Problems in Pedagogical Activity //European Journal of Life Safety and Stability (2660-9630). – 2021. – Т. 9. – С. 85-89.
25. Boltaeva M., Makhmudov N. FORMS OF INTRODUCTION OF INNOVATIVE TECHNOLOGIES IN PHYSICAL TRAINING CLASSES AND WAYS OF THEIR USE //Scientific bulletin of namangan state university. – 2019. – Т. 1. – №. 2. – С. 302-306.
26. Boltaeva, M. L., & Mahmudov, N. (2019). EMERGENCY INSTEAD OF MATERNITY EDUCATION PROCESS DEVELOPING TRAINING ACTIVITIES. *Scientific Bulletin of Namangan State University, 1(6)*, 456-459.
27. Voitjonugli J. E., Hudoyberdiyevich O. U., Olimjonovich M. N. Theoretical and practical significance of the physical education and sport //International Journal of Psychosocial Rehabilitation. – 2020. – Т. 24. – №. 6. – С. 4378-4383.