FOSTERING CREATIVE THINKING IN PRESCHOOL CHILDREN THROUGH INNOVATIVE EDUCATIONAL TECHNOLOGIES

Axtamova Mohinur O‘tkir qizi
Master’s Student 1st course, Buxoro State Pedagogical Institution

Annotation:
This article discusses the concept and essence of creativity, focusing on how creativity develops in preschool children.

Keywords: creativity, philosophy, preschool education, innovation, society.

Human civilization has progressed across numerous domains, from science and technology to philosophy, arts, and social sciences, largely due to creative approaches and achievements. Creative thinking extends beyond merely generating random ideas—it is a skill grounded in knowledge and experience that enables individuals to achieve superior outcomes, often under complex circumstances. Globally, societies and organizations increasingly rely on innovative thinking and creativity for problem-solving, highlighting the growing importance of creative skills. While creative thinking drives significant societal innovations, it also possesses a universal nature, as every person, to some degree, has the potential for creative thought.

The preschool period represents a critical stage for fostering a creatively active personality, as children experience rapid development in cognitive processes such as memory, speech, attention, thinking, imagination, and perception, alongside personal growth. Creativity in preschool settings is nurtured through diverse activities, including communicative and practical games. Educators are increasingly focusing on supporting children’s creative development.

Analysis of psychological and pedagogical literature indicates that cultivating creative abilities in preschool education requires comprehensive programs that enhance innovation and fully engage children’s creative potential. Recent studies have emphasized the importance of addressing qualitative changes in children’s psychophysiology, psyche, and personal traits, noting a concerning decline in imagination, interest, and creativity.

Research by scientists such as D. Veksler and A. Maslow has examined the nature of creative abilities and their development, with their methodologies for assessing creative thinking remaining relevant today. American psychologist J.P. Guilford was among the first to compare creativity and intelligence. P. Torrens conceptualized creativity in terms of thinking and developed programs and tests for fostering creativity in young children. Uzbek researchers, including E. Gaziev, P. Sunnatova, and Z. Nishanova, contributed significantly to understanding the psycho-physiological aspects of independent and creative thinking.

Creativity serves as the driving force of the fourth industrial revolution, with human imagination producing remarkable innovations—from electronic services and virtual reality to unique agricultural products. Everyday objects, buildings, music, and technologies were once merely products of imagination before becoming reality through human intellect.

To cultivate creativity, one must first understand its essence. Derived from the English word "create," creativity involves the ability to generate innovations and solve problems, characterized by originality, practicality, complexity, and freedom. Creative thinking entails examining an issue comprehensively and considering multiple perspectives.

Creativity, as a facet of personality development, reflects human thought and spirituality. It manifests not merely through knowledge breadth but through striving for novel ideas, challenging stereotypes, and making unconventional decisions. True creativity arises from new ideas rather than the repetition of existing knowledge.

The human brain often relies on templates and stereotypes to simplify cognitive processes. While these patterns facilitate routine thinking, they rarely yield new ideas. Societal norms, media, and popular culture reinforce stereotypical thinking. Creative individuals, however, imagine beyond conventional frameworks, noticing unnoticed details and generating innovations.

Creative productivity depends on a combination of knowledge, technical skills, and the ability to integrate them in novel ways, along with motivation to move beyond pre-existing methods. These components are both stable and adaptable, influenced by the environment.

It is also valuable to examine how children's creative thinking correlates with their research abilities. A child's curiosity and investigative skills can be assessed through observational data, such as behavior recorded in computerized testing (telemetry).

List of Literature:

1. Gafforov Ya.X. Toshtemirova. S. (2020). Ways to increase the effectiveness of education in an integrated environment. International Journal of Current Research and Review. India.

2. Gafforov Ya. X. (2019). THE STATE OF HUSTORICAL EDUCATION IN UZBEKISTAN DURING WORLD WAR II. USA(Philadelphia) .2019. 173-175.

3.Buronovich, Umrzaqov Behzot. "THE PLACE OF MODERN PROFESSIONAL QUALITIES OF VIRTUAL TECHNOLOGIES IN TEACHERS OF FUTURE TECHNOLOGICAL EDUCATION IN
HIGHER EDUCATIONAL INSTITUTIONS." Open Access Repository 6.11 (2022): 37-43.

4. Buronovich, Umrzaqov Behzot. "THE PLACE OF MODERN PROFESSIONAL QUALITIES OF VIRTUAL TECHNOLOGIES IN TEACHERS OF FUTURE TECHNOLOGICAL EDUCATION IN
HIGHER EDUCATIONAL INSTITUTIONS." Open Access Repository 9.11 (2022): 37-43.

5. Umrzakov, B. B. "ORGANIZATION OF EDUCATIONAL PROCESS IN TECHNOLOGICAL EDUCATION CLASSES." (2022).
6. Bo'ronovich, Umrzaqov Behzod. "TECHNOLOGY OF INCREASING WORK PRODUCTIVITY IN TECHNOLOGICAL EDUCATION CLASSES." (2022).
7. Buronovich, Umrzaqov Behzot, and Bo‘tayev Ahmadali Ashirovich. "Examples Of Drawing Up Tests From Drawing And Engineering Graphics." Journal of Positive School Psychology 6.11 (2022): 3128- 3132.