

TEACHING CHILDREN TO THINK CREATIVELY

O'rolova Dinara O'rol qizi

Student of Termez State Pedagogical Institute

Annotation: This article contains ideas about innovative methods of teaching children to think creatively. It is very important for children to be able to show themselves in front of their friends and prove what they are capable of. Opinions about the need to create opportunities for them have been put forward.

Keywords: creative thinking, conscious work preparation, formation of thinking in preschool education, educational product.

INTRODUCTION

It is known that every activity should be like a small invention that can ignite the sparks of the child's abilities. Small achievements in understanding the surrounding world and oneself make the whole educational activity strange and fascinating. It is very important for children to be able to show themselves in front of their friends and prove what they are capable of. For this, it is necessary to create an opportunity for them. Creative thinking is close to critical thinking in many ways. An example of this is David Kluster's valuable ideas about critical thinking.

Stage 1 (conscious work) - preparation - a special state of activity performed before a new idea appears.

Stage 2 (unrealized work) - maturing - the problem the unconscious work on the "solution", the incubation period of the guiding idea.

Stage 3 (turning the unconscious state into a conscious state) - inspiration - preliminary - hypothetical understanding of the idea of discovery as a result of unconscious work.

Stage 4 (conscious work) - development of the idea, formalization and verification of it in its final form.

Indeed, creative thinking is, first of all, independent thinking, as well as critical thinking. Only when thinking is independent can it be creative thinking. No one can think creatively for someone else. During the educational process, it is necessary to create an opportunity for children to think independently and to solve very complex problems independently. The received information is the starting point for creative thinking, and it should not be the last stop. In other words, creative thinking begins with receiving information and evidence. New knowledge creates a desire for creative thinking.

Lessons can be organized in the form of an endless journey with the help of children's imagination. They learn the basic ways of imagination, and on the basis of

these, interesting events, stories, riddles, poems and fairy tales are created. Children's creativity becomes more and more manageable depending on the educational process. By the end of the year, they should have sufficiently mastered the methods of independently composing stories and fairy tales, and the first steps should be taken to familiarize themselves with the internal structure of systems, learn their divisions and why they serve.

As children grow up, they can do many things independently. They should be able to create small stories, events, and fairy tales based on basic words and concepts related to the training. During this period, it is necessary for children to independently find systems, understand what parts they are made of, what characteristics and signs they have, why they serve, and the relationship between other systems.

In a large group, the working environment is different. A new "Book of Tales" is formed from a new educational story or fairy tales related to various subjects, which children have compiled based on the topics of the lesson. The skill of partitioning systems and inter-system connection is brought to an automatic level, the main direction of their activity is to know the consistency of the collection of files. Their children's interests are diverse, and they want to get answers in the fields that interest them. Questions and answers may be from different fields.

In general, the question of how to form the basic conceptual thinking of children is on everyone's mind. The results of children's creative activities will undoubtedly create an opportunity to conduct various types of analysis. A psychologist finds important sources of psychological analysis or the study of the psyche of children's creativity. Linguists will have a rich resource for studying children's folklore. A sociologist studies the relationship between the cultural environment and children's fairy tales. This account can be extended. Educators are interested in what methods of analysis of fairy tales, riddles and proverbs can form continuous and scientific thinking in children.

CONCLUSION

In conclusion, it should be noted that creative thinking begins with setting a problem and clarifying the problem to be solved. We often fully understand that the main task of an educator is to develop the skills of independent thinking in children, unfortunately, in our practice, we do not follow it. Humanity cannot live in the 21st century without developed creative thinking.

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