

## DEVELOPMENT OF CREATIVE ABILITY AND IMAGINATION IN CHILDREN

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**Annotation:** In this article, in the process of creative learning, the need to organize the mastery of the entire content of the educational content by children as a full-fledged process, the basis of teaching in creative education is communication "goal - means - control" and the central technological link - the child's independent cognitive activity, the child's ability to regulate his actions in the course of the activity, are highlighted.

**Key words:** creativity, process, education, mastering, communication, "goal - tool - control", technological, cognitive activity, movement, ability, scissors.

### INTRODUCTION

It is important to teach children to feel the brightness of different colors, to develop their aesthetic abilities, to actively think deeply and to work in an upbeat mood through visual activities. A person is the artist of his own life, he cannot be held in the hands of others. Art is the subject of life, the formation of its motives and values is the basis of development. Because this wisdom of the Arab artist Jubron Khalil proves it, i.e.: "What you read leaves your mind, what you write remains in your memory, what you draw elevates your thinking."

A child's creativity is the creation of an original copy, a product, in the process of work, independently acquired knowledge, skills, abilities, creativity, individuality, art are manifested at least at a minimal level. Deviation from the model develops in the process of creative activity, first of all, the child's creative abilities, including the development of creative imagination, observation, unusual thinking, etc.

In the process of creative learning, it is necessary to organize the mastering of the entire content of the educational content by children as a full-fledged process. In creative education, the basis of teaching is communication "goal - tool - control" and the central technological link - scissors designed for the child's independent cognitive activity, the child's ability to regulate his actions in the process of activity. Changes in the objects and events that these actions cause in the behavior of the target child is a specific process arising from a specific need.



There is no skill and creativity without knowledge. At the same time, knowledge alone cannot provide full value. Distinguish 2 levels of knowledge acquisition:

- knowledge is the level of consciousness perceived and recorded in memory;
- level of preparation for creative application of new knowledge in situations.

Each new level transforms the acquired knowledge and implements it. Visual activity, first of all, material practice has an objective-subjective nature. Object, reality, sensibility. This education is not only objects or thought forms, but also an emotional human, subjective cognitive practice. The most important quality of this is the independence expressed in its activities.

In pre-school educational organizations, children mainly do practical work in visual activity classes, telling stories by looking at pictures with works of art; and in the school, the types of visual arts are more deeply acquainted with the works of color painting, graphics, sculpture and decorative art. In the preschool educational organization, there are various visual activity classes: drawing, clay, appliqué, building-making classes. Great importance is attached to all the activities provided in the preschool education organization. The successful solution of educational issues in primary classes is carried out organically with imaging activities conducted in preschool educational organizations.

Usually, children learn to control their character and hand strength in free use of pencils and brushes in group art activities. This will help children acquire skills and develop the characteristics of light, free and even movement in children. In the process of drawing objects of different shapes, sizes, and proportions, children learn the need to maintain direction depending on the working characteristics of the object, and to move in accordance with the size of the object.

In the visual activity sessions conducted in the preschool educational organization, they learn to use materials in an orderly manner, keep them clean, use only necessary materials and plan how to use them. These activities develop children's attention and visual memory. In the preparatory group of pre-school educational

organizations, the requirements for drawing or painting will increase depending on nature. these requirements, in turn, are close to school requirements.

It is known that in the description of nature, showing the sequence of work, it is done only at the initial stage of training and learning in a large group of children. Children try to analyze the nature, write down the whole general form on sketch paper, compare the picture with the nature, correct the mistakes and defects, make it similar to the nature.

In pre-school education, in visual activity classes, children are mainly able to find or see geometric shapes, to name them with terms, to familiarize themselves with the size of width, length, height, and spatial arrangement of parts in relation to each other. will help. Building with materials in building-making activities that develop thinking develops children's visual perception and helps children master or master technical lessons at school. It is worth noting that artistic taste and creative abilities of children grow in visual activity classes, and through this, they prepare for school. Because children are inextricably connected with objects, they get to know their unique qualities, shape, color, size, and determine their differences and similarities, which allows them to educate children sensorially, to think visually and figuratively. .

### **CONCLUSION**

In conclusion, it should be noted that human abilities are a product of social development. Their formation implies the assimilation of certain forms of activity developed by mankind in the process of socio-historical development. These points put forward by scientists are noteworthy, that is: "The extraordinary accumulation of artistic talent in individuals and, in connection with this, its suppression in the general public is the result of the division of labor." This position does not mean denying individual characteristics, talent, talents of individuals; their development also depends on the conditions in which they are located.

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