



FORMATION OF CREATIVE IMAGINATION IN PRESCHOOL CHILDREN

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Article history:	Abstract:
Received: 25 th June 2023 Accepted: 24 th July 2023 Published: 28 th August 2023	At the center of any game and game activity is the opportunity for the child to reflect and repeat the activities and interactions of adults in a unique way. Accordingly, the game acquires social importance, it provides an opportunity for the child to learn valuable knowledge, practical skills, skills and habits created by mankind over the centuries, as a result, it brings him to the essence of interpersonal communication. It will be discussed about the formation of creative imagination in preschool children.
Keywords: preschool children, imagination, interpersonal communication, foreign experience, education, teachers, pedagogical activity, innovation	

Today, in our republic, fundamental improvement of the normative legal framework in the field of preschool education, integration of advanced foreign experiences, scientific developments and technologies into the activities of preschool education organizations, support of scientific, innovative and pedagogical activities in the field of early development of preschool children conceptual reforms aimed on the wide reforms to be carried out in the field of preschool education in the future. "First of all, from the moment a child is born, in the pre-school age, mental activity increases, moral-aesthetic and physical qualities are formed. Therefore, our strategic goal for the development of pre-school education in the coming years is this social educational path. is full of complaints; is to create the necessary conditions for inclusion". The involvement of children in the preschool education organization and inclusion in education is of particular importance for the future acquisition of school knowledge by preschool children, easy adaptation to school, prevention of problems that may arise in the child's personality, and elimination of difficulties. When talking about the influence of the game on the growth of movement in preschool children, it should be said first of all that the organization of the game itself creates the most favorable conditions for the growth and improvement of the movement of a child of this age. Secondly, the reason and feature of the influence of the game on the child's movement is that the subject learns the complex skills of movement not during the game, but directly through training. Thirdly, further improvement of the game creates the most favorable conditions for all processes. Therefore, game activity becomes an independent goal that ensures the child's activity from a means of behavior implementation. Because it (the game) rises to the level of the initial object of the

subject's (creature's) consciousness. A preschool child chooses a role with certain characteristics, while consciously striving to perform certain behavior characteristic of this or that character. Therefore, the game becomes the most necessary activity for this child, and the possibility of new forms of actions, improvement, and remembering them with awareness begins to become a clear reality. Mastering these movements will enable the child to consciously perform physical exercises. The child's conscious goal arising from the conditions of the games is expressed when performing actions, and the goal he sets for himself turns into the processes of remembering and recalling. Compared to laboratory conditions, the child has the opportunity to remember and recall more words in games, which helps to reveal the nature of voluntary memory more deeply. The analysis of the data collected in the experiment allows us to draw the following conclusions: a) the process of choosing a certain role by the child in the game and playing it requires memorizing a lot of information; b) therefore, the conscious goal of mastering the character's speech and repeating his behavior appears in the child more quickly and is easily realized. In older preschool children, the ability to self-manage their behavior is almost doubled both in play activities and in other situations. Sometimes they can even achieve a higher performance in certain situations, for example, during a competition than in a game. Based on the above considerations, in general, play and play activities are important for the formation of the child's behavior management skills. Creative and innovative approaches to projects. STEAM education consists of six stages: question (task), discussions, design, construction, testing and improvement. These steps are the basis of a systematic project approach. In turn,



cooperation or joint use of different opportunities is the basis of creativity. Thus, the use of science and technology in children at the same time can create new innovations. A healthy socio-spiritual environment, which is rationally organized, encourages children to search, show initiative and show creativity. In this case, educators must have a clear idea of how the child's development is going, and for this, it is necessary to monitor them on a continuous basis. The teacher delivers the educational material to the children in a suitable manner, taking into account the age characteristics of the children. The role of the pedagogical team of the preschool educational organization is that they set appropriate goals, taking into account the interests, abilities and needs of each child, support the natural interests of children, and teach them the skills of joint mastery of existence should be formed. This approach will help children solve life problems in the future. Considering the uniqueness of child development, it is necessary to first understand that all children go through certain stages of development, but each child is unique and unrepeatable. In order to provide children with exactly the same, similar things and types of activities, educators should have a complete idea of their specific, different development indicators. Also, experts emphasize that educators should pay attention to the differences in abilities and interests of different children of the same age. This refers to activities that respond to children's interests, that is, their level of intellectual, social and spiritual maturity. These types of activities are aimed at children's interest in nature, satisfaction with the experience and desire to test their ideas in the experiment. In the process of education in development centers, children themselves begin to voluntarily choose the appropriate development center. When children work in independent groups, individualization, the teacher comes up with such types of activities, in which everyone is given the same instruction, but each child is allowed to achieve success independently based on it. The level of individualization can be optimized. Choosing the type of activity that requires dexterity and resourcefulness, and carefully observing the children, the educator can change or adapt the tasks and materials if necessary. When thinking about the mental growth of the child, it should also be said that when calling things by a new name or based on the situation of a new name, the subject tries to act actively during the game. Because it moves from a plan of action based on material things to a plan of action that reflects the essence of imagined, contemplated bodies. A child must have a

point of reference in the transition from the material form of objects to their sudden imaginary appearance, although most of the things that serve as such points of reference are used as direct objects for play. In game activity, these objects serve not as a reflection of some signs, but for thinking about these basic things, and also the reference point reflects the aspect of the action related to the obvious thing. As mentioned above, the improvement of game actions with objects is carried out at the expense of reduction and generalization of the form of action, characteristic stage, etc. reduction and generalization of game actions form the basis of their transition to a logically coherent, compact form in the mental form. Taking into account the interests, talents, individual mental and physical characteristics, and cultural needs of preschool children, it is a comprehensive process aimed at the formation of spiritual standards, acquisition of life and social experience in the child. As a social activity, the game performs certain tasks in the society - among other means of education, it ensures the transfer of the accumulated social experience from one generation to the next, the development of the child's personality. The social nature of the game is that it can only occur in certain social conditions. can take Senior members of society create objective opportunities for the development of games while creating the necessary material conditions for children's living and growth. A healthy generation means a healthy country. Preschool education institutions are primarily responsible for raising a healthy generation. The environment surrounding children is changing. Simple, simple games were replaced by computer games. Mental and aesthetic development of the child is becoming a priority. Play is a need for the growing child's body.

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