

THE MAIN NEUROPEDAGOGIC POSSIBILITIES OF FORMATION AT CHILDREN OF SENIOR PRESCHOOL AGE OF CREATIVE ACTIVITY

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ABSTRACT

The article discusses scientific and theoretical approaches to the problem of studying the characteristics of the reproductive and creative activities of senior preschool children. The technique of studying the features of coherent speech in the process of familiarizing senior preschool children with the texts of fiction is presented.

Keywords: Text, creative activity, reproductive activity, verbal creativity, speech.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Priority direction of the State educational standard of preschool education is formation at children of the given age of preconditions to educational activity which consists in mastering by the child by oral speech, ability to express thoughts and desires, creatively to concern carried out tasks. The State curriculum «Илк қадам» ("First Step"), considering the basic competent approaches to development of children of preschool age became a management to concrete action. Realization of positions of this program provides using competent approach on five areas of development on the basis of the organization of teaching and educational activity for children. It is aimed at radical improvement of all structure of a preschool education in Uzbekistan. In these conditions it is necessary to reveal neuropsychological features of creative development of children of the senior preschool age. As at this age there is a non-uniformity of development of creative activity which creates, gives the basic decision of problem, and conducts the child to new ideas and opening. That is why development of creative activity is extremely important for today as this requirement has huge value for the child of preschool age. At this age children aspire, as much as possible to learn, understand integrity and a continuity of the world surrounding them. In development of creative activity the child overcomes a considerable quantity of stages directed by own "I" which are defining factors in development of mentality of the child, regulation of the behavior and perception. Besides, the modern preschool child grows and develops in a social society and in a new education system.

Considering an urgency of the given problem, many researchers have opened neuropsychological features of development of the child, new growth, person, concept of preschool age, age features of this period. The following researches worked on this: L.S.Vigotskiy, V.V.Davidov, J.V.Mikadze, Z.M.Glozman, A.V.Zaporojets, E.I.Ignatev, T.S.Komarova, N.P.Sakulina, I.V.Strahov, E.I.Flerina, R.I.Sunnatova, F.R.Kadirova, T.Chabrova, A.Akilova, etc. They have opened problems of development of creative abilities of the preschool child, allocating the approach period of planning of theoretical concepts in a science was which preconditions of formation.

Comprehension of that creativity is not reduced only to abilities and knowledge, have caused by life the new concept according to which creative abilities exist in parallel general and

special, and also have the localisation. These ideas have found the reflexion in theoretical works of known American scientist-psychologist J. Guilford. In his opinion, thinking "creativity" is connected with prevalence in it of four features:

1) originality, non-trivial, singularity of stated opinions, strongly pronounced aspiration to intellectual novelty;

2) semantic flexibility, that is ability to find out new use of subject to expand its functional application in practice;

3) figurative adaptive flexibility, that is ability to change perception of object so that to see the new aspects hidden from supervision;

4) semantic spontaneous flexibility, that is ability to make various ideas in an uncertain situation which has no reference points for these ideas [1, 448].

Analyzing essence of creative thinking, psychologists consider, that its main parameter is speed. The parameter of speed is very important as catches and fixes actually divergent ideas. The following on the importance in parameter is originality. If to start with base representations actually originality needs to be treated as the central parameter as production of new ideas (criterion of novelty) is a base sign of creative activity of the child. Presence of new (original) ideas is a necessary condition of divergent thinking.

Recently in preschool educational institutions steadfast attention gives to training of small children to reading, letter and mathematics. But, as a rule, train there, using technologies of school training. Sitting at the school desks, letter in the sample of words, homework. Frequently are not considered neuropedagogical possibilities and psycho-physiological features of the given age. They are the following: game, as a leading kind of activity, is mainly evident-shaped thinking, instability of the mental processes, raised emotionality, involuntariness of attention as children remember only that information which causes direct interest, and also insufficient formation of abutting-impellent device. For this reason in formation of brain at children (till 7-9 age) the contribution of the right hemisphere to maintenance neuro-pedagogical possibilities exceeds the contribution of the left hemisphere, and informative activity of children is elderly till 7 years has direct, complete and figurative character.

Thus, modern life demands such pedagogical technologies which should provide, on the one hand, to children of 4-7 ages qualitative profound knowledge, creating intellectual base for the subsequent training, and, on the other hand, to be guided by physical, mental, spiritual health of the child and to consider neuropedagogical possibilities of the given age. They are following:

1) dialogue wide range, including with creative adults; 2) adult environment acting as the sample for imitation; 3) democratic style of mutual relations between parents and children; 4) permission to the child of emotional self-expression; 5) active, active position of adults; 6) earlier familiarizing of the child with independent work; 7) familiarizing with creativity through visiting of various circles; 8) familiarizing with pleasure of knowledge through own experience, travel; 9) positive relation to research activity of the child; 10) development of creative thinking.

As show scientific researches and experience of teachers-experts, creative activity of children of the senior preschool age is shown at them, basically, from 4-5 ages, but it at all does not mean, that till this moment it is not necessary to develop. On the contrary, the sooner child will learn to observe, explain unusual, to be surprised with surrounding phenomena, to experiment with subjects, the better he/she will mainly be prepared for development.

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