

## CONTENT AND STRUCTURAL COMPONENTS OF A MODEL FOR THE FORMATION OF CREATIVITY IN PRESCHOOL CHILDREN

Ashurova Tulganoy  
Karshi State University

### ABSTRACT

This article discusses a model for the formation of creativity in preschool children in the process of familiarizing themselves with the subject world, consisting of interconnected components called blocks: informational, actionable-thinking, and transformation block. The emotional component acts as the base of the model. The basis for the functioning of each block is the allocation and implementation of a certain range of tasks, taking into account strict compliance with the target setting of this block. The content of the considered blocks and their interconnections function in the pedagogical process with the help of organizational forms, methods and techniques. This allows you to select the type of organizational and methodological relations subordinate to the model blocks. Methods and techniques have been developed for the organizational and methodological connection of the blocks, as well as situations as didactic objects of the model.

**Keywords:** Content, structure, components, model, formations, creativity, preschoolers.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The formation model of creativity in preschool children by means of the objective world was developed taking into account the general provisions of the model, the psychophysiological and age characteristics of children, the specifics of understanding creativity as an integral quality and the role of the objective world in its formation.

This model consists of interconnected components, which are called blocks: informational, effective-mental and transformation block. The emotional component acts as the basis (basis) of the model for the formation of creativity in preschool children.

The emotional component is not only included in the structure of each block (informational, actionable-mental blocks and transformation blocks) of the creativity formation model, but it is also a condition for their construction. The emotional component cannot be considered autonomously, isolated from the blocks of the model, especially when it comes to creativity in early ontogenesis.

Emotional component is the leading sign when focusing on an adult, when imitating it. Imitation arises as a result of a special affective relationship between a child and an adult. In the absence of emotional contact with an adult, trust in him does not arise; the child will not have a focus on his experience.

The pedagogical possibilities of this component are obvious: it is he who provides emotional well-being expressed in satisfying the need for activity, communication, information, as well as in relationships with the outside world, in internal security, in choosing various forms of activity and independence of the child.

Orienting, correcting, regulating, activating the functions of the emotional component dominate in each allocated block of the model, determining the success of their implementation. The information block, the purpose of which is to form primary knowledge and ideas about the subject world, which is the basis for various types of activities (including activities of a creative nature). Only the accumulation of experience in the process of targeted learning makes it possible to ensure a high level of development of inherent creative abilities.

The path to creativity lies through knowledge, the acquisition of which requires a thorough and thorough familiarization with the surrounding reality. Psychologists and educators associate the development of creativity among preschoolers with the richness and diversity of their experience, because it provides material from which “the construction of fantasy” is created [1, p. 10]. The richer the person’s experience, the more material his imagination has.

An important question is the content of information for preschoolers, which serves as the basis for their creative manifestations (in the activities of a creative character). The surrounding reality is presented to the child in all its diversity: nature, man, man-made world, etc. Communicating children with everything that society lives is a task that mankind has been solving since the time when it became necessary to transfer experience to the next generation.

Preschool children are able to master the initial forms of concepts such as space and time, movement and peace, change and development, living and nonliving, structure, purpose, material of objects, as well as knowledge about themselves and other people[2].

However, not everything that surrounds a child is tantamount to upbringing and education. Therefore, it is important to choose the right objects that children should be told about and through familiarization with them one can form the ability to see the diversity of the world in a system of interconnections, interdependencies, which encourages children to be creative.

These requirements correspond to such an object as the objective world, which has huge potential for the development of the child.

The basis of creative activity is a special structure of knowledge, which ensures the interaction of newly formed knowledge with the knowledge already available to the child. This leads to a significant, sequentially complicated restructuring of both those and other knowledge, as well as to the acquisition of new ones.

Mastering by children of a knowledge system that reflects one or another object of the objective world in different, often contradictory aspects, provides flexibility, dynamism of children's thinking, the possibility of obtaining new knowledge and methods of action, and also forms a vision of the world in its integrity and variability.

Based on this, it is necessary to distinguish the following sections of information about the objective world: the subject as such, the subject as a result of adult activity, and the subject as a product of creative thought. Themes of sections: diversity of the objective world; the person - the creator and the transformer of the objective world is organically interconnected and creates an integrated vision of the subject environment. The emotional richness of the content of knowledge about the subject world forms an emotionally-evaluative attitude to reality.

Effectively-mental block. Highlighting the signs and content of activities of a creative nature, scientists (L.A. Wenger, V.V. Davydov, A.I. Savenkov, P. Bottrill, S.S.Chapman, S.W.Russ,

etc.) actually characterize mental operations, without which it is impossible. Mental operations are an independent analysis of the situation; transfer of knowledge and skills to a new situation; vision of a new function of an object; independent combination and transformation of known methods of activity into a new method; view of the structure of the object; vision of possible solutions to the problem; versatile vision of the subject, etc. This provision gives the right to highlight the effective-thinking block in the process of creating creativity.

The purpose of this block is to ensure that children appropriate the means and methods of mental actions, without which creative activities are difficult (planning and organizing activities, perceiving information, evaluating and understanding the results of their actions, etc.) . The content of the block is aimed at teaching children methods of analysis, isolating communication and relationships, methods of planning and organizing transformative activities.

In the effective-mental block, it is necessary to include external material and mental actions that cause certain transformations. Depending on their orientation, they can be divided into groups: 1) actions for obtaining a cognitive effect (trying, generalizing, researching); 2) actions to achieve a certain practical effect; 3) actions to get a creative effect.

The nature of the actions in question plays a significant role. Actions of an investigative nature make it possible to obtain a product of knowledge (external knowledge), and actions of an experimental nature - to reveal hidden connections of objects of reality, to make "obscure" knowledge understandable and conscious (internal knowledge). When perceiving information, understanding properties and relationships, one can restrict oneself to actions of a survey character, while comprehending the structure of objects, modeling actions are necessary. The modeling nature of actions is provided by the use of models.

Actions of a modeling nature are widely used in understanding the properties and structure of objects, but as soon as it comes to the sequence of operations with them, algorithmic actions are important. The algorithmic nature of actions is provided by the use of algorithms. The algorithm (Latin transliteration of the name of the Central Asian mathematician al-Kharizmi) is a system of operations (directions, calculations) applied according to strictly defined rules, which leads to the solution of the problem.

Modern researchers indicate that algorithms are presented in different forms: as verbal instructions, as a block diagram or program. For preschool children, given the visual-figurative nature of thinking, algorithms are used that are presented in a visual form, accessible due to the contents of the symbols.

Of the types of algorithms that are distinguished, all are used in preschool educational institutions, but a simple linear algorithm that precisely prescribes the course of action prevails in terms of accessibility. It is very important that for children of preschool age it is possible to use complex conditional types of algorithms that prepare for the mastery of information culture and computer literacy. Their introduction should be gradual and be determined by the complexity of the game.

The main task of applying the algorithms is to master the children  $\rightarrow$  dependence between the action and the achievement of the result. In the framework of our research, it is necessary to pay attention to the fact that the choice and use of algorithmic actions were not random.

Firstly, actions of an algorithmic nature help a more complete perception of an object in its movement and development, understanding of connections and relations in the systems “person - object”, “child - object”, and on this basis, the emergence of a desire to change objects in transformative activity.

Secondly, actions of an algorithmic nature possess the properties necessary for mastering the objective world. They are suitable for solving a number of similar problems, they can be used in mass practice. Algorithmic actions differ in certainty, i.e. represent a strict sequence of steps; performance i.e. envisage the mandatory receipt of the result in a finite number of steps.

Thus, each of these actions, determining the nature and content of activity, enriches the system of the most essential cognitive, emotional, behavioral formations of children and affects their motivational-personal sphere. All actions act in the developed model as factors that regulate the activities of a creative nature and direct it to a specific product: knowledge, thoughts, conclusions, transformations.

## REFERENCES

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