



PSYCHOLOGICAL ASPECTS OF FORMATION CREATIVE IMAGINATION IN PRESCHOOLERS

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RESUME

The problem of developing the creative imagination of children is relevant because this mental process is an integral component of any form of creative activity of a child, his behavior in general. In recent years, in the pages of psychological and pedagogical literature, the question of the role of creative imagination in the mental development of a child, of determining the essence of the mechanisms of creative imagination, has been increasingly raised. This article reveals the sequence of the formation of creative imagination in preschool age.

KEYWORDS: *creative imagination, preschool age, originality, semantic flexibility, figurative adaptive flexibility, spontaneous flexibility.*

The preschool period is one of the most intense periods of human development. At this age, cognitive processes are actively developing, which are the most important component of the child's mental development. They also serve as the basis for the formation of his mental abilities.

One of the neoplasms of preschool age is the creative imagination.

Creative imagination is a person's ability to build new images by processing mental components that were acquired in past experience. According to N.R.Vetruk, imagination is the mental process of creating an image of an object or situation by restructuring existing ideas. Imagination is part of the consciousness of a person, it is one of the cognitive processes that can be characterized by a high degree of clarity and concreteness [1].

Researchers (*J.P.Guilford, E.P. Torrance*) highlight the main characteristics of creativity, namely:

1) Originality - the ability to solve problems in a new, non-standard way, in preschool age manifests itself in various activities of children and in their games;

2) Semantic flexibility - verbal flexibility of thinking manifests itself in children as an increased sensitivity to speech, as speech creativity - the formation of new words, rhymes or something;

3) Figurative adaptive flexibility as a typical form of manifestation of creativity in older preschool age - the child's ability to highlight the functions of an object in such a way as to see new possibilities in

it. Children's thinking is predominantly imaginative, the child sensually perceives the world around him, often transforms objects into new images, notices in objects that which adults do not see;

4) Spontaneous flexibility - the ability to find various ideas in a somewhat limited situation [2].

Creative imagination depends on many factors: age, mental development and developmental characteristics (the presence of any violation of psychophysical development), individual personality traits (stability, awareness and orientation of motives; evaluative image structures, communication characteristics; degree of self-realization and evaluation of one's own activity; traits character and temperament), and, which is very important, from the elaboration of the process of teaching and upbringing [3].

A child's imagination begins to develop quite early, it is weaker than that of an adult, but it takes up more place in his life. What are the stages in the development of imagination in preschool children? By the age of three in children, imagination exists within other mental processes, in which its foundation is laid.

At the age of three, the formation of verbal forms of imagination takes place. Here imagination becomes an independent process.

At 4 - 5 years old, the child begins to plan, draw up in his mind a plan for future actions.



At 6-7 years of age, the imagination is active. The reproduced images appear in various situations, characterized by content and specificity. Elements of creativity appear. Psychologists believe that the development of imagination requires the presence of certain conditions: emotional communication with adults; subject manipulative activity; the need for different types of activities.

Already in preschool age, the child's creative orientation is manifested as a property of the human psyche itself. The kid makes really creative discoveries almost at every step, since for the first time he studies the world around him, learns the surrounding objects, people. And in some types of creative activity, preschoolers can carry out not just "micro-discoveries of a subjective scale" (A. Molyako), but reach a sufficiently high level, almost professional, because some children's poems, drawings are recognized by experts as being quite "adults" [4].

In the process of creating images, children show initiative, their own aesthetic attitude, search interest, strive to draw attention to the results of their creativity. This, one might say, is creativity for oneself. Therefore, the child himself changes, he operates with new means of activity, knowledge and skills. In the activity, a global reproduction of his creative abilities is carried out within the framework of society. Scientists pay tribute to the child's own activity, "spontaneity", "self-movement" (G.S.Kostyuk), thanks to which a person from childhood creates his own psychological destiny.

According to V.T.Kudryavtsev, "creativity for oneself" becomes an indisputable condition for "creativity for others". And besides, realizing his plans, the child discovers new things about himself. She manifests her understanding of the environment, her attitude towards him, which helps to understand her essence, features of perception, ideas, interests, abilities [5].

The prerequisite for creativity, creative abilities of children of senior preschool age is creativity (E.Torrens), as a potential ability for versatile thinking, feelings and actions. Creativity is perceived as a synonym for creative activity, which is an individual trajectory of the child's mental development, its integral quality, which manifests itself in its: orientation, which is characterized by the dominance of curiosity, the desire for knowledge; the ability to overcome stereotypes of character, as a system of her relationships and behavior. Creativity can be considered as the basis for the productive development of a child, as a potential that ensures his growth, inherent to one degree or another in every child. And as a result - her creativity - the level of mastering social experience, characterized by an independent choice of the direction of the

preschooler's activity, the ability to create a new product [6].

The beginning of the development of children's imagination is associated with the end of early childhood, when the child first demonstrates the ability to replace some objects with others and use some objects in the role of others (symbolic function). The imagination is further developed in games, where symbolic substitutions are made quite often and with the help of a variety of means and examples.

The development of children's imagination in preschool age is judged not only by the ideas and roles that children take on in games, but also on the basis of an analysis of the material products of their creativity, in particular crafts and drawings .

In the first half of preschool childhood, the child's reproductive imagination predominates, mechanically reproducing the impressions received in the form of images. These can be the impressions received by the child as a result of direct perception of reality, listening to stories, fairy tales, watching videos and films. In this type of imagination, there is still little exact similarity with reality and there is no proactive, creative attitude to the figuratively reproduced material. The very images-imaginings of this type restore reality not on an intellectual, but mainly on an emotional basis. The images usually reproduce what made an emotional impression on the child, caused him to have quite certain emotional reactions, and turned out to be especially interesting. In general, the imagination of preschoolers is still rather weak.

A small child, for example a three-year-old, is not yet able to completely reconstruct a picture from memory, creatively transform it, dismember and further use separate parts of what is perceived as fragments from which something new can be put together. Younger preschool children are characterized by the inability to see and imagine things from a point of view different from their own, from a different point of view. If you ask a six-year-old child to place objects on one part of the plane in the same way as they are on the other part of it, turned to the first at an angle of 90 degrees, then this usually causes great difficulties for children of this age. It is difficult for them to mentally transform not only spatial, but also simple planar images. In the senior preschool age, when volition in memorization appears, imagination from reproductive, mechanically reproducing reality, turns into creatively transforming it. It connects with thinking, is included in the process of planning actions. As a result, children's activities acquire a conscious, purposeful character. The main type of activity where the creative imagination of children is manifested, all cognitive processes are improved, and role-playing games become plot.



Imagination plays a greater role in the life of a child than in the life of an adult. It manifests itself much more often and allows a much easier "departure" from reality. And most importantly, children believe in what they come up with. The imaginary and real worlds are not separated by such a clear border as in adults. The experiences that are caused by imaginary events are completely real for them and much stronger than for adults. Children 3-5 years old can mourn the fate of a gray goat and a bun, threaten an evil wizard and try to beat him during a performance, come up with ways of escape from a cunning fox, etc. What happens in an imaginary space (in a fairy tale, in words, on a stage), evokes the strongest emotions in them, an imaginary character can become a real threat or salvation for them. It is known that adults, for educational reasons, introduce into the life and consciousness of a child different invented characters: Babu Yaga or the Gorynych snake, who take naughty children, or good fairies who bring wonderful gifts and perform different magic. These characters become alive and completely real for the child. Children are seriously beginning to be afraid of the fictional Baba Yaga and are waiting for a good fairy. Cruel jokes of older children on the street: "Baba Yaga is flying!" - cause tears and stampede of the preschooler. Even at home, in an intimate and safe environment, fear of imaginary events can arise. Numerous childhood fears, which are often found at this age, are explained precisely by the strength and liveliness of the child's imagination.

It must be remembered that the imagination of a preschooler develops in activity: in play, in drawing, in classes in the native language. Therefore, the organization of these types of activities, pedagogical guidance of them are crucial for the development of imagination.

The artistic education of children plays an important role in the development of imagination. Listening to fairy tales and art stories, attending performances, examining works of painting and sculpture available to him, the child learns to imagine the events depicted, his imagination develops.

The development of imagination is not the result of direct learning [7]. It is due to the growing transformative activity of the child and the mechanisms of self-development of the imagination: the opposite direction of variation and modeling of elements of experience, schematization and detailing of images.

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