



FORMATION OF FLEXIBILITY OF THINKING IN PRESCHOOLERS

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ABSTRACT

This article deals with the formation of thinking flexibility in preschoolers. The article reveals the complex features of working with preschoolers. Various methods have been proposed and analyzed for the formation of thinking skills.

KEY WORDS: *Preschool, method, pedagogy, flexibility, thinking*

DISCUSSION

Foreign psychologists, researching productive and creative thinking, highlight flexibility as one of its factors, and as the main criterion for the flexibility of thinking they put forward such an indicator as the expedient variation of methods of action. D. Guilford describes flexibility as the ability to rethink the functions of an object, to use it in a new capacity. In a typical flexibility test, the subject is asked to list all the possible uses for a regular brick. At the same time, if the subject says that "with the help of a brick you can: hold the door, make a load for paper, nail in a nail, make red powder," he gets a high score for the flexibility of thinking. The results of foreign studies indicate that the flexibility of thinking is a psychological phenomenon that, manifesting itself in a problem situation, forces the subject to identify previously not analyzed features of the object and, rethinking them, to solve the problem.

In Russian psychology, the concept of flexibility of thinking, introduced by N.A. Menchinskaya. She believes that the flexibility of thinking is manifested in the expedient variation of methods of action, in the ease of restructuring already

existing knowledge and the transition from one action to another.

Our understanding of the flexibility of thinking is associated with a change in the interpretation of the properties of an object, with a qualitative transformation of the object in the situation of solving a mental problem. The basis of the flexibility of thinking, in our opinion, is the mechanism of mediation. In Russian psychology, the development of mediation is viewed as the formation of the sign function of consciousness. If in the works of L.S. Vygotsky considered the word (sign) as a universal means, then later not only conceptual, but also figurative means were studied. Mastering them at preschool age enables the child to solve mental problems that require reflection of rather complex hidden connections and relationships between objects.

In our previous works, the figurative means of flexible thinking of preschoolers were studied - complex representations. We referred to them such images of objects in which they are reflected in the totality of their properties. Within the framework of one such representation, the subject can move from



the analysis of some properties of the object to its other properties, showing flexibility of thinking. In a complex view, various properties of an object are not ignored even when the situation sets a certain context for the interpretation of the object, highlighting some properties and shading others. Thus, complex representations make it possible to see the feature not by itself, but in the system of properties and connections of the object and, if necessary, to reorient the features, their generalization on a different basis.

In the works of N.E. Veraksky designates an approach to understanding the flexibility of children's thinking as a psychological phenomenon, with the help of which the subject can reflect various properties of the object, including contradictory ones. The mechanism of dialectical thinking of preschoolers is characterized by the unity of dialectical thinking actions and means. The system of dialectical actions forms the basis for operating with the opposite relationship. The author highlights:- the action of dialectical transformation, the purpose of which is to consider an object as opposite to itself;- the action of dialectical mediation, aimed at finding such wholes, which are characterized by the presence of predefined opposites;- the action of a dialectical association, aimed at establishing contradictory relations in the analyzed integrity, at confirming the legitimacy of both mutually exclusive relations when characterizing an object;- the action of dialectical conversion, which allows you to move from the original relationship between objects to the opposite;- the action of changing the alternative, allowing to go beyond the context of a given situation, to consider an object or phenomenon from a new, often contradictory angle of view.

The main function of the means of dialectical thinking is to reflect the relationship of the opposite. Their capacity can be those images and concepts with the help of which the subject can convey the opposite relationship. In the research of N.E. Veraksky found that the mechanism of dialectical thinking begins to take shape already in preschool age.

In the study by V.T. Kudryavtsev and V.B. Sinelnikova, it is shown that when solving a problem where it is required to reveal the potential properties of a familiar thing in new conditions without deforming the integrity of this thing, preschoolers can grasp the principle of structuring a contradiction as a problematic whole. Children associate with this contradiction the source of the integral development of the situation. This development takes place in the form of a figurative resolution of this contradiction. As a result, the original integrity is not destroyed, but is transformed into the integrity of a higher order. Thus, preschoolers are able to create and use figurative means of thinking that reflect the presence of opposite properties in the object: while remaining

itself, the inkwell must at the same time show its "self" in a new way - to splash the ink in order to drive out the robber - to be at the same time an inkwell, and a watchman.

Therefore, it can be assumed that flexible thinking at a certain level of development operates with opposites. This is also supported by the fact that in the psychological literature, flexibility is considered as a property of productive, creative thinking, the basis of which is the productive transformation of problem situations. Psychologists see the creative potential of the preschooler in the child's ability to flexibly combine ideal and real, conditional and actual plans for a situation. Research shows that preschoolers have a thinking mechanism that allows them to describe the development and transformation of an object when solving a problem using opposing relationships. Thus, the productive transformation of objects consists in their dialectical transformation, which is carried out with the help of dialectical actions with those means that reflect the relationship of opposition. Flexibility of thinking, including the operation of opposite properties and relationships of objects, we defined as dialectical flexibility.

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