



## STUDYING THE PSYCHOLOGICAL ASPECTS OF THE FORMATION OF CREATIVE IMAGINATION IN CHILDREN

Yarmatova Sevara Tolibovna

Doctoral Student At Tspu Named After Nizami, Uzbekistan

### ABSTRACT

This article describes the important conditions and criteria for the development of children's creativity, imagination mechanisms, fantasy. Also, the research methods aimed at identifying the psychological factors that help to form and further develop everything have been analyzed.

**KEYWORDS:** Creativity, fantasy, experience, external factors, concept, hypermobility, manual work, memory, attention, additional method, research.

### INTRODUCTION

In the field of education, great attention is paid to the formation of creative imagination in the education of people who are able to go beyond the given standards in each direction, find new solutions to non-standard situations. It has been proven in studies that creativity in a person should be paid attention to from the first day of a child's education, due to the fact that creativity is not formed by itself.

It was determined that the age at the stage of development of creative imagination corresponds to the pre-school period. L.S. Vygotsky, who identified the psychological aspects of development, explained that preschool age corresponds to this period.

From the research of another scientist, Panamarev started his research from his student days and developed the concept of (Four Points) based on various auxiliary materials. According to the scientist, the basis of creativity is the intuitiveness of a person or the increase of the result of each action. According to him, when intuitively studying the imagination, it shows 2 different aspects. The first is to set the correct directions for each set goal, and the second is to move in relation to them, that is, to choose the necessary methods, and it is determined in management. In the special modernized concept of personality formation, it also refers to the conditions that should be created in the formation of creativity. The authors of the concept explain that the formation of a child is initially shaped by universal human qualities (beauty, goodness, humanity, kindness). As a result, the child develops personal qualities such as independence, free expression, ability to cope with difficulties, and the ability to establish relationships with others. A well-developed creative imagination of a person is a unique phenomenon that can affect his inner state. It is the development of creative imagination that children hear from their parents, i.e. fairy tales, stories, analysis of situations, (seeing how parents get out of different situations) learning new ways to create pictures, future personality helps to get out of difficulties more easily. (A.V. Petrovsky)

One of the questions that interest child psychologists and pedagogues is how important it is for a child to develop his creative side. We can determine the level of creative development of a child with various tests, games, exercises, art therapy, fairy tale therapy, etc. However, it should

also be noted that a child's worldview has less information than that of an adult. Because children have less life experience than adults, and they find solutions to situations based on their own knowledge, skills, and abilities.

L.S. Vygotsky, who focused most of his research on the study of creativity, says so. Creative activity - whether a person uses it in his practice or not, or whether it is a habit of thinking in a new way, all this lives with him in the inner world of a person and is applied to life. We will highlight one of them, which has been researched on various factors of the formation of creativity in a person.

In many families in the society, not enough attention is always paid to the creative development of the child. Perhaps this is due to the fact that there are not many areas that require creativity in our society. But do the surrounding influence the child to find and bring out his inner aspects in his life... Or do these factors do not affect the creative potential at all..

In order to find out, children from orphanages were asked to participate in the research. In such circumstances, children are not in the arms of their families.

Children of group 1: control group, children of families with parents;

Children of the 2nd group: an experimental group, children of the orphanage.

The results of the given and completed results were announced. According to the results of the first test of children of the orphanage, it was lower than the first group. According to the interpretation test, the children of the 1st group scored an average of 12 points, while the children of the 2nd group of the orphanage scored 6-7 points.

During the study, children of the orphanage:

1. When children of this group are given a task, if they are not given an example that clearly shows it, they will have a hard time completing this task.
2. Children of the orphanage of group 1, compared to control group 2, the tendency to transfer the task from other children was more determined.
3. Children of the orphanage took a lot of time to start the task.
4. Most of the foster children of the orphanage did not finish the work they started and did not complete the tasks more often.
5. The results clearly showed that artistic and creative skills are not suitable for 8-9-10-year-olds: simplicity of ideas, carelessness, failure to complete work, underdevelopment in pictures were found.

It shows that children who live with their families are higher in 4 indicators.

In the conducted research, the task of analyzing the creativity of children's manual work was also set. The analysis revealed that children of orphanages are not interested in artistic and creative development, and no one is interested in them in educational institutions either. In general, it was shown that the level of creative development of the children of the orphanage was lower, and it was explained to them to carry out pedagogical work with educators in the form of recommendations.

However, despite the fact that the indicators of the children living with their parents are higher than those of the children of the orphanage, it has been shown that they have difficulties in overcoming difficulties in educational and life situations.

It was observed that the children's attention was scattered in classes, hyperactivity, not finishing tasks to the end, inability to think freely, fear of trying a new direction. It was observed that in many cases, the parents have less time to spend with the child, the child is often given

various gadgets, and it is observed that they act more on their standards. That is, children are learning to move with their thoughts, to receive from the phone or from their friends there, without directly analyzing the development that adults at home could not get.

Therefore, it is important to deal with creative processes and situations with children in many cases, to give them the opportunity to express their opinions freely, to allow the child to go to the circle he wants, not the parents, to work on his various fears. is effective.

In addition, children in pre-school educational institutions are initially engaged in: art therapy, sand therapy, manka therapy, fairy tale therapy, exercises that form logical thinking, memory exercises and the results obtained from them, exercises that develop creative imagination. 'tish is recommended.

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