

REGARDING THE FORMATION OF DIVERGENT THINKING OF CHILDREN OF PRESCHOOL AGE THROUGH PLAY

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Abstract: This article discusses the formation of divergent thinking of preschoolers through play.

Key words: Divergent thinking, meditation, improvisation, stereotypical thinking, creative thinking.

Divergent thinking!

This is an important mindset for today's generation. To live in today's global world, it is necessary to develop divergent thinking in children. Developing children's creativity may seem like a daunting task, but at the heart of it lies a simple skill. This is called divergent thinking.

Divergent thinking is a form of creative thinking that uses a non-standard approach to problem solving. Instead of being satisfied with an existing answer or a complete lack of an answer, ask yourself, "What if you tried this?" - to ask a question and look for another new type of answer to find the answer to this question.

Divergent thinking means being creative. There are four types of divergent thinking: 1. fluency - the ability to develop a large number of ideas, 2. flexibility - the ability to develop many categories of ideas, 3. originality - unusual or unique the ability to develop ideas; and 4. development - the ability to adapt abstract ideas to real solutions. Divergent thinking patterns identify creative children because it is a creative process that involves differentiating between different potential outcomes and the best solution.

The main part.

Divergent thinking is a thought process used to generate creative ideas by exploring multiple possibilities.

We can cite the following examples of divergent thinking:

□ Give the child a set of cubes and ask him how many different shapes he can make and encourage him to do so. Many people think that only squares can be made from cubes, but in fact, circles can also be made from cubes.

□ Show the picture to the child and ask him to name it. A child who has not developed divergent thinking can say "stick" when he sees a picture of a stick. With advanced thinking, it can also be called a golf club or a golf club for the elderly. Of course, children with developed divergent thinking will become problem solvers in the future. They are open-minded, that is, they are not stuck in a stereotypical way of thinking. As a result, creativity, critical thinking, and tolerance are strong in such children.

Divergent thinking is a thought process or method used to explore multiple possible solutions and generate creative ideas using both left and right brain thinking. This usually happens in a spontaneous, free-flowing, "non-linear" way, so many ideas are generated in an emergent



cognitive style. In a short amount of time, many possible solutions are explored and unexpected connections are drawn. After divergent thinking, ideas and information are organized and structured using convergent thinking, which follows a specific set of logical steps to arrive at a single solution, which in some cases is the "correct" solution.

A lot of research has been done on divergent thinking. A 2012 study by a Cornell University research team found that divergent thinking improves language skills and performance. In the same year, psychologists from the Netherlands discovered that divergent thinking leads to positive changes in mood. Scientists have also found a positive correlation between divergent thinking and entrepreneurial potential.

Divergent thinking is important in the creative thinking process because it generates a wide range of original ideas that form the basis of creative thinking. It also plays an active role in this process because it involves fluency, flexibility, originality and development. By giving children a test, you can learn about their divergent thinking. Children who score high on tests of divergent thinking are more likely to come up with original ideas. They are better at solving problems creatively by finding original solutions to achieve goals, and they tend to be higher-level, evaluative thinkers.

Research has shown that individual differences in divergent thinking are an important factor in determining a person's ability to solve problems creatively, regardless of intelligence and experience.

Children's diversity of thinking is wonderful. Their open minds are full of possibilities and unusual, original and permanently original thinking. Preschool children have good thinking skills and score very high on various thinking tests. However, without adequate stimulation, cell shedding—a natural process that occurs in the brain during early childhood and adulthood in which the brain eliminates extra, unused synapses—can limit a child's ability to learn more over time.

How to help children develop divergent thinking? Most children are born creative!

Children are highly involved in creative thinking. In their early years, pretend play is the main type of play they do. 98% of kindergartners engage in "genius" levels of divergent thinking. However, by the time they are 8-10 years old, this number drops to about 50%.

What is an example of divergent thinking in preschool?

How many ways can we move our body? What animals or imaginary creatures can we act like today? "How many different ways can you cross the play structure or the monkey bars?" (Young children may repeat the same actions, but the very act of asking questions encourages divergent thinking.)

Here are some things we can do to support and encourage children to think differently:

- Ask open questions.

In a school environment, students are often instructed to find one correct answer to a problem. This is called a closed problem. Closed problems do not allow for different opinions. On the other hand, open problems can be solved in different ways. They combine previously learned knowledge and develop creative solutions

promotes thinking from different points of view that allows for exit.

- Encouraging social play.

As if in play, children act out fantasies or fictitious scenarios. They weave and perform the development of unreal events. This can be done individually or in groups. Pretend play in early childhood is associated with creativity and divergent thinking, but only in social settings where



play occurs in groups. Thus, encourage children to play in a group environment to develop divergent thinking.

- Meditation.

Another way to develop different thinking related to one's emotional state is the practice of meditation. Commonly used in Buddhist meditation practices, meditation has been found to improve one's mood and thereby enhance divergent thinking.

- Practicing improvisation.

Improvisation (improv) - the act of spontaneously creating ideas on the spot, without the benefit of prior planning or improvisation. Improvisation was found to be strongly associated with different opinions. Children can practice improvisation in many ways. Improvisation options for children include spoken word games that require you to invent new words on your own, improvisational theater, improvisational dance classes, and unscripted art projects.

- Good sleep.

A well-rested body and mind are essential for developing flexible strategies and generating original ideas. Scientists have found that sleep deprivation negatively affects divergent thinking tasks.

Summary.

Divergent thinking is useful not only for artistic or scientific activities, but also for everyday life. It helps children to deal with ambiguity, uncertainty and complexity, and to find solutions that are not obvious or conventional. It also increases their curiosity, imagination and self-expression, preparing them for future challenges and opportunities. In order to develop children's diverse thinking, we need to strengthen their creative thinking skills. Children can think better than we think. We need to create an open environment where they can freely express their opinions. We need to listen to their thoughts expressed through their imaginations and accept their thoughts well. Their creative thinking skills should be trained, celebrated and rewarded, and the number of ideas generated should be monitored. In this way, we help them to become self-confident, resilient and flexible individuals.

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