

PECULIARITIES OF DEVELOPMENT OF DIVERGENT THINKING OF PRESCHOOL CHILDREN

Shokirjonova Fotimakhon Murodjon kizi.

Student of Fergana State University

fotimaxon0303@gmail.com

Abstract: This article focuses on issues related to preschoolers, including play, school transitions, and early literacy.

Key words: Divergent thinking, association, brainstorming, open thinking, initiative.

Introduction. Preschool children have the ability to think very clearly and literally. They do not think figuratively like older children or adults. They don't even have the ability to think yet. At this age, children love to learn and touch, feel, smell, taste, watch and wonder about everything around them.

Thinking begins to develop very quickly during the child's preschool age. This is due to the increase in children's life experience, the relative growth of speech, and the fact that their children have the opportunity to do a lot of free and independent actions. During their independent actions, children create and improve thinking processes such as direct comparison with various things around them, analysis and, finally, generalization.

Divergent thinking patterns identify creative children because it is a creative process that involves distinguishing between different potential outcomes and the best solution. Brainstorming, imagination, open-mindedness, open-ended questions are key words of divergent thinking. Divergent thinking allows us to generate the most ideas in a given situation. In the most free and open way possible, we allow the mind to move in different directions and discover or invent new ideas.

The main part. Preschoolers do this naturally, but by the time they reach fourth grade, creativity scores show a sharp decline. And so the problem arises: How do we tap into children's natural creative thinking skills at a young age so that they can develop and strengthen into strong independent thinkers in their middle school years and beyond.

The solution is both simple and complex.

Simple, as with strengthening any muscle—physical or mental—the answer is practice, repetition, consistency, and ultimately habit formation. In this case, the habit of creative thinking. Where it gets more complicated is how we do it. One such way is to deliberately practice creative thinking skills.

Ways to strengthen creative thinking skills:

Let's start with a simple first step you can take to celebrate the creative thinking in our lives today through a divergent thinking exercise! The key to creating an environment for this type of creative thinking is to follow these guidelines:

1) All ideas are welcome

Creating an open environment where children can freely express their thoughts.

2) There are no wrong answers

What comes to mind goes!



3) Not evaluating answers (good or bad)

It goes in both directions - positive or negative. In order to create a non-judgmental environment, we should not belittle or praise the ideas presented. This applies to the ideas of others and to our own ideas. To be honest, I often find it hard not to smile during the time new ideas are shared, and it's great to celebrate thinking - it's best to refrain from passing judgment on any idea.

4) There is no correct answer

The whole idea is to break away from the kind of rigid thinking that makes us think we're aiming for one "right" way to do a task. Instead, we promote possibility thinking!

5) Build on other ideas

We are sometimes afraid to give a similar answer to another, but it is encouraged! Build on other ideas. Allow your mind to make associations, improve or change what is said.

6) Wild and crazy ideas are encouraged

All this is to relax and encourage our minds to find new and different solutions to problems.

From all this, customize the experience:

If you have a group of kids, gather in a tight circle, hold something up, and say, "What's that?" start asking. The answer may seem obvious: "It's a notebook!"

- Yes, this is a notebook. But what else could happen? Let's think about what else it could be!

Explain that this is a silent activity. The person holding the object has the opportunity to show (demonstration) and share (with words if necessary) their idea of what the object could be. Give the children a moment to think about this and then show them one way to use the notebook (ie write, draw, read, etc.). Remember to remind the group that there are no wrong answers. Encourage children to look at the object in different ways. Sharing what comes to mind. Building on the ideas of others!

Young children stand out very easily. The key here is to celebrate new thinking and create an environment that welcomes new ideas. Depending on the size of the group, consider going around the circle several times. More often than not, original and original ideas come later in the idea generation process.

We answer the questions, what factors can encourage divergent thinking and why. One of the best ways to encourage divergent thinking is to ask questions. When you ask your students questions, they wonder how things work or why certain situations happen. They are willing to think differently and develop new ideas for problems.

Preschool age (ages 2-1/2 to 5) is an exciting time for young children. When they are babies, they develop trust in their caregivers. As a toddler, they began to gain independence. Now, as preschoolers, they use this confidence and independence to actively explore new forms of play (such as pretend play) and new environments (such as school). Preschoolers need to learn how to make choices for themselves and learn how to feel good about the choices they make. Their task is to "learn to take initiative in socially acceptable ways."

Preschool children's thinking and learning style can best be described as "what you see is what you get," or the way things look. Preschoolers rely on the literal appearance of things as a means of understanding the world around them. For example, if a child breaks his graham cracker into four pieces and his brother breaks in half, he thinks he has more graham crackers than his brother because he has four pieces. and it has only two pieces. Similarly, a child may start a friendship with another child because of something attractive about the other child, such as a nice dress or a new toy.



Adults play an important role in helping children take initiative and explore their environment. The behavior, attitudes and thinking styles of adults contribute to the development of preschool children. Talking to children and engaging them in conversation will help them develop their language skills. It is important to give children the opportunity to play pretend. It helps them understand themselves and others and stimulates their imagination.

Pretend to play

Preschoolers love to play, especially if their play activities involve lying. This special type of play, known as pretend play, is especially important for young children's development. As children's thinking skills improve during preschool, they are able to remember and tell stories that follow a sequence of events and make sense to others. Pretend play is a great way for children to learn and develop the following skills:

- **Planning, including the type of game (e.g. "beach"), roles (lifeguard, scuba diver, fisherman) and items/objects needed for the activity (whistle, goggles, fins, fishing pole, beach towels) organization.**
- **How to solve problems and compromise (eg, "This time I'll be the rescuer who saves you, and next time you can save me").**
- **How to communicate through words and actions**
- **How to express emotions (eg, fear on the face of a child who looks like a scared animal; joy or jealousy when a new baby comes home from the hospital)**
- **Creativity and imagination; as children grow up, pretend experiences become more complex and fantastical (for example, instead of being ordinary fishermen, they become deep-sea explorers, searching for lost treasures on a sunken ship)**
- **Memory skills because favorite experiences are repeated (eg, getting a new pet, eating at a restaurant, trip to the zoo)**

You can help children develop by creating an environment that supports pretend play.

- For example:
 - Create a space for children's games and provide a variety of items including purses, hats, shoes, clothing, phones, kitchen supplies, office supplies, junk mail, and more. Don't forget to offer storage space for pretend play items. For example, children can hang their "dress-up" clothes on an old shelf and store other pretend play items in a laundry basket.
 - Invite the children to talk about their pretend play. Ask them to describe their play to you: Who did they pretend to be? Why did they want to pretend to be that person? What did they do? However, when kids seem to be deep into the play experience, don't interrupt them with questions about their play. Their fantasy experience can easily be disrupted if they have to switch gears and talk to someone outside of their supposed experience.
 - Play pretend games with children. You can enhance children's games by introducing new words and adding new words to the children's vocabulary. Make sure you follow the child's instructions. Let the child control the fantasy play experience. Research shows that if adults follow a child's play plan, children are more likely to agree and express their own independent development. Examples of adult and child play include tea parties, bathing baby dolls, setting up a restaurant or beauty salon, being a librarian or mail carrier.
 - Participate in children's games. Research shows that compared to children who play little or no violent fantasy games, children who engage in significantly violent fantasy games tend to be angrier and less cooperative. Violent pretend play action includes aggressive monsters harming people or cops and robbers killing each other.

**Summary.**

Active time for preschoolers - their independence and initiative allows them to explore their world in new ways. An important task of parents and teachers is to support the development of children at preschool age, including physical development, thinking and learning, expressing their feelings, knowing themselves and others, and communicating. and provide diverse opportunities. Using the suggested recommendations will help to create a positive, creative environment for children's development.

List of used literature:

1. Berns, MS, Griffin, P., and Snow, CE 1999. *To'g'ri boshlash: Bolalarning o'qish muvaffaqiyatini targ'ib qilish bo'yicha qo'llanma*. Yosh bolalarda o'qish qiyinchiliklarining oldini olish qo'mitasi, Milliy Akademiyalar matbuoti: Vashington, DC.
2. Yosh bolalarda o'qishdagi qiyinchiliklarni oldini olish qo'mitasi. 1998. *Yosh bolalarda o'qishdagi qiyinchiliklarni oldini olish*. Milliy Akademiyalar matbuoti: Vashington, DC.
3. Erikson, E. (1963). *Bolalik va jamiyat* (ikkinchi nashr). Nyu-York: Norton.
4. Garvey, C. (1990). *O'ynang*. Kembrij, MA: Garvard universiteti nashriyoti.
5. Ladd, GW, Kochenderfer, BJ va Coleman, CC (1996). Do'stlik sifati yosh bolalarning maktabga erta moslashishini bashorat qiluvchi omil sifatida. *Bola rivojlanishi*, 67, 1103-1118.
6. Ortikova, Z., & Yuldasheva, M. T. (2023). THE IMPORTANCE OF THE MOTHER TONGUE AND READING LITERACY TEXTBOOK IN THE FORMATION OF STUDENTS'LINGUISTIC COMPETENCE. *Academia Science Repository*, 4(04), 273-275.
7. Nurmaxamatovna, O. Z. (2022). A Model of Cooperation in Fostering Children's Relationships in the Family Based on National Values and Traditions. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 118-122.
8. Nurmuhammatovna, O. Z., & Madinabonu, E. (2023). Family and School Integration in the Development of the Creativity Component in Students Based on Collaboration Technology. *Journal of Pedagogical Inventions and Practices*, 19, 52-55.
9. Nurmaxamatovna, O. Z. (2022). The Essence of Foreign Approaches to the Upbringing of Children in the Family Based on National Values and Traditions. *European Multidisciplinary Journal of Modern Science*, 6, 101-105.
10. Ortikova, Z. N., & Anvarova, S. A. (2023). Artistic and Aesthetic Skills of Primary Class Students. *Journal of Pedagogical Inventions and Practices*, 19, 48-51.
11. Zulfiya, O. (2023). Ways to Improve Mental Activity of Students by Means of Integrated Lessons. *Journal of Pedagogical Inventions and Practices*, 19, 56-62.
12. Nurmakhamatovna, O. Z. (2022). BASIC CONCEPTS "VALUES", "FAMILY", "FAMILY EDUCATION", "VALUE ATTITUDE". *Gospodarka i Innowacje.*, 22, 40-44.
13. Nurmaxamatovna, O. Z. (2021). Content of socio-moral qualities of children through TV shows. *Academicia: An International Multidisciplinary Research Journal*, 11(3), 1261-1264.



14. Nurmahamatovna, O. Z. (2021, November). The Place Of The Family, School And Neighborhood In The Formation Of Social And Moral Qualities Of Children. In *Archive of Conferences* (Vol. 22, No. 1, pp. 104-106).
15. Nurmakhamatovna, O. Z. (2022). PEDAGOGICAL TECHNOLOGIES AIMED AT EDUCATION IN JUNIOR SCHOOLCHILDREN VALUE ATTITUDE TO THE FAMILY. *Gospodarka i Innowacje.*, 22, 45-49.
16. Ortikova, Z. (2019). TO DEVELOP STUDENTS CREATIVE THINKING. *Scientific Bulletin of Namangan State University*, 1(9), 224-229.
17. Ортикова, З. Н. (2019). SOCIO-ECONOMIC QUESTIONS OF CHILDREN IN THE FAMILY Factors for making statements. *Scientific Bulletin of Namangan State University*, 1(11), 335-337.
18. Ортикова, З. Н. (2019). ОИЛАДА БОЛАЛАРНИНГ ИЖТИМОЙ-АХЛОҚИЙ СИФАТЛАРИНИ ШАКЛЛАНТИРИШ ОМИЛЛАРИ. *Scientific Bulletin of Namangan State University*, 1(12), 395-397.
19. Ortikova, Z. (2020). MECHANISMS OF PREPARING ADOLESCENTS FOR SOCIAL RELATIONS IN THE ERA OF GLOBALIZATION. *Theoretical & Applied Science*, (2), 661-664.