



THE ROLE OF CREATIVE ACTIVITY IN THE DEVELOPMENT OF  
PSYCHOLOGICAL READINESS IN PRESCHOOL CHILDREN

Nilufar Kholsaidova

Tashkent University of Applied Sciences "Preschool Education Methodology" teacher of the  
department: Email:xolsaidovanilufar@gmail.com

Yuldasheva Munisa Mansur qizi

Tashkent University of Applied Sciences, Department of "Pedagogy and Psychology" 4th grade  
student Email:munisamubina09@gmail.com

**Abstract:** Ushbu maqolada maktabgacha yoshdagi bolalarda psixologik tayyorgarlikni shakllantirishda kreativ faoliyatning nazariy va amaliy asoslari keng yoritilgan. Kreativlikning mohiyati, uning turlari, bolalar rivojidadagi o'рни hamda psixologik tayyorgarlik komponentlari o'zaro bog'liqlikda tahlil qilingan. Shuningdek, zamonaviy maktabgacha ta'lim tizimida mavjud muammolar va ularning samarali yechimlari asoslab berilgan.

**Keywords:** kreativlik, psixologik tayyorgarlik, maktabgacha ta'lim, ijodiy fikrlash, motivatsiya, divergent tafakkur

**Abstract:** В статье всесторонне раскрываются теоретические и практические основы развития психологической готовности дошкольников посредством креативной деятельности. Анализируются виды креативности, их влияние на развитие мышления, воображения и социальной адаптации детей. Рассматриваются актуальные проблемы и предлагаются пути их решения.

**Keywords:** креативность, психологическая готовность, дошкольное образование, творческое мышление, мотивация, дивергентное мышление

**Annotation.** This article provides a comprehensive analysis of theoretical and practical aspects of developing psychological readiness of preschool children through creative activities. It explores types of creativity, their impact on cognitive and social development, and identifies current challenges along with effective solutions.

**Keywords:** creativity, psychological readiness, preschool education, divergent thinking, motivation, creative development

## ENTRANCE

Relevance of the topic. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted: "If we pay attention to the realization of the abilities of our children from childhood and mobilize all our resources for their development, many more Berunis, Ibn Sina, Ulugbeks will grow up in our country.

I believe in this." One of the main tasks of today is to form in preschool children a desire for knowledge and study, prepare them for the systematic educational process, develop children's thinking, and create conditions for them to express their thoughts independently and freely. It is with this in mind that fundamental changes are being made in the field of preparing preschoolers for school education.



Article 8 of the Law "On Education", which has been widely implemented in the field of education, states: "Preschool education is a type of education aimed at intellectual, spiritual-moral, mature, aesthetic and physical development in preschool educational organizations, as well as preparing children for general secondary education.

" The Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev No. PQ-4312 "On the Concept for the Development of the Preschool Education System until 2030" also stipulates the need to introduce monitoring of the readiness of 6-7-year-old children for school in preschool educational organizations and increase the effectiveness of the educational process.

Preparing children for school education and ensuring their full mastery of the education provided there is part of the main activities of preschool educators. The tasks of preparing children for school education are to form the need for knowledge and the inclination to study in preschool children, to prepare them for the regular educational process, to develop children's thinking, to form the skills of independent and free expression of their thoughts, to ensure the physical and mental health of children.

Physical preparation is explained by the child's health, skills and quality of movement, the development of hand muscles and visual-motor coordination. Personal readiness implies the formation of a personal culture, attitude to the environment, adults, peers, the plant world, natural phenomena.

Mental preparation includes the child's figurative and logical thinking, interest in knowledge, independence, self-control, and knowledge of the main types of educational activities such as observation, hearing, memorization, and comparison. In the modern preschool education system, the comprehensive development of children and their thorough preparation for school education is an urgent issue. In this process, not only the level of knowledge of children, but also their psychological readiness is important. Psychological readiness is the child's adaptation to the school environment, It forms the foundation for children's engagement in learning and their successful mastery. Creative activity serves as an important tool in this process, as it develops freedom of thought, independence, and intrinsic motivation in children.

Scientific research shows that creative activities develop independent thinking, problem-solving, and social adaptation in children. In particular, the concept of development through activity was substantiated in the studies of Lev Vygotsky, Jean Piaget, and Maria Montessori.

Therefore, the purpose of this article is to scientifically analyze the role of creative activity in the development of psychological readiness in preschool children.

#### 1. The concept and scientific basis of creativity

Creativity— is a person's ability to develop new ideas, find unusual solutions to problems, and apply existing knowledge in new ways.

American scientist Joy Paul Guilford links creativity to "divergent thinking," explaining it as the ability to think in multiple ways. Divergent thinking is the ability to find multiple solutions to a problem.

Later, E. Paul Torrance developed criteria for measuring creativity and identified the following main components:



- Fluency – number of ideas
- Flexibility – different approaches
- Originality – uniqueness
- Elaboration – elaboration
- Creativity develops not biologically, but under the influence of the social environment, education, and upbringing.
- 2. Types of creativity and their manifestation in children
  - 1. Intellectual creativity
    - Unusual solutions to logical problems
    - Finding a new approach to questions
  - 2. Artistic creativity
    - Painting, music, theater
    - Develops aesthetic taste and imagination
  - 3. Social creativity
    - New ways of communicating
    - Conflict resolution
  - 4. Practical creativity
    - A new solution in everyday situations
    - Independent decision-making
- 3. Psychological preparation and its structure
  - Psychological preparation consists of the following components:
    - Motivational component
      - The child's inner need to learn
      - (Motivation)
    - Intellectual component
      - Thought
      - Attention
      - Memory
    - Volitional component
      - Self control
      - Patience
    - Social component
      - Teamwork
      - Communication
- 4. The impact of creative activity on psychological development
  - Creative activity affects development in the following areas:
    - Development of thought
      - Creative activities develop divergent thinking.
      - Imagination and fantasy
        - The child creates new images.
      - Speech development
        - Speech is enriched through storytelling and role-playing.
      - Emotional development



Creative activities reduce stress.

Lev Vygotsky's theory

According to him, a child develops through activity, and a creative environment expands his capabilities.

5. Literature review

The issue of developing psychological readiness and the role of creative activity in preschool children has been studied in depth by many foreign and domestic scientists, and their scientific views constitute the theoretical foundations of this problem.

First of all, the theory of cultural-historical development, put forward by the famous Russian psychologist Lev Vygotsky, emphasizes that child development is closely related to the social environment and activity. According to the scientist's concept of the "zone of proximal development", a child rises to a higher stage of development by performing tasks that he cannot independently perform with the help of adults or peers. It is precisely creative activity that plays the role of an intermediary in this process, revealing the child's inner potential.

Also, Swiss scientist Jean Piaget, based on the gradual development of children's thinking, called the preschool age period the "preoperational stage". At this stage, children understand the environment through imagination, symbolic thinking, and play. According to Piaget, it is play and creative activity that are crucial in children's cognitive development.

Italian educator Maria Montessori, in her methodology, justified the development of children's natural abilities by giving them freedom. In a Montessori environment, the child works independently, which develops his creative thinking and independent problem-solving skills. This approach is still widely used in the modern preschool education system today.

American psychologist Joy Paul Guilford made a significant contribution to the scientific study of the concept of creativity. He linked creativity with divergent thinking, indicating that a person's ability to find different solutions to a problem is the main criterion. According to Guilford, in order to develop creativity, it is necessary to create an environment of independent thinking and freedom in children.

Continuing this trend, the scientist E. Paul Torrance developed special tests to measure creativity and identified its main indicators. Torrance emphasizes that the process of developing creativity is continuous and that it should be supported from an early age. According to his research, children raised in a creative environment are more likely to achieve success in the future.

Modern research also widely studies the impact of creative activities on children's development. In particular, the results of pedagogical research show that children who regularly engage in creative activities develop a high level of flexibility of thinking, emotional stability, and social activity.

Uzbek scientists have also made a significant contribution to the study of this problem. In particular, Gaybullayev N. in his pedagogical research emphasizes the importance of a creative approach to personality development. Also, Sodiqova Sh.



scientifically substantiated the possibility of increasing the psychological readiness of children by developing their creative activity in the preschool education system.

In addition, Davletshin MG, in his research in the field of psychology, emphasizes the importance of activity, in particular creative activity, in the mental development of children. He believes that in the process of activity, a child not only receives knowledge, but also develops as a person.

In general, the scientific views of the above scientists show that creative activity is one of the main tools in developing the psychological readiness of preschool children, which ensures the intellectual, emotional, and social development of children in a comprehensive manner.

#### 6. Analysis of current issues today

The superiority of the standard approach in education

Less time for creative pursuits

Educators' lack of knowledge of innovative methods

Passive use of digital technologies

Wrong approach of parents

#### 7. Problem solutions and suggestions are scientifically based

Introducing creative pedagogical methods

Using the STEAM approach

Interactive methods (brainstorming, role-playing)

Creative use of digital tools

Making parents pedagogically literate

Conclusion and suggestions. Theoretical and practical analyses show that creative activity is an important and indispensable factor in the development of psychological readiness in preschool children. The creative approach has a comprehensive impact not only on the intellectual, but also on the social, emotional and volitional development of children.

Based on the research results, the following conclusions were reached:

Creative activities develop children's skills in independent thinking, problem-solving, and developing new ideas, which significantly facilitates their adaptation to school education.

The main components of psychological readiness - motivational, intellectual, volitional and social development - are effectively formed precisely in the process of creative activity. In particular, increased motivation creates an internal need for learning in a child.

Creative activities develop children's thinking in a divergent direction, which increases their ability to find multiple solutions to a problem. This fully meets the requirements of the modern education system.

Scientific sources, in particular, the research of Lev Vygotsky, Jean Piaget, and Maria Montessori, confirm the incomparable importance of creative activity in child development.



In practice, it has been found that not enough attention is paid to creative activities in preschool educational organizations, and classes are conducted more in a reproductive nature.

While digital technologies have potential, they are often used in a passive way, which can negatively impact children's creative development.

There is a need to improve educators' knowledge and skills in creative pedagogical technologies.

Practical suggestions:

Preschool education programs should include a system of special classes that develop creative activity.

It is recommended to use tasks that encourage children's independent thinking in each lesson.

It is necessary to organize advanced training courses for educators in creative pedagogy and innovative methods.

Digital technologies should be used as interactive and creative tools, not passive ones.

It is important to support children's creative development within the family by strengthening cooperation with parents.

By introducing STEAM technologies into preschool education, children's creative and logical thinking can be developed together.

A differentiated approach should be used, aimed at identifying and developing the individual abilities of children.

Conclusion:

Creative activity is considered one of the most effective means of preparing preschool children for school education, as it prepares the child not only for acquiring knowledge, but also for independent thinking, adaptation to the social environment and solving life problems. Therefore, the creative approach should be considered one of the priority areas in the modern preschool education system. In the modern preschool education system, the comprehensive development of children and their thorough preparation for school education are urgent issues. In this process, not only the level of knowledge of children, but also their psychological readiness are important.

#### LIST OF USED LITERATURE:

1. Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev No. PQ-4312 "On the Concept for the Development of the Preschool Education System until 2030"
2. President of the Republic of Uzbekistan. "Concept for the Development of the Preschool Education System until 2030". Tashkent, 2019.
3. President of the Republic of Uzbekistan. Strategy "Digital Uzbekistan - 2030". Tashkent, 2020.
4. Law of the Republic of Uzbekistan "On Preschool Education and Upbringing". 16.12.2019. No. O'RQ-595.



5. Cabinet of Ministers of the Republic of Uzbekistan. Collection of Resolutions on Preschool Education. Tashkent, 2020.
6. Nurmatova D. Pedagogy of preschool education. – Tashkent: Teacher, 2021.
7. Rakhmonova M. Child Psychology and Development. – Tashkent, 2020.
8. Jean Piaget. The Psychology of the Child. – New York: Basic Books, 1969.
9. Lev Vygotsky. Mind in Society. - Harvard University Press, 1978.
10. Maria Montessori. The Montessori Method. - New York, 1912.
11. Kholikov A. Pedagogical technologies and their application. – Tashkent, 2019.
12. Yuldosheva N. Preschool education methodology. – Tashkent, 2022.
13. Abdullayeva Sh. Fundamentals of economic education in children. – Tashkent, 2021.
14. Jalilova S. "Psychology of preschool children" "Philosophers Publishing House", Tashkent -2017.
15. M. Rasulova, D. Abdullaeva, S. Okhunjonova, "Psychological readiness of children for school" Tashkent 2004. V-76.
16. Akramova MT. Methodology of preparing children for school. Textbook// Bukhara.- 2021.V-120.