

Pedagogical Methodology for Developing Creative Thinking Preschool Children

Axtamova Mohinur O'tkir qizi

Master's Student 1st course ,Bukhara State Pedagogical Institution

Annotation:

This article discusses the concept and essence of creativity,explores pedagogical methodologies for fostering creativity in preschool settings and enhance children's cognitive and creative abilities.

Keywords: creativity,preschool,innovation,pedagogy,child development, innovation.

The development of creative thinking in preschool children is one of the most important goals of modern preschool education. Creative thinking enhances children's ability to solve problems, generate original ideas, and engage in creative play. This study examines pedagogical methods for the development of creativity in preschool institutions. Special attention is paid to game-based learning, problem-solving exercises, artistic activities, and role-playing games involving children. Nowadays, developing creative thinking in children within the preschool education system is considered a crucial task for their intellectual and social growth. The preschool years are the most opportune period for shaping a child's imagination and creative abilities, as they are naturally born discoverers and experiential learners.Creative thinking is the ability of children to solve problems in unconventional ways, generate new ideas, and express themselves freely. Educators should provide children with opportunities for experimentation, independent decision-making, and self-expression. Through these activities, children develop: creative and critical thinking, independent decision-making skills, social competencies.

The methodology for developing creative thinking consists of the following key approaches:

1. Play-Based Learning-open-ended play allows children to explore materials and scenarios, test new ideas, and find independent solutions. For example, working with

construction sets, solving puzzles, and engaging in imaginative role-play enhance a child's problem-solving abilities.

2. **Problem-Based Tasks**-presenting age-appropriate challenges encourages children to think analytically and discover new solutions. Examples include providing unfinished story endings or tasks that require multiple possible solutions.

3. **Creative and Expressive Activities**-through drawing, coloring, music, and movement, children express their inner ideas. These methods foster imagination and help transform abstract concepts into practical forms.

4. **Role-Play and Collaborative Games**-group activities develop social-creative skills, communication, and teamwork. Role-playing, collaborative assignments, and group problem-solving teach children how to exchange ideas, create shared solutions, and adapt creatively.

The pedagogical skill of the educator and the quality of the learning environment play a vital role in the effective implementation of the methodology for developing creative thinking. The methodology must be designed to support children's free-thinking and initiative, taking into account their age and individual characteristics. During activities, it is recommended to use interest-based and real-life situational tasks. Questions such as "What would you do if...?" or "How else could this object be used?" encourage children to think independently and unconventionally. The use of an integrative approach within this methodology yields effective results. By harmonizing activities such as fine arts, speech development, music, and physical movement, a child's imagination and creative activity are activated. For instance, tasks like creating a story based on a picture or portraying a character to music can be assigned. Special attention should also be paid to incentive methods. Valuing every idea, avoiding criticism, and providing constant support increases a child's self-confidence. As a result, children develop into more active, enterprising, and creative individuals. Another crucial aspect of the methodology is establishing partnership with parents. Supporting creative activities at home, playing games together, and organizing creative tasks further enhance the effectiveness of the methodical work carried out in the preschool institution.

During the research process, it was determined that methodical approaches aimed at developing creative thinking in preschool students are highly effective. The use of play-based technologies, problem-solving situations, creative tasks, and integrative activities significantly increased children's independent thinking, imagination, and verbal activity. Throughout the experiment, a growing interest in finding unconventional solutions and a stronger desire for free self-expression were observed. Furthermore, the creative process strengthened the children's social engagement, teamwork skills, and self-confidence. The results demonstrate that the selected methodology is pedagogically sound and carries substantial practical significance.

In conclusion, developing the creative thinking of students in preschool organizations is one of the most vital tasks of modern education. Methodical approaches focused on fostering creativity have a positive impact on a child's intellectual, social, and personal development. The research findings indicate that high efficiency can be achieved by creating a creative atmosphere within the educational process, supporting children's initiatives, and encouraging free thought. Therefore, it is of great importance for educators to systematically implement methods aimed at developing creative thinking and to strengthen collaboration with parents.

List of literature:

1. Abdullayeva, M. A. (2018). *Preschool Education Pedagogy*. Tashkent: O'qituvchi Publishing House. 256 p.
2. Craft, A. (2002). *Creativity and Early Years Education: A Lifewide Foundation*. London: Continuum International Publishing Group. 198 p.
3. Guilford, J. P. (1987). *Creativity and Its Cultivation*. New York: Harper & Row Publishers. 312 p.
4. Qodirova, N. B. (2020). *Methodology of Preschool Education*. Tashkent: Innovatsiya-Ziyo Publishing House. 224 p.
5. Runco, M. A. (2014). *Creativity: Theories and Themes: Research, Development, and Practice*. San Diego: Academic Press. 520 p.
6. To'xtayeva, S. Sh. (2021). *Fundamentals of Developing Creative Thinking in Children*. Tashkent: Ilm Ziyo Publishing House. 180 p.



**INTERNATIONAL CONFERENCE ON SCIENCE,
INNOVATION AND GLOBAL DEVELOPMENT,
VOLUME-1, ISSUE-1, 2026**

7. Torrance, E. P. (1995). *The Nature of Creativity*. Cambridge: Cambridge University Press. 410 p.
8. Vygotsky, L. S. (2004). *Imagination and Creativity in Childhood*. London: Routledge. 112 p.
9. Xoliqova, D. R. (2019). *Development of Creative Abilities in Preschool-Aged Children*. Tashkent: Fan va Texnologiya Publishing House. 192 p.

