

# MENTAL AND CREATIVE DEVELOPMENT PROPERTIES AT THE PERIOD OF PRESCHOOL

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## ABSTRACT:

**The article describes that the mental development and creative development of preschool children are closely connected with the specifics of each child's creative thinking, mental processes such as attention, intuition, perception.**

**Keywords: Intellect, age, attention, perception, intuition, analysis, methodology, development, state, cognitive processes.**

## INTRODUCTION:

At the period of preparing a child for school, it is crucial to pay attention to his mental development from an early age. The mental development of a child depends on the development of his attention, perception, senses, memory, imagination, and speech. Creative and independent thinking of the child are formed and develop based on knowledge and understanding of the world. What are the mental characteristics of a child in preschool age? What are the socio-psychological basis for his development? The relevance of research in this area stems from the task of studying and substantiating the characteristics of the mental development and creativity of the child in preschool age. Some psychologists believe that tests can be used to measure a person's mental development. Stoddard studied human intelligence and the problem of its verification,

and today his theoretical and practical work in the field of psychology has not lost its relevance. Based on their research, Freeman (1955) and Anastasia (1966) conducted their own research. Schurer described the concept of intelligence as a conditional ability to create functional connections and thoughts that are constant with respect to the ontogenetic development of human. Raven (1936) sought to explore the child's mental level through learning through his progression matrix. The Raven Matrix sought to study the abstract projection and deduction of forms, the concentration of attention through geometric stimuli. Researchers at the University of Chicago, C. Crisis and S. Berinbiri, note that gender differences between men and women are equally important in studying the degree of development in a successful assessment of a task.

- 1) Emotional intelligence
- 2) Sexual intelligence
- 3) Creative intelligence
- 4) Social intelligence
- 5) Intelligence at young ages
- 6) Physical intelligence
- 7) Personal intelligence

Preschool education is a period of rapid mental development of a child. This period is unique for the mental development of the child when the child does not speak after 6 months,

but there are elements of non-verbal thinking. In fact, when a child learns to recognize someone or something, elements of thinking appear in him or her. To understand everything, you need to think about it, based on past experience. The child compares something new with what he knows and reveals similarities or differences. According to the observations of G.M. Menchenskoy, by the end of the kindergarten, the child learns numerical concepts such as "one", "two", "three". When a child counts three things and is asked "how much", he answers "three". At the age of kindergarten, they will be able to understand the relationship between certain events and some natural causes. A child gets acquainted with concepts, unites them, makes judgments, logically connects judgments, and creates a new idea from them, that is, draws conclusions. At the end of the kindergarten, we often see what the child thinks and draws his own conclusions. Mental development in kindergarten begins very quickly. Thirdly, those kindergarten children are directly acquainted with various things around them in the process of many free and independent actions and those they consider them a comparative analysis and, finally, a generalization. The role of speech in the mental development of kindergarten children is enormous. Because thinking is done through speech. People who have speech do not think without words. The reality of thinking is visible in speech. When children learn the names of various objects and events around them, they will gradually generalize them. The mental development of the child is not spontaneous, but is first brought up under the direct supervision of an adult. Thanks to the interaction of children with adults in the family and in kindergarten, children quickly learn not only certain concepts, but also ready-made forms of logical speech. Imitating the speeches of adults, kindergarten children also learn some forms of judgments and conclusions. Usually,

any thought process arises from surprise, surprise, and, as a result, various questions. Many parents and educators also do not want to answer "don't be too secretive" if the children ask too many questions. If a parent or guardian answers each child's question clearly and concisely, that is, with explanations, this will have a positive effect on the child's mental development. Children do not ask difficult questions, and they often may ask: "Why are the clouds moving?", "Is the sky big or the earth?" "How many stars? ", "Who is Santa Claus?", "Where is Santa Claus now?", "Why is it raining? Why is snow white? Is it snowing in summer? Where are the birds in winter? What do snakes eat? In addition, they ask similar questions. The above questions of kindergarten children are of great importance for their mental development. Getting the right answers to their questions, children get a very simple, but diverse understanding of things and events in nature and society. Therefore, their questions should always be answered without ignoring them. The fact that children ask many questions in each area shows their curiosity, activity, and independence. Usually very passive and shy children do not ask any questions. The teacher should ask questions to such children in various classes and on excursions, and thus activate them, as a result, they will be able to ask questions themselves. Kindergarten children will be able to understand the relationship between known events and some natural causes. Kindergarten children in the process of thinking are not only perceived at the moment, but also perceived earlier. For example, if a child is asked a task or question that he already knows, he immediately, without difficulty, answers based on his imagination. The role of educational processes in the development of the child's mental development in preschool institutions is important. The basis of the child's mental development is to pay attention to its development as the development of sensory

development, memory, speech, process development. During this period, the child is characterized mainly by visual-figurative thinking, that is, the child is formed on the basis of ideas, images, and for example, what is the result of this action. In many cases, the child learns in the process of performing a certain action without a goal. Then, little by little, he can predict the result of these actions: at the age of two years, the child learns that something is known, and that the action can be used for various purposes. The basis of a child's thinking is the ability to pay attention, perceive certain signs and characteristics of things and events, gradually understand them and remember these features. The development of the child's visual thinking can be seen in the use of various actions in their thoughts. It is important to teach the child to discuss in his mental development what the basis of these ideas is. Children are taught to gradually form concepts, draw conclusions based on judgments, in which case the child needs help and guidance from adults. The appearance of concepts in a child indicates the beginning of their preparation for school education. The development of the child's speech helps to understand better the world and opens the way for the growth of the cognitive potential of the child. Even without focused instruction, the child develops processes of attention, intuition, imagination, memory and thinking. However, the child's mental development is not wide enough, deeply creative, independent and productive.

The process of teaching a child develops not only in special classes, but also in the process of introducing the child to nature, the formation of elementary mathematical concepts, visual activity, literacy, and familiarity with the environment. The growth of the child's experience is an important condition for the formation of concepts. Therefore, the task of the teacher is to enrich the child's imagination with new knowledge about things, to draw the child's

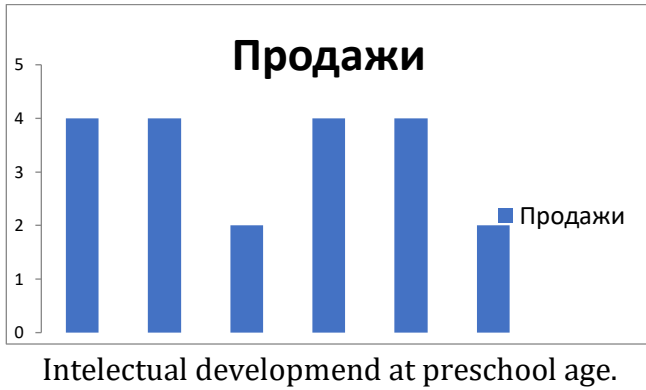
attention to the properties of things, gradually bringing them closer to understanding the main and important sign of the subject, which is simple and familiar to the child. The growth of children's consciousness is closely related to the growth of speech. Therefore, the development of the child's speech should be the everyday task of the teacher. The child develops speech not as a result of special training, but in the process of constant interaction with others, therefore the teacher seeks to expand the possibilities of communication with the child. Such work is very important in the process of social education. In social work, the teacher communicates with a whole group of children, and the teacher must work individually with a child who is not taken into account. It should be borne in mind that adults also imitate the child's words in speech. In places where educational work is properly organized, by the end of preschool age, great success has been achieved in the development of children's speech. There may be some flaws in speech, but this will follow after entering school. The fact that kindergarten children have questions in all directions indicates that their thinking is becoming more active. During this period, each issue of the child should be taken seriously. If a child cannot find the answer to his question or adults do not pay attention to his question, his curiosity begins to fade. But it is difficult to answer all the questions of the kindergarten children, because they also ask questions on topics that they still do not understand. Another factor affecting mental development is the enrichment of their experience in various fields. In this regard, it is important that the child gets acquainted with the environment and attends various organized excursions, in addition, the teacher must teach children various didactic games and also participate in them. In the process of didactic and creative games, children should set various tasks. Such tasks activate the child's cognitive process and, therefore, develop their thinking,

as children use all their knowledge in performing various tasks. The child is introduced to the environment through activities such as telling or reading fairy tales and stories, memorizing lions, teaching them to think, and improving thinking through educational games. Events that occur in their surrounding life form the basis of the content of the child's thinking. In the process of getting acquainted with the events occurring in the artifact, the child acquires the necessary knowledge and at the same time learns the words that describe the features of their names and functions. Adults use these words to communicate with educators and peers. The continuous development of the initial mathematical imagination of children plays an important role in ensuring the development of children's thinking. Comparison of the fundamentals of the content of mathematical education for preschool children in terms of comparative measurements of counting objects or objects around them (such as lower, upper, right, left). Distinguishing different geometric shapes is one of several forms. Making figures, etc. This can be achieved using a variety of games based on the mathematical imagination of children. Teaching children about nature begins at an early age. At each stage of preschool age, the mental development of the child has its own characteristics, which play an important role in the formation of the ideal person. To study the mental development of the child, his age and individual characteristics, we conducted an experiment with children from preschool institution No. 5 at the Fergana City Department of Preschool Education. Initially, we selected 15 children of 5 years to study the individual characteristics of the child's mental development. We gave them a method of "posting pictures one by one in accordance with the content." In accordance with it, children are issued cards with different situations that are issued to children in a mixture, children must

arrange them sequentially. If the child fails in one or two attempts, the experimenter will help. If the child still cannot complete the task, he will be stopped. The analysis of the results is as follows: in 1-2 attempts, the child is rated as - 4 points if he performs independently and 2 points if he performs experimentally.

The following table shows the grades of children according to the "Sort by Content" method and regarding of whether they did this on their own or with the help of an experimenter.

Full name of the Kindergarten children	Collected scores	Method of performance
1.Abduxalilova Omina	4	Independent
2.Abdukarimova Diyora	4	Independent
3.Asadullayev Bexruz	2	With experiment
4.Ashurova Sevara	4	Independent
5.Baxromov Diyorbek	4	Independent
6.Valiyava Gulasal	2	With experiment
7.Karimov Ozodbek	4	Independent
8.Qodirova Diyora	4	Independent
9.Kenjayeve Feruza	2	With experiment
10.Muxtorov Firdavs	2	With experiment
11.Xalimjonov Sanjar	4	Independent
12. O`ktamov Diyorbek	4	Independent
13.To`rayeva Jasmina	4	Independent
14.Shermatov Muhammad	4	Independent
15.Sheraliyeva Durdona	4	Independent



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