



## THE ROLE AND IMPORTANCE OF THE FAMILY IN THE DEVELOPMENT OF CREATIVE SKILLS THROUGH INTRODUCING PRESCHOOL CHILDREN TO FINE LITERATURE

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### Annotation

The family environment plays a key role in the development of creative abilities of preschool children. Early detection and development of children's creative abilities is the main task of modern education. The extent to which opportunities for their development are used depends in many respects on the creative potential of adults, ensuring the further development of science and culture, scientific and technological progress, production and social life. Their effective development can be achieved through the joint efforts of family and preschool education organizations.

**Keywords:** family environment, creative thinking, ability, imagination, activity, play.

### Introduction

Creativity is an individual quality that defines the success of any type of creative activity. The closest environment for a child is a preschool and a family. It is here that the child for the first time forms the right attitude to creative activity. An important point in the artistic development of children is the conditions for setting a common direction, the consistency of educators and parents. Both in the preschool and at home, the child should feel like a member of a community that is close by. As a child's creative abilities are known from his earliest age, his interests are known even from his imagination. But most people wonder how to develop children's creative abilities. Unfortunately, adults do not pay enough attention to the development of a child's imagination, which significantly limits children's opportunities in the future. Creativity plays a very important role in everyone's life. Imagination and fantasy help people in both relationships and at work, but most importantly, creative people can express themselves in any business, in achieving success. This, even if the child does not suffer from a lack of imagination, parents should focus on developing their creative abilities. The basic development of creative abilities in daily life is done through play. Kids can basically enjoy games that are able to identify their most exciting area of activity. So play is one of the main ways to identify creative abilities.





Psychologists have developed special tests in the form of games that allow us to determine how well our imagination is developing and the way a child thinks. Some children act with imagination, while others tend to take pictures of memory. Sometimes children refuse to participate in such games, which indicates the need for a special approach to the child. Creating the necessary conditions for the development of children's creative abilities also plays a big role. Parents should not only give the child a chance to develop, but also take an active part in it. In any case, putting pressure on a child prevents him or her from playing a game or engaging in applied arts. Therefore, it is advisable for parents to act in the best interests of the child. Preliminary research on parenting and child development has shown that parents who provide their children with proper parenting, independence, and strict supervision have a high level of authority and are socially responsible. has qualified experience. Kindness and care in children are the basis for the formation of positive qualities in their physical, mental and spiritual development.

Child's creative and logical thinking can be done in the following ways:

*Reading a book.* Analyzing and reading picture fairy tales with the child, re-telling the content of the fairy tale to the child in a playful way, telling the toys the content of the book is a very useful and interesting activity. In the process of listening to a fairy tale, the child tries to imitate the heroes of the fairy tale to someone, he can also weave a fairy tale or stories independently.

*Drawing ( with paint , flour, sand).* Kids usually love to draw . But if they can't, they may be upset and stop drawing. The child should be encouraged to draw in their hands (only with special paints ) instead of a pencil. A child who dips his hands in the paint and draws what he wants is very happy. It is also a good idea for adults to practice drawing. In this case, the child should be drawn without finishing anything. And the child has to finish it himself. For example, we draw a circle and ask the child to finish it. Then the child thinks about what can be drawn from the circle. As the child draws, he expands his imagination by saying the names of the pictures. In addition to painting, the bit creates shapes and creates images from clay and plasticine. As a result, the development of child analyzers creates the basis for the formation of adaptive and differentiated movement, the formation of perceptions in it.

When talking about the formation of abilities, it is necessary to dwell on the question of at what age children should develop their creative abilities. Various studies by psychologists are based on this. There is an assumption that creative abilities should be developed from a very early age. This hypothesis is confirmed in physiology. A child's brain grows especially fast and "ripens" in the first years of life. This maturity, the increase in the number of brain cells and the anatomical connections between





them, depends both on the diversity and intensity of the work of existing structures and on how much the environment stimulates the formation of new ones. This “ripening” period is the period of highest sensitivity and plasticity to external conditions, the highest and widest opportunities for development. This is a favorable period for the beginning of the development of human abilities. But the child only begins to develop abilities that have the motivation and conditions for the “moment” of this maturity. The more favorable the conditions, the closer they are to optimal conditions, the more successful the development will begin. If the maturity of the brain and the beginning of its activity coincide with time and the conditions are favorable, then development will proceed easily - with the highest possible acceleration. Development can reach its peak and a child can be gifted, talented and bright.

One of the directions in the development of creative thinking in preschool children is the formation of associativity, dialectics and systematization. The development of these qualities makes thinking flexible, distinctive and effective.

**Associativity** is the ability to see connections and similarities in things and events. Numerous associative links allow you to quickly retrieve the required information from memory. It is very easy for preschoolers to play in the role play.

**Dialectics** is the ability to see contradictions in any system, to overcome these contradictions, to solve problems. Dialectics is a necessary quality for talent development.

**Systematic** - the ability to see an object or event as a whole system, to perceive any object, any problem in all its aspects, in different connections, to see the unity of interrelationships in the laws of events and development.

The development of a child's cognitive interests in preschool age and the formation of his thinking is carried out in two directions:

1. The gradual enrichment of a child's experience means filling this experience with new knowledge about different areas of reality. This results in the cognitive activity of the preschool child. The more aspects of the reality around them are revealed to children, the more likely they are to develop stable cognitive interests and the possibilities for merger will be so wide.
2. The gradual expansion and deepening of cognitive interests within the same reality. In order to successfully develop a child's cognitive interests, parents need to know what their child is interested in and only then influence the formation of his or her



interests. It should be noted that it is not enough to introduce the child to a new area of reality for the emergence of sustainable interests. He needs to have a positive emotional response to something new. This is facilitated by the involvement of preschool children in joint activities with adults. The sense of belonging to the adult world that emerges in such situations creates a positive environment for the child's activities and contributes to the emergence of interest in these activities. But we must not forget about the creative activity of the child. Only then can the desired result be achieved in the development of his cognitive interests and the acquisition of new knowledge. We need to ask him questions that encourage active thinking. At home, parents should involve their children in active activities.

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