

Games used to Develop the Speech and Creative Thinking of Preschool Children

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ABSTRACT

the article explains the ways and means of developing speech and thinking in preschool education. The article discusses the role and importance of the use of games in the development of children's speech.

KEYWORDS: Preschool education, speech, speech development, creative thinking, educational games.

Our time is a time of change. Now Uzbekistan needs people who are able to make non-standard decisions, who are able to think creatively. The main task of preschool education is to develop the child's ability to manage the creative process: fantasizing, understanding patterns, solving problem situations. In working on the development of creative thinking in children, the role of an adult is very important. Preschoolers themselves are not able to fully organize their activities, to evaluate the results obtained. What is creativity? For a long time, scientists have tried to solve the mystery of creativity.

The first objects of study were people of science and art, their diaries, letters, statements were analyzed. Most of the authors of great inventions identified 2 stages of the creative process:

Stage 1 - long reflections on the studied facts and phenomena.

Stage 2 - short insight, intuitive decisions. Inventor Thomas Edison defined the creative process as "Invention is 99% sweat and 1% inspiration." In the second half of this century, research on creative thinking began to expand. The first diagnostic tasks were compiled, revealing the level of development of creative thinking, and the processes of creative activity of preschool children and adolescents were studied experimentally. Famous pedagogues and psychologists: T.S.Komarova, N.A. Vetlugina, I.A.Lykova studied the creativity of preschoolers. The psychological components of creative activity were highlighted: the flexibility of the mind, systematic and consistent thinking; willingness to take risks and take responsibility for decisions made. The flexibility of the mind includes the ability to distinguish essential features from a multitude of random ones, the ability to quickly rebuild from one idea to another. People with flexible minds offer many solutions at once, combining individual elements of a problem situation. Consistency and consistency for preschoolers and teachers to manage the creative process. Without them, "the flexibility of the mind can turn into a jump of ideas, when the decision is not fully thought out.

In this case, a person with many ideas cannot get out of them. Due to the systematic nature,

all ideas are brought together in a certain system and are consistently analyzed. Very often, with such an analysis, at first glance, an absurd idea is transformed and opens the way to solving the problem. A creatively thinking person also needs the ability to take risks and not be afraid of responsibility for their decisions, this is because, often, the old familiar ways are more understandable to most people. In preschool children, creativity develops gradually, passing through several stages of development. Research by psychologists of children's creativity allows us to distinguish three stages in the development of children's creative thinking: visual - effective thinking, causal, heuristic. If a child of a younger preschool age acts only with objects, then a child of an older preschool age presents a visual, visual image, therefore, the thinking of a child - a preschooler is called visually - effective. The development of causal thinking in preschoolers begins with an awareness of the consequences of their actions. Foresight and planning is at the heart of causal thinking. One of the most important skills that is formed at the stage of heuristic thinking is the ability to analyze a problem situation, at this stage the analysis of the situation becomes systematic and planned. importance, most important first.

The problem of the development of children's creativity is one of the most pressing problems for our kindergarten, since we are talking about the most important condition for the formation of an individual identity of a personality already at the first stages of its formation. Therefore, one of the main tasks is to create conditions for the development of creative abilities with close interaction between the kindergarten and the family. In the educational organization, where I work as a teacher-psychologist, a comprehensive diagnosis of the degree of formation of school-significant functions is carried out (by M.M. Bezrukikh) at the beginning of the year and at the end of the year. Comprehensive diagnostics includes an assessment of: social development, personal development, emotional development, creative development, health status, physical and motor development. When assessing the creative development of a child, the data obtained from the analysis of questionnaires completed by parents and kindergarten teachers, the results of assignments completed by children are taken into account. Analyzing the general results obtained at the beginning of the year, we divide the pupils into 4 subgroups with different levels of intelligence and creative development, differing in ways of adapting to external conditions and solving life problems: Children with a high level of intelligence and a high level of creative development are confident in their abilities, have adequate self-esteem, have self-control, show interest in everything new and unusual, proactive, inquisitive, while successfully adapting to the requirements of the social environment, while maintaining personal independence, make up 31%.

Children with a low level of creative development, but with a high intellect, strive for school success, marks "excellent", but they are extremely experiencing failures, since their fear of failure predominates, make up 29%. They have few friends, they are restrained, secretive, try to be at a distance from their classmates, but suffer without external assessment of their actions. Children with a low level of intelligence and a high level of creative development (14%) often fall into the category of "outcasts", do not adapt well to school requirements, often have unusual hobbies and hobbies, where they can express their creativity in an unusual form. They are often anxious, suffering from an "inferiority complex". Children with a low level of intelligence and creative development (26%) outwardly adapt well, keep in the middle and are satisfied with their position. They have adequate self-esteem, a low level of subject ability is compensated by the development of social intelligence, sociability.

Game "How are they similar and how are they different? "

Purpose: the development of visual perception, attention, thinking and speech.

Equipment: magnetic board; magnets; 8 pairs of subject pictures: fly agaric - boletus, dress - skirt, vase - jug, hare - rabbit, cat - lynx, tram - trolley bus, stork - swan, spruce - larch.

An adult alternately attaches each pair of pictures to the magnetic board and invites the children to find the similarities and differences between the objects depicted.

Game "Match a word".

Purpose: development of attention, thinking and speech.

Equipment: ball.

Children stand in a circle. The teacher with the ball is in the center of the circle, he throws the ball to one of the children and says: "Toy". The child must catch the ball and name it, for example: "Doll".

Game "What is this? Who is this? "

Purpose: development of thinking and speech.

Equipment: 24 subject pictures.

Children are divided into two teams. They sit at tables at a distance from each other. Each team is given the same sets of pictures depicting vegetables, fruits, animals, etc. Children take turns giving a description of one of the pictures. If the description is correct and the picture is guessed, then it is put aside in favor of those who guessed it.

Lay out the cards game

Purpose: development of logical thinking.

Equipment: a square sheet of paper divided into nine cells (for each child); a tray with nine pictures, three of which are the same (for each child).

On the table in front of each child is a square sheet of paper, divided into nine cells, and a tray with nine pictures, three of which are the same. The teacher invites the children to arrange the pictures in the cells so that there are no two identical pictures in the rows and pillars.

Game "Arrange pictures in groups"

Purpose: development of skills in analysis and synthesis.

Equipment: tray with twelve pictures. Which can be divided into four groups, for example vegetables: onions, carrots, cabbage; fruits: apple, pear, peach; dishes: cup, plate, kettle; tools - hammer, saw, shovel, etc.

In front of each child is a tray with twelve object pictures. The teacher invites the children to divide all the pictures into four groups. (Sets of pictures are different for children).

Task "Close the extra picture"

Purpose: development of thought processes (empirical generalization).

Equipment: a card for the assignment and a square made of thick paper (4 * 4 cm) (for each

child).

In front of each child there is a card for the task and a square made of thick paper. Children are encouraged to find a picture that does not fit the rest, and cover it with a paper square.

Draw and Cross Out

Purpose: development of auditory attention, memory and thinking.

Equipment: a sheet of paper and a pencil (for each child).

On the table in front of each child is a sheet of paper and a pencil. An adult offers children:

- Draw two triangles, one square, one rectangle and cross out the third shape;
- Draw three circles, one triangle, two rectangles and cross out the second shape;
- Draw one rectangle, two squares, three triangles and cross out the fifth shape.

Game "Pick a pair picture"

Purpose: development of logical thinking, memory and speech.

Equipment: magnetic board; 12 pairs of subject pictures: motorcycle - wheel, aquarium - fish, bed - pillow, bookcase - books, motor ship - anchor, hammer - nail, loaf - spikelet, bee - honeycomb (honey, basket - boletus, horse - foal, squirrel - nut (cone, vase - tulip (carnation).

Pictures are attached to the magnetic board. Location of pictures: top row - motorcycle, aquarium, bed, bookcase, motor ship, hammer, loaf, bee, basket, vase, squirrel horse; bottom row - foal, anchor, boletus, honeycomb, pillow, books, fish, wheel, spikelet, nut, nail, tulip. Children are invited to make pairs, choosing for each picture from the top row a suitable picture from the bottom row. The children take turns pairing up and explaining their decision.

For the effective development of creative abilities, kindergarten teachers use a variety of techniques and methods: non-traditional drawing techniques, theatrical Fridays, personal, joint exhibitions of pupils and parents, as well as teachers, game integrated lessons using poetic texts. The teaching staff of the kindergarten pays sufficient attention to the development of imagination and creative thinking, the technologies of problem learning are successfully used: solving problem situations, origami technology and TRIZ technology. In close cooperation with parents (legal representatives), creative workshops are organized, contests and exhibitions of children's and parent's creative works and drawings are held. Taking part in creative competitions at different levels (municipal, regional, republican), our pupils, together with teachers or parents, take prizes. Thus, only joint, systematic work of educators and a psychologist with parents leads to the effective development of the creative abilities of preschool children.

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