



THE MAIN FACTORS OF IMAGINATION DEVELOPMENT IN PRESCHOOL CHILDREN

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ABSTRACT

This article is written about imagination, which is one of the mental processes of children of preschool age, and it analyzes the scientific researches and scientific opinions of psychologists about the role, importance, and development of imagination in children's mental development.

Key words

preschool age, imagination, mental processes, psychologists, children, development, factors, involuntary imagination, imagination, games.

Introduction. The spiritual development of the society depends on the content, form and essence of the educational work carried out in it. For this reason, there is a need to pedagogically interpret the renewal of education, the step-by-step education system implemented in our republic, to ensure the effective passage of this process.

Preschool education is considered as the initial type of continuous education system, and one of the tasks of preschool education, which is also indicated in the basic program developed on the basis of the state requirements for the education of preschool children, is "preschool children It consists of striving to meet the needs of learning, forming their inclinations and preparing them for the regular educational process, as well as developing children's thinking and imagination, and forming the skills of independent and free expression of their own opinion.

Preschool age is the most favorable period for the development of mental processes. The pre-school age is the period when the child has a strong desire for growth, development, self-expression, learning, and knowledge. During this period, the mental processes of the child develop mainly in game activities. It is during this period that the foundation is created for the development of human qualities and mental potential of the child.

Theoretical part. The emergence and development of imagination is closely related to other cognitive processes, first of all, the formation of thinking. In early



childhood, the imagination has the nature of rest and involuntarily appears in the form of images of received impressions: listening to stories, fairy tales, poems, watching movies.

For the development of imagination, a child needs life experience, imagination and a lot of knowledge. And the experience increases as a result of the child showing things and events in the external world, creating an idea about reality and various fields, and interacting with adults. Thus, imagination plays an important role in the development of children of preschool age. That's why the child's imagination should be sufficiently developed during the preschool period, because from the first day of schooling, children's ability to imagine, in particular, regenerative imagination, needs to be well developed.

Imagination only reflects something that has made a strong emotional impression on the child and is especially interesting for him. Imagination cannot be separated from perceiving objects and playing with them.

Preschool children's imagination grows mainly in their various district play activities. However, it is noteworthy that if children of preschool age did not have the ability to imagine, their imagination would not be diverse. Preschool children's imaginations grow in various activities. For example, children of preschool age like to play with clay, that is, to make different things from clay, to play with seeing different things from sand, and to paint. Such activities actively affect the growth of children's imagination. Preschool age is sensitive to the development of imagination. It is during this period that the child's imagination can be controlled.

At the age of 5-6, children gradually move from involuntary memorization and repetition to voluntary memorization. This creates the basis for the development of creative imagination, which gives the opportunity to create a new image. Imagination begins before practical tasks, it combines with thinking when solving knowledge tasks. Imagination is regenerative, reproductive, it anticipates. A child can imagine in a picture or in his mind not only the final result of an action, but also its intermediate stages.

Preschool children's imagination does not develop uniformly. If kindergarten children of younger age mainly develop restorative imagination, middle and older kindergarten children will also begin to develop a creative type of imagination. The expansion of the child's range of motion, the increase in knowledge, the emergence of various new needs and interests in the child's kindergarten age lead to the development of the imagination process at a somewhat faster pace. Therefore, the imagination of children of kindergarten age is superior in all respects to the imagination of children of pre-kindergarten education age. The imagination of children of kindergarten age is mainly involuntary and restorative imagination, which grows in their various activities. However, it is worth noting that if children



of kindergarten age did not have the ability to imagine, their games would not be diverse.

So, if children's imagination skills encourage them to play different games, in turn, the game will develop their imagination. Kindergarten children's imaginations also grow during activities. For example, children like to play with clay, that is, to make different things from clay (including plasticine), to build different things from sand, to draw pictures. These activities, especially drawing, have a great impact on the development of children's imagination. The lack of creative imagination in young kindergarten children is evident in their drawings. For example, the drawings of kindergarten children do not always go beyond household topics. Because children of this age can only fantasize about what they see every day. It is clear that creative imagination has begun to appear in the drawings of children of the middle and, especially, the older group. They do not limit themselves to domestic subjects in their painting, but also paint pictures of the distant past and the future. Children of this age try to independently describe various activities of adults in their games and drawings. At such a time, they are not limited to imagination or imitation, but also creatively add innovations themselves. For example, when they play a meaningful game, they invent new roles. they are happy.

Older kindergarten children depict imaginary images (even dreams) in their drawings. That's why they often have a free theme; they draw about things that interest them and are related to their current needs. In the process of painting on such a free theme, children's creative imagination skills grow. Various stories and fairy tales also influence the development of the imagination of children of kindergarten age. The people did not forget children of kindergarten age when creating various interesting, instructive and educational tales.

In the oral literature of the Uzbek people, there are fairy tales written in simple language that are understandable to young children. In addition to these, there are many fairy tales translated into Uzbek from Russian and other languages. Most of the fairy tales created for children of kindergarten age have the character of anthropomorphism. This means that the heroes of fairy tales are animals that "speak" like people. Children love such stories and always listen to them with interest. When children of kindergarten age hear various fairy tales about animals, they develop a certain attitude towards the characters in these fairy tales. For example, children do not like the image of a wolf, who is always evil, and the image of an extremely cunning fox. They like images of timid rabbits, roosters, geese, goats, innocent animals. Different fairy tales have a direct impact on children's imaginations. They use their powers of imagination and take on the image of different characters from the stories they hear or have heard. In other



words, the stories they hear affect the content of their game. Considering the educational importance of various fairy tales for children, pedagogues-educators should pay special attention to telling and reading fairy tales to children. Thus, imagination occupies a great place in the development of children of kindergarten age. That's why the child's imagination should be sufficiently developed during the kindergarten age. Because from the first day of studying at school, children's ability to think, especially the ability to listen, is required to be well developed.

Conclusion. Preschool children's imagination grows mainly in their various district play activities. However, it is noteworthy that if children of preschool age did not have the ability to imagine, their imagination would not be diverse. Preschool children's imaginations grow in various activities. For example, children of preschool age like to play with clay, that is, to make different things from clay, to play with seeing different things from sand, and to paint. Such activities actively affect the growth of children's imagination.

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