

**Dildora Abdukhamidovna Mazhidova,**

PhD in Pedagogical Sciences,

Senior Researcher,

Head of the Department of Inclusive Education of the Uzbek Research

Institute of Pedagogical Sciences named after Kary-Niyazi at the Tashkent

National Pedagogical University. Nizami,

Tashkent, Republic of Uzbekistan

<https://orcid.org/0009-0004-1699-3593>

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DOI: [https://doi.org/10.32405/2309-3935-2023-1\(88\)-90-94](https://doi.org/10.32405/2309-3935-2023-1(88)-90-94)**DEVELOPMENT OF CHILDREN'S CREATIVE ABILITIES****Summary.**

*In this article, the author proposes a training program for the development of children's creative abilities. It describes the main goals of education for the upbringing of a creative personality, discloses such concepts as creativity and creative abilities, states that creative abilities can be developed in every child. Therefore, the author argues that it is necessary to pay attention to the development of the creative abilities of children, not only psychologists and teachers, but also parents. The program is designed to develop the creativity of children aged 10–13. The purpose, main tasks, total duration and necessary funds for conducting classes on the development of children's creativity are outlined. The program consists of three stages: introductory part, main part and final part. Psychological training exercises are aimed at developing a teenager's sociability, self-confidence, developing his creative abilities, logic, helping to understand himself, as well as teamwork skills, verbal and non-verbal thinking, leadership and creative qualities, goodwill and sociability.*

*The program includes exercises aimed at developing the imagination, dexterity, cognitive abilities of children, the distribution of attention, creative, non-verbal and associative thinking, the development of confidence, intelligence of children, as well as ideas about their creativity. Each exercise outlines the purpose, duration of the exercise, a description of the exercise, the psychological meaning of the exercise, and a discussion of each exercise. The exercises are based on step-by-step instructions, with the aim of ease of use by young specialists of summer camps, as well as by experienced teachers, psychologists. This program can be used by psychologists and teachers in children's summer health camps, as well as in educational institutions.*

**Keywords:** *creativity; ability; creativity; development; training; upbringing; creative process.*

**Explanatory note**

**Relevance.** What would our world be like without Einstein? A man known for his genius, not his dyslexia problems (dyslexia – a violation of the ability to master the skill of reading and writing while maintaining the general ability to learn). What would our world be like without Ludwig van Beethoven? A very talented and respected composer and pianist who became almost completely deaf. These are just two examples of people who would go unnoticed if their perceived abilities were the most important, and who could make a significant contribution to the development of our world – contribution, the fruits of which we all reap [1, p. 15].

In the modern world, the problem of versatile education of the younger generation from early childhood is very relevant.

At present, an integrated approach to the education of a creative personality covers a wide range of issues related to the problems of aesthetic and moral education [3, p. 12]. The inseparable unity of the ideological, worldview, spiritual and artistic is an indispensable condition for the personality of a growing person, the versatility and harmony of

its development. The main purpose of education is to prepare the younger generation for the future. Creativity is the way that can effectively realize this goal [2, p. 54].

In modern society, there is a high need to educate a comprehensively developed, creative personality. And today, one of the main tasks of teachers, psychologists of educational institutions, children's creative centers, Children's towns, and other institutions, as well as parents, is the development of creative abilities – the creativity of the younger generation.

“Creativity appears as an ensemble of characteristics that every creature has, characteristics that can develop and enable their owner to think independently, flexibly, with imagination. Whatever the differences that can be made, creativity is common to all individuals...” [4, p. 65]. In general, creativity can be defined as a complex of intellectual and personal characteristics that allow a person to act productively in situations of novelty, uncertainty, incompleteness of initial data and the absence of a clear algorithm for solving problems. [5, p. 14; 6, p. 33].



Creativity is understood as a certain opposite of the ordinary, standard, conformity (compliance to outside influence) [4, p. 36].

Training program on the topic: “Development of children’s creative abilities”.

**1. Purpose (expected results):** developing the ability of participants to find new non-standard (creative) solutions to problems; establishing communication links within the group.

**2. Main goals:**

1) awareness and overcoming barriers to the manifestation and development of creative thinking.

2) awareness of the characteristics of the creative environment.

3) the formation of skills and abilities to manage the creative process.

**3. Materials:** Paints, brushes, pens, pencils, crayons, markers, markers, A4 paper, magazines, postcards, scissors, glue.

**4. Age of participants:** the program is designed to develop the creative abilities of children aged 10-13 years.

**5. Number of participants:** classes are held in groups of no more than 15 children.

**6. Total duration:** the total time of the program is calculated for 3 hours, which can be carried out during the week, or once a week for 40–60 minutes a day.

The program provides for children to master the skills of creative thinking.

For the development of children’s creativity, we offer a training program on the topic: “Development of children’s creative abilities”. This program will be useful in the work of teachers and psychologists with children of educational institutions, specialized children’s institutions (Children’s towns, children’s health camps, specialized schools, etc.) [7, p. 60].

**Thematic plan of the program for the development of children’s creative abilities**

№	Stage of work	Stage content	Time
Introduction			
1.	Acquaintance/ Greeting	Exercise “Carousel”	10 minutes
Main part			
2.	Overcoming barriers in communication between participants	Exercise “Line up for growth!”	15 minutes
3.	Development of children’s imagination	Exercise “Improbable situation”	30 minutes
4.	Development of dexterity, cognitive abilities of children	Exercise “Name the number”	25 minutes
5.	Development of the distribution of attention	Exercise “Drawings with two hands”	15 minutes
6.	Development of creative thinking	Exercise “Improvement of toys”	30 minutes
7.	Development of non-verbal thinking	Exercise “Count to ten”	20 minutes
8.	Development of associative thinking	Exercise “Photo Riddles”	20 minutes
9.	Developing children’s confidence and intelligence	Exercise “Train”	15 minutes
Final part			
10.	Development of children’s ideas about their creative abilities	Exercise “Creative life”	20 minutes
11.	Reflection	Exercise “Feelings in color”	20 minutes
12.	Feedback	Discussion, summarizing	20 minutes
<b>Total time</b>			<b>3 hours</b>

**The content of the program for the development of children’s creative abilities**

**Introduction**

**1. Acquaintance. Exercise “Carousel”.**  
Duration – 10 minutes.

**Description of the exercise.** Participants are divided into two equal subgroups (if the number of participants is odd, then a leading joins one of the subgroups). Those who are in the first subgroup sit in the inner circle facing outward, those who are in the second, take their places in the outer circle, facing them. Thus, everyone is divided into pairs.

Then the facilitator gives a topic for discussion and distributes roles: for example, those sitting in the inner circle take a passive role (listen, ask clarifying questions), and in the external – active role (they tell, answer the questions posed). After one and a half to two minutes, at the command of the leader, the outer circle moves relative to the inner circle by one person to the right or left (that

is, the composition of the pairs changes) and the distribution of roles changes: those who listened now tell, and those who told – listen. Then the outer circle shifts again relative to the inner circle, the active and passive roles change, and a new topic for discussion is set. 2–3 topics are discussed in this way, for example: my achievements; my skills; Not everyone knows about me...

The set of topics may be different, but it is desirable that they provide an opportunity for self-disclosure in a positive way, a story about one’s merits, various aspects. It is undesirable to discuss the weaknesses, shortcomings of the participants.

**The psychological meaning of the exercise.** Acquaintance, an opportunity for positive self-disclosure, the search for and awareness of one’s strengths. The exercise allows you to show what is not very approved in traditional communication, but is important for creative self-disclosure: talk about your strengths, virtues, brag a little.



**Discussion.** What new and unexpected things did you learn about those with whom you communicated? And about themselves? In what role did you feel more comfortable - the speaker or the listener, what is the reason for this? In ordinary life, it is not very customary to brag, talk about your achievements and strengths ... Why do you think? When and why is it really not worth talking about your achievements, but when can you brag?

### **Main part.**

**2. Exercise "Line up for growth!"** Duration – 15 min. Purpose: To overcome barriers in communication between participants, to liberate them.

**Exercise progress:** Participants form a tight circle and close their eyes. Their task is to line up in a row in height with their eyes closed. When all participants find their place in the ranks, you need to give the command to open your eyes and see what happened. After the exercise, you can discuss whether it was difficult to complete this task (how did the participants feel) or not.

**3. Exercise "Improbable situation".** Duration – 30 minutes. **Description of the exercise.** Participants are asked to reflect on an imaginary situation that is unlikely or highly unlikely to occur. Their task is to imagine that such a situation did happen, and to offer the maximum consequences for humanity that its onset can lead to. The exercise is performed in subgroups of 3–5 people, the work time is given at the rate of 5–6 minutes per situation. Here are some examples of improbable situations for this exercise.

- The force of gravity on Earth will increase by 5 times.
- All three-dimensional geometric shapes will turn into flat ones.
- Sports will immediately and completely disappear from people's lives.
- Friction coefficients for all substances on Earth will decrease by 20 times.
- All metals will turn into gold.
- People will learn to accurately read each other's thoughts, etc.

There are various options for this exercise. For example, several subgroups may be asked to discuss the same situation.

Then the presentation of the results is organized as follows: each of the subgroups in turn gets the floor in order to voice one idea; cannot be repeated.

If the original ideas of the subgroup have been exhausted, it leaves the game; the team that stays in the game the longest wins. If the subgroups are offered different situations for discussion, then such a competition is not held, instead, representatives of each of the subgroups voice 3–5 ideas that seem to be the most original.

**The psychological meaning of the exercise.** Training the ability to generate unusual ideas in relation to situations that go beyond ordinary ideas.

**Discussion.** Which of the proposed ideas are the most memorable, seem the most creative? Why

are these ideas interesting? Ч what contributed to the implementation of this exercise, and what hindered? In what real-life situations is the ability to think about "impossible situations" useful? Can you give examples from your life experience when a seemingly unbelievable situation becomes real?

**4. Exercise "Name the number".** Duration – 25 minutes. **Description of the exercise.** Each of the participants, in turn acting as a leader, calls any number from 1 to equal to the number of participants in the group. As many people as the number is named must stand up at the same time. If this succeeded, then the next participant becomes the driver, if it failed, the former driver calls new numbers until the task is completed.

**Discussion.** What were the participants guided by when deciding for themselves when to stand up and when to remain seated?

**5. Exercise "Drawings with two hands".** Duration – 15 minutes. **Description of the exercise.** Children are invited to draw with both hands at the same time – for example, circles on the left, and triangles on the right; or draw circles and at the same time count the leader's claps.

**6. Exercise "Improvement of toys".** Duration – 30 minutes. **Description of the exercise.** The participants are shown a soft toy and given the task: to offer as many fundamentally feasible ways to improve it as possible – what can be done to make it more interesting for children to play with it? The exercise is performed in subgroups of 4–5 participants. Then the representatives of each of the subgroups alternately present their ideas.

**The psychological meaning of the exercise.** Training the skill of generating ideas in a team environment.

**Discussion.** What, from the point of view of the participants, contributed to the emergence of new ideas in this exercise, and what hindered it? What ideas seem to be the most creative? How can the expressed ideas be classified, to what semantic categories do they belong? What life situations can be likened to this exercise?

**7. Exercise "Count to ten".** Duration – 20 minutes. **Purpose:** to feel each other, to understand without words and facial expressions.

**Exercise progress:** "Now, at the signal "start" you will close your eyes, lower your noses down and try to count from one to ten. But the trick is that you will count together. Someone will say "one", another person will say "two", a third person will say "three" and so on +. However, there is one rule in the game: only one person must say the word. If two votes say "four", the count starts over. Try to understand each other without words".

**Discussion:**

- What happened to you?
- If it didn't work, why not?
- What strategy did you choose?



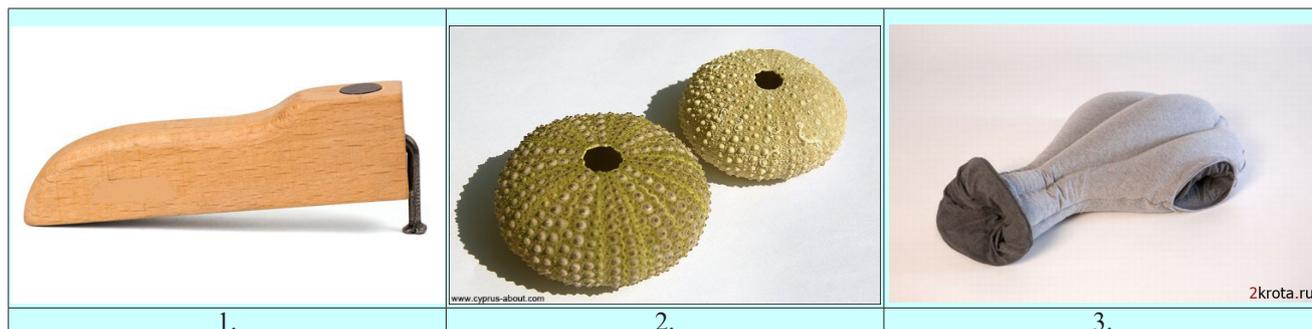
**8. Exercise “Photo Riddles”.** Duration – 20 minutes. **Description of the exercise.** Participants, united in subgroups of 3–5 people, receive 2–3 “photo riddles” for work – pictures that depict something that at first glance is not entirely clear, allowing for various interpretations. It can be an ordinary object, but taken from an unusual angle (for example, a bottom view of a car), some strange object of unknown purpose, a person engaged in incomprehensible activity, a separate detail of something from which it is difficult to determine what it refers to, and etc. The facilitator can either take or

find such pictures himself, or instruct the participants as homework to find them in color magazines and their own photo archives.

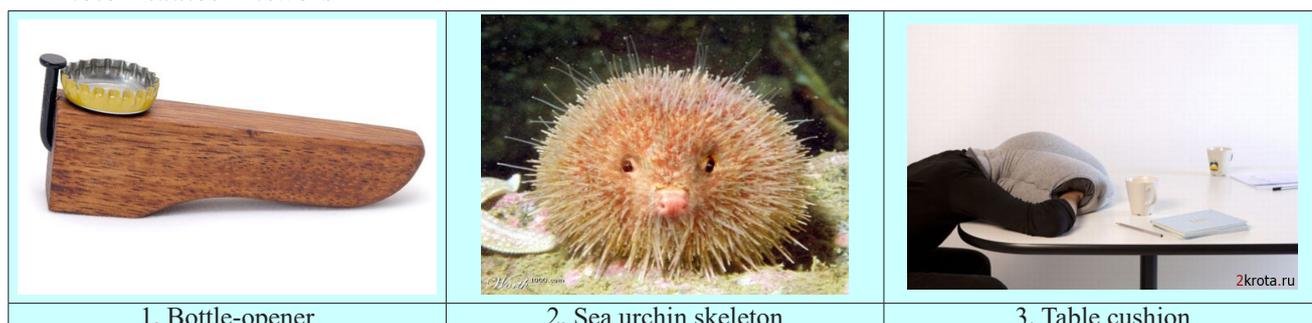
Participants are asked for 6–8 minutes to give as many answers as possible to the following questions regarding each of the pictures:

1. What is shown in the picture?
2. What idea did the photographer want to convey with this shot?
3. How would you title this photo if it was entered into a fine art photography competition?

Here are some examples of photo Riddles:



**Photo Riddles Answers**



Then representatives of each of the subgroups show the photographs they have worked with and offer their answers to questions about these photographs.

**The psychological meaning of the exercise.**

Teaching perception in new, unexpected perspectives of materials that leave room for the imagination, allowing for ambiguous interpretation. Training the ability to generate ideas about the ways of this interpretation, to look for unexpected associations.

**Discussion.** What options for interpreting the pictures are the most memorable, seemed the most interesting and creative? What real life situations can this exercise be likened to? What psychological qualities are most important to act productively in such situations?

**9. Exercise “Train”.** Duration – 15 minutes.

**Purpose:** Cohesion, increasing the mutual trust of participants, training confidence in behavior, if necessary, to act in conditions of lack of information, relying on partners.

**Exercise progress:** 6–8 participants depict a “train”, standing in a column and putting their hands on the shoulders of the person in front. Except for the first one, everyone closes their eyes. This

“train” needs to pass through the obstacles that other participants represent. With a small number of players playing part of the obstacles can be depicted with the help of chairs.

**Final part.**

**10. Exercise “Creative life”.** Duration – 20 minutes. **Purpose:** generalize the participants’ idea of their creative abilities and find their own creativity.

**Materials:** paper, pens.

**Exercise progress:** Participants are united in groups of 5–6 people, receive the task: make a list of recommendations that will allow you to “make your own life more creative” and write them down. The recommendations that are being formed should be realistically implemented by all participants, or at least by the majority of them (that is, do not imply the presence of any rare abilities, too large material costs, etc.).

**11. Exercise “Feelings in color”.** Duration – 20 minutes. **Description of the exercise.** Invite the children to choose a color (or several) and use this color to depict the mood and feelings with which everyone leaves.

**Discussion.** The coach asks everyone to share their feelings and sensations.



12. Feedback. Duration – 20 minutes. All participants share their impressions and their acquired knowledge and skills during the entire training. The trainer summarizes all the information and sums up the work.

So, there are a lot of opportunities for developing the creative abilities of children. Children will play any game offered by the teacher, if it is within their power, corresponds to their level of knowledge and skills and gives them the opportunity to achieve more.

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**Маджидова Дільдора Абдухамідівна**, кандидатка педагогічних наук, старша наукова співробітниця, завідувачка відділу інклюзивної освіти Узбецького науково-дослідного інституту педагогічних наук імені Карі-Ніязі при Ташкентському національному педагогічному університеті ім. Нізамі. м. Ташкент, Республіка Узбекистан.

#### РОЗВИТОК КРЕАТИВНИХ ЗДІБНОСТЕЙ ДІТЕЙ

Анотація.

У цій статті автор пропонує програму тренінгів із розвитку креативних здібностей дітей. Вправи психологічного тренінгу спрямовані на формування у підлітка впевненості в собі, розвитку його творчих здібностей, креативності, допомогти зрозуміти себе. Програма розрахована в розвитку креативності дітей 10–13 років. Викладено мету, основні завдання, загальну тривалість та необхідні засоби для проведення занять із розвитку креативності дітей. Програма охоплює три етапи. Ця програма може бути використана психологами та педагогами у літніх дитячих оздоровчих таборах, а також у закладах загальної середньої освіти.

**Ключові слова:** творчість; здібності; креативність; розвиток; тренінг; виховання; творчий процес.

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