



## **SOURCES FOR THE FORMATION OF CHILDREN'S CREATIVE THINKING**

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### **ABSTRACT**

This article discusses the significance of fairy tales and riddles in fostering children's creative thinking. These resources are found to be instrumental in shaping children's speech, spirituality, worldview, and creativity. Uzbek folk tales, in particular, are known to instil in the young generation such qualities as diligence, creativity, generosity, nobility and patriotism.

### **KEYWORDS**

creativity, spirituality, creativity, hard work, nobility, fairy tale, mystery, worldview.

### **Introduction**

The thinking and worldview of preschool children develop as a result of their growing interest in the environment, things and objects in existence, events and their desire to find answers to questions that are abstract to them [1,2]. Millennials rely on age-appropriate, engaging, colourful, and interesting resources to find answers to these vital needs of children. Such sources include:

1. Fairy tales;
2. Riddles;
3. Sayings quickly;
4. Legends;
5. Songs;
6. Narratives and others.

**Fairy Tale** - one of the oldest public genres of folklore. In fairy tales, people's dreams about domestic life and heroism, humanitarianism and patriotism, love and loyalty are told based on imaginary and life fiction. According to the ideological basis of the fairy tales, they reflect the struggles, aspirations and dreams of the people for a bright future. The important features of the fairy tale genre are mainly subjectivity and oral narration of the subject's events, depiction of real-life events in the shell of fiction, leadership of the aesthetic task and educational training. So, oral stories related to the reality of life, built on the basis of imaginary and real fictions, carrying a didactic idea are called fairy tales. Uzbek folk tales are divided into animal and figurative tales, magical tales, and household tales according to the scope of the topic, the way of reflecting reality, and the composition of the participants [1].

## Methodology

Magical fairy tales play a leading role in the formation of children's creative thinking. Because they are created based on fiction, and the characters, events and events in them are embodied unusually and unnaturally. Each episode in magical tales is connected with the actions of the heroes, magic, miracles, and imaginary characters. For example, such fairy tales as "Uchar gilam" (Flying carpet), "Ilon og'a" (Snake), "Yalmog'iz kampir" (Baba-Yaga), "Sehrli shamshir" (Magic candle), "Semurg'" (Semurg), "Ilon part" (Snake fairy), "Bulbuligo'yo", "Kenja botir" (Junior Hero) [3,4,5].

In such tales, inanimate objects are brought to life: earth, water, stone, and mountains enter the language and interact with the characters. A person turns to stone, and when the spell is removed, the soul returns to its original form. Symbols of mythological concepts have been preserved in the example of images such as bear, wolf, eagle, snake, nymph, fairy, dragon, giant, witch, and demon.

As we know, children of preschool age are often told fairy tales. The ideological content and image structure of such tales are based on metaphor. The theme of fairy tales is diverse, they cover such features as the struggle for justice, the desire for freedom and harmony, intelligence, the desire for entrepreneurship, and the interest in living a prosperous life. In such fairy tales, the main event is between the fox and the wolf, and the subject has a comic content. "Wolf and Fox", "Crow and Lamb", "Fox and Rooster", and "Susambil" are examples of such fairy tales.

The appearance of domestic species in fairy tales also corresponds to different periods. For example, the formation of magic tales and animal tales, romantic-adventure or comic tales as internal types correspond to different periods. That is why "Kenja botir", "Kilich Kara", "Kiran Aka", "Malikai Khusnabad", "Bulbuligoyo", and "Ur Tokmok", were created in different periods and retained the influence of different social strata. ", "The old man with the old woman", "The fox with the wolf", and "The beetle and the lucky bald man" [1] in the plot, image character, system of images, language and storytelling style there are similarities and differences. After all, during its development, a fairy tale may lose some motifs, and images, adopt new symbols, and sometimes traditional elements may be interpreted in a new way.

In general, all aspects of fairy tales are considered the main source for the development of children's outlook and thinking. They enrich children's world of imagination, develop their speech, and improve their moral qualities. Riddles are also an important resource for the development of creativity in preschool children. After all, through riddles, children learn the essence and characteristics of things and events in social life, think and search.

Children learn to solve the puzzles of the world by finding and finding the objects hidden in the riddles. This, in turn, required observation, intelligence, reasoning, sharp memory, rich speech, and deep knowledge from the child. Each riddle is of course educational. For example, if children were told a riddle about "nuts", they learned about the benefits of cotton to humans [6,7,8].

Topishmoq (Riddle) (from the word topmoq (uz)) is one of the ancient and widespread genres of folklore with a compact form. After fairy tales, riddles are also the main source that serves to form children's creativity. After all, as a result of searching for answers to riddles, creative and logical thinking, inquisitiveness, and the process of comparison occur in children. After all, this process is a process that leads to creativity. The main features of the riddle genre are questions and assignments in a poetic or prose structure, designed to find related, similar things and events based on signs characteristic of each other. At least two people or groups are required to perform a riddle, consisting of a riddle teller and a finder. Riddles are related to folklife, at their core, people's ancient beliefs and

imaginations, and interest in knowing the world are formed on an ideological and artistic basis. That is why riddles reflect all the things and events that surround us. Hidden objects in riddles consisting of different themes are the main image. On this basis, riddles also have different imagery. Riddles include many metaphorical, question-and-number riddles.

*Twelve kings on one tree,*

*Each king has thirty leaves.*

*One side of the leaf is black, one side is white [1;160-b].*

This is a numerical riddle, the answer to which is one year twelve months and thirty days and nights. There are types of Uzbek folk riddles, such as riddle-proverb, riddle-game, riddle-say quickly, riddle-song, riddle-tale. The formation of children's creativity largely depends on being able to effectively use Uzbek folk riddles. Because through folk riddles, on the one hand, the child's thinking is sharpened, and on the other hand, it becomes important for the child's interest. Riddles help to educate children's speech and sound culture, teach them to speak, and develop their thinking. It is very useful to introduce them with the names of the things used in marriage and the components of these things, their qualities, and the names of the actions related to them. Riddles also play an important role in stimulating children's artistic creativity.

## **Results and Discussion**

Through riddles, children learn the secrets of artistic creation. The use of riddles is primarily related to children's perception, observation, intelligence, ingenuity, agility, and independence. They are of special importance in the development of children's creativity as a serious and fun mind game. In particular, riddles that are compact in form, deep in vital content, and artistically perfect riddles are mostly about nature and its phenomena, animals, and plants, and can quickly attract children's attention and quickly settle in their memory. Through riddles, the child learns to observe, compare and justify the events. As a result, children develop their minds and increase their independence.

The history of the creation of riddles is related to the way of life of ancient people, spontaneous understanding and explanation of natural phenomena. Therefore, in ancient times, primitive man tried to deify natural events because he did not understand the reasons for their occurrence. Because we understand that all events, actions, and actions in existence happen through the medium of supernatural forces, we try to say the names of events and things as carefully as possible, even to keep them secret, thereby distracting, deceiving, and acting against the supernatural forces that cause evil. Those who did. As a result, the game of talking about some things without calling them by their names, and comparing them to something similar, began to appear, and this situation led to the creation of riddles. So, Folklorists say that in ancient times, riddles were used for more social purposes. In particular, it was told not in the form of an educational game, as it is now, but as a serious means of testing the mind. Therefore, when testing young men serving in the military, testing the intellect, knowledge, and intelligence of young men and women who will become grooms or brides during wedding ceremonies, as well as when choosing leaders of a tribe or country, check their intellectual and diplomatic potential. Riddles are widely used. In particular, riddles were considered the most important educational tool in raising children. In ancient times, they were told by experienced, old people, and tribal elders to teach young people something, to teach them about the things and events around them.

Riddles are diverse in their ideological content. They can be widely used for various ideological purposes. Therefore, through riddles about animals, it is possible to inform children about their usefulness, loyalty to man, lifestyle, etc., and this is very convenient.

The puzzle consists of two parts according to its composition:

1. The part in which the main leading signs of the hidden object or event are described. In this, the definition of the thing and event that is the basis for comparison and is compared is given. It is usually referred to as the puzzle piece of the puzzle. Enigma occurs at the root of simile and other forms of metaphor, the most important of which is to express different characteristics of the thing or event being enigmatic.

2. The object and event itself that is enigmatic or hidden. This is the solution to the riddle, also known as the answer.

When the answer to the riddle is found, the comparison and simile will stand out as evidence, a witness for this riddle. It is not named in the riddle but is understood through a part. This realization means that the answer to the riddle has been found. To state an idea is to prove an answer.

Since riddles cover wide areas of existence, educational and didactic possibilities are rich. Therefore, riddles on various topics can be widely used in the comprehensive education of children.

Riddles provide information about the mutual similarity and closeness of things in existence. Through this, a person feels the abundance of things and events in existence.

Riddles closely help children to understand the word, and to perceive the artistic language. They also instil in children a love for their native language and country and encourage them to preserve its material and spiritual wealth like the apple of an eye. Therefore, it is appropriate to use its educational and educational opportunities effectively.

In most Uzbek folk riddles, the attractive nature of our ancient and prolific Uzbekistan, fertile lands, rich fauna and flora, Uzbek realities are artistically described, which helps to educate the younger generation directly in the spirit of patriotism. They instill in their hearts a feeling of pride in the beauties of the native land and the preservation of these beauties.

It is known that several riddles can be created about one thing or event. Such riddles differ from each other depending on the way they are created, the system of visual means, the artistic language, the presentation of the puzzle or the secret expression of the solution to the puzzle. This, in turn, enhances the sense of intelligence in children. Increases their interest; develops observation skills; tests, recovers and further strengthens their memories. Riddles are examples of our ancient values. In them, our ancient ancestors' age-old experiences of social life, opinions about the environment, and various observations are expressed in a figurative and mysterious, compact, artistic form. Riddles that have been told in the lesson since ancient times still provide knowledge,

It is worth reminding that children cannot be given any riddles. They should be offered riddles that encourage more creativity. In particular, since many events and things in life are still unfamiliar to preschool children, it is necessary to choose riddles about understandable and familiar things. Otherwise, it is not a question that children will be in a difficult situation and get tired of learning riddles. Children are mainly interested in riddles about man and his body parts, household items, animals, birds, rain, snow, plants, fruits, and vegetables, which are related to their environment. It helps to strengthen and expand attention, observation, resourcefulness, intelligence skills, and understanding of life. For example, the following riddles can be used: Clear from milk, white from cotton (snow); Dice carpet, dice carpet, Heavy carpet (earth) if I lift it; Invisible, intangible (air); Four-

legged, iron hooves (horse); Gets up early, crow calls (rooster); In summer and in winter, in the same clothes (juniper); This side is a mountain, this side is a garden, in the middle is butter (nut); A bag of flour, inside a column (jiyda); White as snow, soft as wool (cotton); He is alive in winter and summer, he does not take off his clothes (like a juniper).

## Conclusions

In conclusion, it should be noted that riddles directly encourage children to be observant and resourceful. A child begins to understand nature only when he observes it. For example, if a child observes water, he will have the knowledge that it flows, whether it is hot or cold, and that it is the most important consumer of living things. Or if a child observes snow, he learns that it falls from the sky, that it is white and cold, and that it consists of many colourful sparkles. Through this, the child's knowledge about the special phenomena of nature begins to form.

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