

## THEATRICAL ACTIVITY AS A MEANS OF DEVELOPING THE CREATIVE ABILITIES OF YOUNGER PRESCHOOLERS

Iroda T. Nurmatova

Lecturer, Department Of "Methods Of Preschool Education" Of Nizami TSPU Tashkent,  
Uzbekistan

**ABSTRACT:** In modern socio-cultural conditions, when there is a process of continuous reform, cardinal changes in all public institutions, the ability to think in an extraordinary way, creatively solve tasks, and design the intended end result are of particular importance. A creatively thinking person is able to solve the tasks assigned to him faster and more economically, overcome difficulties more effectively, set new goals, provide himself with greater freedom of choice and action, that is, ultimately, to organize his activities most effectively in solving the tasks set for him by society.

**KEYWORDS:** Preschool educational organization, upbringing, methodology, methodology, school.

### INTRODUCTION

It is a creative approach to business that is one of the conditions for the education of an active life position of a person. It is well known that the prerequisites for further creative development and self-development of the individual are laid in childhood. In this regard, increased demands are placed on the initial stages of the formation of a child's personality, especially preschool, which largely determines its further development.

The issues of children's creativity, being one of the most controversial and complex, are of interest to more than one generation of scientists. Various aspects of the creative development of personality are highlighted in the works of J.C. Vygotsky, B.M. Teplov, V.V. Medushevsky, B.V. Asafyev, E.V. Bondarevskaya and many other scientists. The development of creative activity is considered in the studies of N.A.Vetlugina, T.S.Komarova, N.P.Sakulina, E.A. Fleerina.

The main results and findings

However, as practice shows, with all the richness and diversity of research on the creative development of personality, the issues of the development of creative activity of a preschool child's personality remain insufficiently covered. A contradiction requiring resolution is observed between the relative readiness of the teacher to implement the creative development of the child

and the inability, and in some cases, the inability to create the conditions necessary for the successful course of this process.

The senior preschool age is characterized by an intensive process of restructuring the motivational sphere, the formation of the emotional sphere, thanks to which the child has a new attitude to himself, giving new opportunities for orientation in the surrounding reality. Therefore, this age period is the most sensitive, receptive, favorable for the development of creative activity of the individual. An effective means of developing the creative activity of a preschooler's personality is theatrical activity aimed at perceiving, comprehending an artistic image and transmitting this image in their product. The theater helps to develop a unique personality in the child's personality.

Theatrical activity acts as valuable in itself, along with gaming, music and visual. This is facilitated by the specificity of this type of activity, which consists in influencing the personality through an artistic image. Of great importance for the development of a child's personality is the environment that promotes his self-expression in the process of artistic activity. The educational role of theatrical games is also invaluable. In kindergarten, theatrical games are aimed at the formation of personal qualities of preschoolers. They teach kindness, sensitivity, honesty, courage, form the concepts of good and evil. Theatrical games allow preschoolers to cope with many problems in accordance with their emotional and personal characteristics. The game will help a timid child to become more courageous and determined, and a shy one to overcome self-doubt. During the game, children learn about the world around them through music, express themselves and develop themselves, acquire communication skills, learn to logically build a train of thought and analyze situations. Theatrical games also contribute to the development of morality among preschoolers, since game actions are based on literary and folklore works.

Conducting theatrical games involves solving a number of goals and objectives that are common to pupils of all age groups of preschool educational institutions:

- Promote the development of such qualities as imagination, imagination, thinking, memory and observation;
- Develop the desire for self-development and curiosity;
- To form strong-willed character traits;
- Develop and train the expressiveness of speech;
- Contribute to the disclosure of creative potential.
- In kindergarten, the following types of such games are distinguished:
- Finger tips. The game involves dolls that children put on their fingers and control them. According to the movement of the plot, the child acts with one or more characters-fingers, pronouncing the text. Free actions or behind a screen are allowed.
- With bibabo dolls. The game takes place on a screen. Children put dolls on their hands and become driving, pronouncing the text for the character. At the discretion of the educator, free movement of preschoolers is allowed.

- Improvisation. This kind of dramatization game involves the use of dolls and independent play of children. The main difference from others is the development of the plot in the course of the action.
- Independent game. It is assumed that the child, having dressed up, if possible, in a mask, cape, etc., plays for the character independently, without dolls, etc.

Dramatization games, dramatization of nursery rhymes, tongue twisters, songs are interesting for children and cause them a direct active reaction, foster good feelings, create an opportunity to express their attitude to the spectacle as a whole and individual characters, cause a desire to imitate the performance - to reproduce it independently with the help of toys, stimulate the creative initiative of children.

The puppet theater, where children learn to control dolls, develops fine motor skills in children. Working on the production of puppet shows, children from class to class more freely and confidently control dolls, vividly and figuratively conveying images, learn to change the voice in accordance with the artistic image of fairy-tale characters: they speak with a thin ringing voice of a cheerful and funny kolobok, then with a low, loud voice of a bear, then with a soft playful voice of a dog. They master the skills to change the timbre of the voice: quietly, loudly, develop speech abilities. The fabulous and fascinating world of the theater gives children great joy. Games and sketches help to introduce children to the basic emotions of a person, the means for children to understand each other and the adult world. In the process of working on the play, children acquire the skills of performing arts, artistry develops directly, children master the skills of stage embodiments necessary to participate in the children's theater. All this gives the child the opportunity to be liberated, educates his communicative qualities, develops intelligence, emotional responsiveness. During the performance, colloquial speech, poems, music, song, dance alternate.

The sequence of these moments should be continuous, smooth, without unexpected pauses that disrupt the overall impression. Coherence, the overall rhythm of the performance is ensured by careful training of teachers and music director and their high professionalism. For successful work, contact between additional education teachers, educators, and parents is important. This connection is carried out in the process of complex thematic events. When preparing performances, it is necessary to take into account the age – psychological characteristics of children, excluding emotional overload, ensuring that interest in this type of activity is maintained. Children's mastering of individual fragments of the performance, the gradual unification of several fragments into a single whole, the introduction of elements of costumes and scenery in the preparation of performances helps children to master the role more successfully and more vividly. It is necessary to strive to create a festive atmosphere in the classroom so that young actors play with enthusiasm, look forward to performing in front of parents and kindergarten staff.

The development of creativity of a preschool child requires a differentiated approach to each child. It is very important not to extinguish the desire for creativity, not to impose your decision on this image, not to give a ready-made image for imitation, but only to encourage the child to work with sincere interest, attentive sensitive attitude to his creative manifestations. It is important for a teacher to take into account the individuality of each child, to see in him a unique personality.

The integrated approach of teachers, specialists, parents, teachers of additional education to the organization of theatrical activities of children ensures the creation of an atmosphere of creative cooperation.

Theatrical activities in kindergarten can be organized in the morning or evening hours. It is advisable to study in subgroups, which will provide an individual approach to each child. Working on a theatrical performance unites children, gives an idea of a sense of partnership, mutual assistance, relieves stiffness, accelerates the process of mastering public speaking skills, helps to believe in yourself, and most importantly, it is a holiday, an emotional outburst, the delight of participating in the performance.

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