

The Peculiarities of the Development of Divergent Thinking in Young Schoolchildren

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Abstract:

The is devoted to the study of the characteristics of the development of divergent thinking in primary schoolchildren. Divergent thinking is seen as a key component of creativity, characterized by the ability to generate multiple ideas and solve problems in innovative ways. The study examined age and individual differences in the manifestations of divergent thinking in children of primary school age (6-10 years). The research methodology included the use of various tests and tasks aimed at assessing children's creative abilities. The showed that divergent thinking in younger schoolchildren develops unevenly, with pronounced jumps in certain periods. Significant differences in levels of creativity were also identified, due to both age and individual characteristics of children. The authors of the article note the importance of creating a stimulating educational environment that promotes the development of divergent thinking. In conclusion, recommendations are provided for teachers and parents on supporting and developing the creative potential of children, as well as directions for further research in this area.

Keywords: Flexibility, divergent thinking, creativity, primary schoolchildren, age characteristics, individual differences, educational environment.

Introduction

In the modern world, creativity is becoming one of the key competencies necessary for successful adaptation and self-realization in a rapidly changing society. Divergent thinking, being the basis of creativity, is the process of generating many unique ideas and solutions, which is especially important in conditions of uncertainty and complexity of modern problems. Developing these skills from an early age helps build mental flexibility, innovation, and critical thinking.

Primary school age (from 6 to 10 years) is a critical period for the development of cognitive abilities and the formation of basic thinking skills. During this period, children show a high ability to learn and receptivity to new experiences, which creates favorable conditions for stimulating their creative

potential. However, the process of development of divergent thinking in younger schoolchildren may be uneven and depend on many factors, such as individual characteristics, learning environment and pedagogical approaches.

The purpose of this study is to identify the characteristics of the development of divergent thinking in primary schoolchildren, as well as to analyze the factors influencing its formation. The study will examine age and individual differences in children's creative abilities, and will also offer recommendations for teachers and parents on creating conditions conducive to the development of creative thinking.

Thinking is a complex mental process that includes analysis, synthesis, generalization, abstraction and other operations that allow a person to perceive, process and use information. Thinking is the basis for problem solving, decision making, planning and forecasting. It allows a person not only to perceive the surrounding reality, but also to build new images and ideas on this basis, which is a key component of creativity and innovation. There are several types of thinking, among which convergent and divergent thinking stand out.

Convergent thinking (from the Latin *convergere* - to come closer) is aimed at finding the only correct solution to a specific problem. It is characterized by a logical, sequential and analytical approach, where problems are solved using known rules and algorithms. Convergent thinking is effective in situations that require precision and clear answers, such as mathematics and scientific research. Divergent thinking (from the Latin *divergere* - to diverge) is the opposite of convergent thinking and is characterized by the ability to generate many different ideas and solutions for the same problem. This type of thinking includes creativity, flexibility, originality and the ability to think outside the box. Divergent thinking is important for innovation, creativity, and problem solving under conditions of uncertainty where multiple alternative solutions are required. The development of divergent thinking in younger schoolchildren is critically important, since this age is characterized by high receptivity to learning and the formation of basic cognitive skills. Supporting and stimulating creative thinking in an educational environment helps children develop mental flexibility, innovative thinking and the ability to solve complex problems in the future.

Features of divergent thinking. Indeed, divergent thinking promotes flexibility in thinking and allows you to consider the same situation from different points of view. Thanks to this, people can use a variety of approaches to solving problems, which contributes to the creation of new and original ideas. This approach helps to see hidden opportunities and find innovative ways to achieve goals. Divergent thinking allows you to look at a situation from different perspectives and use a variety of approaches. This promotes the creation of new and original ideas.

Flexibility is one of the key features of divergent thinking, which allows you to consider a situation from different points of view and apply a variety of approaches. Here's why it's important:

- Expanding boundaries: Divergent thinking helps you move beyond established boundaries and standard ways of thinking. This allows you to see the situation from a new angle and consider alternative solutions or approaches.
- Opening up new possibilities: Thanks to flexible thinking, people with divergent thinking can grasp important details that may go unnoticed within narrow thinking. This allows you to see new possibilities and potential in the situation.
- Enhanced creativity: Flexibility helps you go beyond conventional ideas and thought patterns. This contributes to the destruction of old ideas and allows you to create new, original ideas for solving problems or developing projects.
- Increased adaptability: Flexible thinking allows you to better adapt to changing circumstances. When situations change, people with divergent thinking can quickly change their approaches and strategies to achieve desired results.

People with divergent thinking are able to see connections and analogies between various phenomena and objects. This allows them to find unexpected solutions and ways out of difficult situations. Associativity is another important property of divergent thinking, which allows people to see connections and analogies between various phenomena and objects. This brings the following benefits:

1. Broadening one's horizons: Associative thinking encourages research and finding similarities and connections between different phenomena and objects. This allows you to enrich your horizons and gain new knowledge or understanding.
2. Inspiration for creativity: Seeing connections and analogies between different things helps create unexpected, innovative ideas. Associative thinking allows you to combine different concepts and come to unique solutions.
3. Solving Complex Problems: Discovering analogies and connections can help in finding solutions to complex problems or problems. The ability to see commonalities between different situations allows you to find new approaches and achieve effective solutions.
4. Critical Thinking: Associative thinking requires analysis and precision in making connections and analogies. This approach stimulates the development of critical thinking and the ability to see between the lines, extract semantic connections and convey information more fully and accurately.
5. Source of inspiration: The technique of visualization and creating associations can be an important factor in the culture of creativity. The discovery of new connections and analogies becomes a source of new ideas, and can serve as a stimulus for further exploration and the creative process.

Divergent thinking and creativity are inseparable - both processes are based on the generation of new ideas and alternative solutions. People with developed divergent thinking usually have high creative activity. Absolutely true, divergent thinking and creativity are inseparable and interconnected. They are both based on generating new ideas, searching for alternative solutions and non-standard approaches. This is why creativity and divergent thinking are closely linked:

Generating New Ideas: The creative process and divergent thinking involve the ability to generate new, original ideas. They are not limited to the usual templates and frameworks, but are looking for innovative solutions and innovative approaches.

Exploring Different Directions: Divergent thinking allows creative people to explore different directions and view situations from different perspectives. This helps generate diverse ideas and find unusual solutions.

Overcoming obstacles: Creativity and divergent thinking share the ability to find a way out of difficult situations and overcome obstacles. They explore different options and solutions to achieve the desired result.

Divergent thinking eliminates the limitation of one's thoughts into familiar frameworks and patterns. It promotes openness to new ideas and solutions, creating opportunities for innovation and change. One of the key aspects of divergent thinking is its ability to eliminate the limitations associated with habitual thinking frameworks and patterns. Openness to new ideas is an important part of this process.

In younger schoolchildren, divergent thinking manifests itself through play, experiments, creative activity and the ability to explore the world around them. Supporting and developing this type of thinking is important for developing children's creative potential and ability for innovative thinking. Features of divergent thinking in younger schoolchildren:

- Imagination and creativity: Children between the ages of 6 and 12 have great potential for creative thinking. They are able to come up with non-standard ideas and solutions thanks to their rich inner world.
- Ability to associate: Younger students often find unexpected connections between various concepts and objects. Their thinking is flexible and free, which allows them to see new possibilities.
- Game approach: For children, play is the main way to explore the world. Therefore, divergent thinking in younger schoolchildren often manifests itself through game scenarios, imaginary friends and fantastic stories.
- Empathy and compassion: Children of this age can view problems from other people's perspectives, which helps develop empathy and compassion.
- Stimulating creativity: To develop divergent thinking in younger students, it is important to create a stimulating environment where they can freely experiment, ask questions and express their ideas.

The development of divergent thinking in younger schoolchildren plays an important role in the formation of creativity, mental flexibility and the ability to innovate. Therefore, it is important to encourage children to think independently, search for alternative solutions and express their ideas. This will ultimately help them become successful and adaptive individuals in the future.

Non-standard tasks play an important role in the development of divergent thinking in children, as they stimulate creative thinking, contribute to the generation of diverse ideas and the search for non-standard solutions. Here are some ways that challenging tasks can help develop divergent thinking in children:

- Invite your child to draw an object that performs an unusual function. For example, a transforming umbrella or a flying cup.
- Ask your child to come up with a story where the main character uses an unusual object to solve problems. For example, how a transformable umbrella saves the day.
- Give children tasks where they need to find non-standard solutions. For example, how to transport an elephant across a river using one tiny raft.
- Conduct games where the child must quickly come up with new ideas. For example, give 30 seconds to come up with an unusual way to use a spoon.
- Offer your child a list of items and ask them to think of what new functions or capabilities they could have.

"Think of as many ways as you can use regular paper tape." This activity allows children to use their imagination and generate a variety of ideas about using a common object in different situations.

"Draw a fantasy creature that doesn't exist in the real world." Children can be asked to draw a completely unique creature, which helps develop their creative thinking and imagination.

"Tell the story of an ordinary object from the future." This activity will help children see ordinary things in a new light and use their thinking to create fantastic stories.

Thus, non-standard tasks play an important role in stimulating divergent thinking in children, helping them develop creativity, flexibility of thinking and the ability to find new and original solutions.

In conclusion, divergent thinking is an important tool for fostering creative and innovative thinking. It allows you to see new perspectives, find innovative solutions and stimulate creativity. The

development of divergent thinking is an important step in personal development and the basis for success in the modern information society. Divergent thinking is the ability to look at problems from multiple perspectives, generate multiple ideas and solutions, and be open to new ideas. This approach is important both for the creative process and for everyday life. In today's world, where change is happening faster than ever before, divergent thinking is becoming a key tool for successfully solving problems and achieving innovation. By allowing you to think outside of established boundaries and standards, it encourages the development of innovative ideas, opens doors to creativity, and helps you find innovative approaches to solving complex problems.

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