



PSYCHOLOGICAL FEATURES OF CREATIVITY IN PRESCHOOL CHILDREN

Abduqodirova D.E.

Teacher of Chirchik State Pedagogical University

abduqadirovadilobarbonu@gmail.com,

<https://orcid.org/0009-0008-4155-8330>

Abstract

This article examines the psychological characteristics of creativity in preschool-age children. Creativity is a higher form of human thinking directly linked to a child's life experience, perception, imagination, emotional state, and motivational needs. The study analyzes psychological factors that influence the development of creative thinking in children, as well as the role of upbringing and play activities. It highlights the methodological foundations for fostering creativity in preschoolers, contemporary psychological approaches, and the importance of the social environment. The findings provide a basis for designing effective educational technologies that account for both individual and social conditions of creative development.

Keywords: Creativity psychological characteristics preschool age thinking play activity motivation social environment personal development.

MAKTABGACHA YOSHDAGI BOLALARDA IJODKORLIKNING PSIXOLOGIK XUSUSIYATLAR

Abduqodirova D. E.

Chirchiq davlat pedagogika universiteti o'qituvchisi

abduqadirovadilobarbonu@gmail.com,

<https://orcid.org/0009-0008-4155-8330>

ANNOTATSIYA

Mazkur maqolada maktabgacha yoshdagi bolalarda ijodkorlikning psixologik xususiyatlari o'rganilgan. Ijodkorlik inson tafakkurining yuqori shakli bo'lib, u bolaning hayotiy tajribasi, idrok, tasavvur, emotsional holat va motivatsion



ehtiyojlar bilan bevosita bog‘liqdir. Tadqiqotda bolalarda ijodiy fikrlashni rivojlantirishga ta’sir etuvchi psixologik omillar, shuningdek, tarbiyaviy va o‘yin faoliyatining roli tahlil qilinadi. Maqolada maktabgacha yoshdagi bolalarda ijodkorlikni shakllantirishning metodik asoslari, zamonaviy psixologik yondashuvlar hamda ijtimoiy muhitning ahamiyati yoritilgan. Olingan natijalar ijodiy rivojlanishning individual va ijtimoiy sharoitlarini hisobga olgan holda samarali ta’lim-tarbiyaviy texnologiyalarni ishlab chiqishga asos bo‘ladi.

Kalit so‘zlar ijodkorlik psixologik xususiyat maktabgacha yosh tafakkur o‘yin faoliyati motivatsiya ijtimoiy muhit shaxsiy rivojlanish.

INTRODUCTION

In today’s era of globalization, digital transformation, and rapidly accelerating information flows, the development of human capital is recognized as one of the most important factors of societal progress. Within this process, creativity is becoming a key competitive quality of the individual. In particular, developing creativity at an early stage in preschool-age children is a critical psychological indicator that determines not only individual potential but also the overall quality of the education system. One of the most active periods of human psychological development is the preschool age. During this stage, the foundational psychological qualities of the child’s personality—perception, thinking, memory, attention, emotion, and creativity—are laid. Creativity expresses a child’s distinctive thinking style, the ability to generate new ideas, and the capacity to solve problems in unconventional ways. Educational processes in preschool institutions play a decisive role in shaping creative thinking and independent decision-making skills. Therefore, developing creativity in childhood requires a thorough analysis of psychological, pedagogical, and social factors. Currently, in the context of modernizing the education system of the Republic of Uzbekistan, the formation of innovative thinking, creative approaches, and independent reasoning has become one of the state policy priorities. The idea advanced by President Sh. M. Mirziyoyev “Educating a new generation is the future of the nation”—rests on the need to cultivate creative, proactive, and independently thinking individuals. Consequently, the development of creativity within the



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preschool education system is of pressing scientific and practical significance. In this process, fostering children's creativity remains one of the core goals of the education system. From this standpoint, the psychological analysis of creativity and its application to preschool educational practice is an urgent scholarly task. One of the main factors that underscores the relevance of the topic is that today's children are growing up amid digital technologies, virtual games, and artificial intelligence. This brings significant changes to the structure of their thinking. Psychological research indicates that excessive dependence on technological tools can dampen imagination, attention, emotional expression, and creative thinking in children. Therefore, it is necessary to create a psychological environment in preschool institutions that supports children's natural creative potential and shapes them as conscious users of technology. Moreover, changes in social life, the transformation of the family institution, and the increased employment of parents have become factors affecting children's emotional and creative development. In many cases, the child grows up in environments that restrict their natural need for creative expression. This, in turn, gives rise to psychological issues such as passivity, pattern-based thinking, and weak initiative. From this perspective, studying the psychological characteristics of creativity in preschool-age children and identifying the interconnections among their thinking processes, emotional development, and motivational needs is a timely scientific task. The results of this research provide a scientific basis for developing effective psycho-pedagogical technologies in the preschool system, creating a favorable environment for creative development, and cultivating a culture of independent thinking in children.

MAIN BODY

In psychology, creativity is viewed as a higher-level product of human thinking, reflecting the capacity to generate novelty based on existing experience, propose original ideas, and find unconventional solutions to problems. According to L. S. Vygotsky, creativity is a crucial stage in the development of thinking, and the formation of new images and concepts by the child is inseparably linked to social activity. J. Guilford interprets creativity as a divergent type of thinking—that is, the ability to produce multiple solutions to a problem rather than just one. Hence,



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the creativity of preschool-age children is a complex system that encompasses dynamic, social, and emotional components of mental activity. The formation of creativity in preschoolers is related to their natural curiosity, need for knowledge, and intense emotional activity. During this period, children broaden their cognitive boundaries by observing the environment, experimenting, comparing, and trying things out. Psychologically, creativity is nourished by children's natural cognitive activity. Their thinking is expressed through images that are visual, emotional, and concrete. The process of creative thinking in children is directly connected with their emotional state. Positive emotions help establish new neural connections in the brain, which lays the groundwork for novel ways of thinking. Therefore, in organizing children's creative activities, the educator's emotional support, positive reinforcement, and allowance for freedom are of vital importance. Creative thinking relies not only on a body of knowledge but also on the child's feelings, interests, motivation, and level of self-confidence. Psychological analyses indicate that three factors can be distinguished as primary sources of creative development in preschoolers. The first is the social environment, which includes the system of emotional and positive relationships among the family, educators, and peers. Creativity develops more rapidly in an environment where the child is taught to express thoughts freely and not to fear mistakes. The second factor is personal motivation—the child's enjoyment of activity, desire to make independent decisions, and need for self-expression. The third factor is pedagogical approaches—choosing methods and technologies that support and sustain creativity in the child. Play activity is the most natural psychological tool for shaping a preschool child's creativity. Through play, the child tries out real-life roles, creates new images, engages imagination, and expresses the inner world. In role-play scenarios such as “doctor,” “pilot,” “family life,” or “shopkeeper,” the child processes social experience and creates unique ideas. In this process, the child simultaneously acts as observer, performer, and creator. Additionally, visual art activities are an effective form of developing creativity. In drawing, painting, sculpting with clay, and making paper crafts, children expand their figurative thinking, aesthetic taste, coordination, and imagination. For the child, visual activity is not only a means of artistic expression but also a key process of psychological self-understanding. Today,



digital technologies also play an important role in fostering children's creativity. However, their use should be moderate and under pedagogical supervision. Animated software, interactive games, and multimedia tools activate imagination and thinking, but excessive use may restrict the natural creative processes of thinking. Therefore, integrating digital technologies into creative play activities requires a psychologically informed approach. A sense of psychological comfort also holds a special place in the development of creativity. A child is ready for creative thinking only when they feel valued, heard, and understood. Pedagogical practice shows that frequent criticism, stifling children's ideas, or imposing standard solutions slows the creative process. Conversely, encouragement, recognition of small successes, and treating failure as an opportunity to learn strengthen creativity. In the preschool system, interactive pedagogical methods such as art therapy, sand therapy, storytelling, and creative dramatization yield effective results for developing creativity. These methods help form in the child the ability to express thoughts freely, achieve self-understanding, and adapt to new situations. In sum, the psychological characteristics of creativity in preschool children are closely interconnected with their emotional, social, and cognitive development, and each child manifests creative potential in line with inner resources, temperament, and learning motives. Hence, organizing the pedagogical process requires moving away from standardized approaches and taking each child's individuality into account.

METHODOLOGICAL FOUNDATIONS.

The methodological basis of this study rests on theoretical perspectives in contemporary psychology and pedagogy that examine creativity as an individual-psychological trait of the person. The research draws theoretically on the scholarly legacy of L. S. Vygotsky, J. Guilford, A. Maslow, E. Torrance, D. B. Bogoyavlenskaya, C. Rogers, N. A. Berdyaev, and S. L. Rubinstein. According to these scholars, creativity is a synthesis of social and individual experience formed in the course of activity, emotional experience, and motivational needs. In particular, Vygotsky's concept of the "zone of proximal development" substantiates the importance of a properly organized learning and play environment by the educator to develop creative thinking in children. The



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theoretical-methodological basis of the study includes the activity approach, the learner-centered education concept, and theories in the psychology of creative thinking. These approaches make it possible to study the child's activity, emotional experience, and thinking processes within a single system. In this research, creativity is interpreted as the individual's capacity to generate new and unconventional ideas, to find original solutions to existing problems, to cultivate aesthetic perception, and to think independently. The empirical study was conducted in three preschool institutions in Tashkent with the participation of 60 children aged 5–6. Selection took into account gender, age, developmental level, and social environment factors. A combination of psychodiagnostic and observational methods was used. The main methods were: – Observation of children's creative expression in play, visual art, and communicative activities, followed by analysis of their emotional responses. – Interviews and associative questionnaires to explore how children express their ideas, dreams, and imaginations. – Story construction based on pictures to assess the specificity of the child's thinking, the level of figurative perception of reality, and the speed of creative thinking, followed by analysis. – Play-based tasks (creative construction, role-play, unusual uses of objects) to evaluate the scope of divergent thinking and imagination. The data obtained were analyzed both quantitatively and qualitatively. Quantitative analysis assessed children's creative thinking levels using an adapted version of E. Torrance's Tests of Creative Thinking. Qualitative analysis focused on the richness of children's emotional expression in presenting their ideas, their capacity for independent decision-making, and the originality of their responses. The study paid special attention to the impact of emotional-motivational factors on creative activity. Observations showed that in sessions with a positive emotional background, children displayed a greater inclination toward novelty, expressed their thoughts more freely, and demonstrated higher initiative. Conversely, a negative emotional environment or a critical approach reduced children's creative activity. Methodologically, the research is based on an integrative approach that incorporates elements of psychological, pedagogical, and sociological analysis. This approach made it possible to study creativity not only as an individual trait but also as a system of social experience and communicative relationships. The results show that psychological freedom,



emotional support, play-based instruction, and individualized approaches are decisive factors for developing creativity in preschool-age children. Overall, these methodological foundations serve to thoroughly analyze children's creativity, identify mechanisms for its development, and improve psychopedagogical conditions. The findings can be used as a scientific basis for developing a diagnostic model of creative development and a practical methodology for the preschool system.

ANALYSIS AND DISCUSSION

The findings indicate that the formation of creativity in preschool-age children is a multifactorial process directly connected with the child's emotional state, personal freedom, the quality of social relationships, and the level of pedagogical approach. Empirical observations revealed that children who could express their thoughts freely and make independent decisions achieved higher results in creative thinking. This demonstrates the necessity of creating conditions for the natural development of creativity. Analysis of the data confirms that creative activity develops most effectively in situations with a positive emotional background. An educator's positive attitude, encouragement of the child's success, and constructive feedback instead of criticism increase self-confidence and strengthen creative activity. Conversely, excessive control, strict disciplinary demands, and critical evaluations instill fear of making mistakes and slow the process of innovation. Therefore, it is essential to ensure psychological comfort that supports the child's intrinsic motivation in the educational process. Observation and diagnostic results showed that children with higher levels of creative thinking tended to exhibit the following psychological qualities: independence, interest in novelty, emotional stability, breadth of imagination, and unconventional thinking. These qualities are actively formed during play-based sessions and creative tasks. For example, in the "story construction based on pictures" method, children successfully expressed their imaginations, which fostered self-confidence and positive energy in their emotional state. The discussion also revealed that, in practice, preschool institutions sometimes take a formal approach to creative activity: children's works may be aesthetically correct yet limited in terms of individual ideas. In such cases, educators need to



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learn to value the process of creativity itself rather than focusing solely on the end product. Creativity develops precisely in the process of activity, trial and error, and attempts to create novelty. Comparing the results with the theories of E. Torrance and J. Guilford shows that children's creative thinking indicators largely depend on fluency, flexibility, and originality. Therefore, offering tasks that allow multiple solutions and avoiding restriction to a single "correct answer" is a key factor in fostering creative thinking. Psychological analysis demonstrates that play holds a central place in the development of creativity. In play, the child not only expresses imagination in practice but also tries out new roles, which enhances cognitive flexibility. Play-based methods form initiative, communicative ability, cooperation, and skills to solve problem situations independently. The educator's role in play should be guiding and supportive rather than controlling. The results also show that the family environment plays an invaluable role in the child's creative development. Parents' respectful attitude toward the child's ideas, encouragement of free creative expression, and warm responses instead of criticism strengthen inner confidence. In such an environment, the child feels valued, heard, and understood—forming the basic psychological foundation for creative growth. Based on the above, the development of creativity in preschool-age children is closely interwoven with their personal, emotional, and social experiences. It can be significantly enhanced through creative pedagogical approaches, a system of play-based activities, and effective cooperation with the family.

CONCLUSION AND RECOMMENDATIONS.

Analysis of the results shows that the formation of creativity in preschoolers proceeds as a harmonized system of personal, emotional, cognitive, and social experiences. At this age, creativity exists naturally, and children freely express their ideas through play, drawing, storytelling, and musical activities. However, correctly directing and developing this natural potential depends directly on the effectiveness of pedagogical and psychological approaches. In the age of globalization and digital technologies, new challenges are observed in the development of preschool children's thinking. Excessive screen time, parents' work commitments limiting participation in children's creative activities,



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standardized curricula in educational institutions, and uniform assessment practices restrict opportunities for independent thinking and innovation. In addition, many educators pay insufficient attention to children's emotional states and individual thinking styles, which hinders the development of creativity. As solutions to these problems, the preschool system should first and foremost establish a psychological environment that supports creativity. The educator's task is not to hand down ready-made knowledge, but to create opportunities for children to generate new ideas, explore, and experiment. In developing creativity, it is important to guarantee the child's right to free expression, value unconventional ideas, and teach acceptance of failure in a positive spirit. Second, educators should effectively use creative pedagogical technologies—art therapy, sand therapy, fairy-tale therapy, dramatization, musical games, and sessions based on visual art. These methods broaden emotional expression, stimulate imagination, and channel inner energy constructively. Through role-play, children also master social roles, which, along with creative thinking, develops empathy, social adaptation, and communication skills. Third, cooperation between family and educational institutions must be strengthened. The results show that children's creative activity develops more when supported by the family. Therefore, organizing special psycho-pedagogical seminars, trainings, and counseling centers for parents, and involving them in methods of creative upbringing, is beneficial. Parents should value any creative effort by the child, respond positively to failures, and encourage independent exploration. The psychological mechanisms for developing creativity identified in this study are as follows: . – creating opportunities for free thinking and self-expression;. – channeling play activity in creative directions;. – establishing a positive emotional environment;. – supporting the child's intrinsic motivation;. – fostering cooperation and respect in social communication. The findings confirm that children achieve the highest creative results in an environment that is free, trusting, and encouraging. Therefore, in the preschool system, it is crucial to create a learner-centered environment rich in emotional support, motivational encouragement, and creative tasks. Practical recommendations:



1. Establish “Creative Development Centers” in every preschool institution, providing opportunities for children to work independently with diverse materials.
2. Introduce regular professional development courses for educators on creative pedagogy and psychological approaches.
3. Develop psychodiagnostic criteria for assessing and fostering creative thinking in children and analyze developmental dynamics through ongoing observation.
4. Prepare sets of family-based activities that stimulate creativity and recommend their use at home for parents.
5. Create interactive game resources and virtual art laboratories to ensure the harmonious development of children’s creative activities in the digital environment. In conclusion, developing creativity in preschool-age children is not only a process of aesthetic or intellectual growth but also the foundation for shaping an individual who thinks independently, is proactive, and is open to innovation. Therefore, the task of every educator and psychologist is to detect a child’s creative potential, guide it properly, and make creative thinking an integral part of everyday educational practice.

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