

# IMPLEMENTATION OF HEURISTIC METHOD INTO THE EDUCATIONAL PROCESS OF PRESCHOOLERS IN THE CONTEXT OF ACTIVATION CREATIVE ACTIVITIES OF KIDS

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**Abstract.** *In the given article the use of the heuristic method in the educational process of preschool children in order to enhance the activation creative activities of kids is discussed.*

**Keywords:** *preschoolers, heuristic method, creative activity.*

It is not a secret that the significant changes currently are observed in the preschool education system, which are aimed at ensuring the harmonious development of preschool children, sets an urgent task for the teaching staff of preschool educational organizations (PEO) - the introduction of new effective methods into the educational process of pupils that contribute to the development of cognitive and creative activity children.

It is known, that many educators strive in their teaching activities to widely introducing new methods and approaches into working practice, among which the most popular was the heuristic method (heuristics - from ancient Greek εὐρίσκω - “I find”, “I open”), which is a set of logical techniques, methods and rules that facilitate and simplify thinking. [1] <https://scienceforum.ru>

Before discussing the use of the heuristic method, let us analyze the very concept of “heuristics”, which is a science that studies creative activity, methods used in the discovery of new concepts, ideas and relationships between objects and sets of objects according to some sources[2], according to others “heuristics” are a methodology of scientific research, as well as teaching technique, based on discovery or conjecture. [3]

Definitely, heuristic methods are a system of principles and rules that set the most probabilistic strategies and tactics for the decision makers activity, stimulating the intuitive thinking in the decision process, generating new ideas and, on this basis of significantly increasing the efficiency of solving a certain class of creative problems. [4] In this regard, every educator should know that education, aimed at constructing by teachers their own meaning, goals and content of education, as well as the processes of its organization, diagnosis and awareness.

The prototype of heuristic learning is the method of Socrates, who together with his interlocutor, through special questions and reasoning was the reason of bringing knowledge. [5]

Forms and methods of heuristic teaching are those, whose main task is the creation by learners new educational results of ideas, essays, research, crafts, competitions, art, which teach how to set goals, carry out communications, allow to generate the desired result.

At present time, the use of heuristic methods forms the basis of the scientific school of A.V. Khutorskoy, particularly, the method of heuristic questions. These include: the survival method, the method of semantic vision; method of symbolic vision; hyperbolization method; agglutination method; synectics method (J. Gordon), multidimensional matrix method (F. Zwicky). [6]

A.V. Khutorskoy published a number of works devoted to heuristic learning, considering the issues of the scientific foundations of theory, methodology, practice, school technologies, reflecting them in 5 volumes of publications.

According to the author, the main application of this method is the following principles and patterns:

- the principle of human-conformity of education;
- principle of learning productivity;
- regularity: “The educational potential of a learner in the human-oriented education of adults”;
- regularity: “The heuristic orientation of learning leads to both an increase in the productivity of education and a better acquiring of traditional educational standards”;
- regularity: “If the basis of educational goal setting, along with social order is to lay human potential, this will lead to motivational, productive learning and technical self-realization”;
- regularity: “The level of meta-subject competencies of learners depends on the level of meta-subject competencies of the teacher (correlation of competencies)”;
- Typology of key competencies;
- Typology of heuristic tasks;
- Typology of creative works;

A.V. Khutorskoy recommended the following forms of classes:

- Forms of heuristic exercises;
- Heuristic lesson;
- Distance heuristic Olympiad;

A.V. Khutorskoy that created and modified teaching methods deserve special attention.

- heuristic teaching methods;
- methods of heuristic learning;
- how to ask questions from technician;
- reverse dialogue method;
- biographical teaching method;
- “Do it differently” technique;
- “Own or foe” technique;
- “Ask the author” technique;
- technique “Draw a thought”;
- technique “Depict the concept”;
- technique “Translate from one language to another”; [7,8,9,10]

In the context of the above mentioned, the heuristic teaching method can be successfully used in the process of educating preschool children by setting the teacher cognitive and creative practical tasks, presenting learners with the opportunity to solve them creatively. This can be realized in the process of drawing, when a learner, with the help of paints and a brush can turn an ordinary sheet of paper into a real masterpiece, modeling, while extraordinary figurines are created from plasticine or clay.

By summarising it can be mentioned that Dahl interprets the word “create” as “to create something, that has a creative, technical, cultural or scientific basis that brings benefit or pleasure to the society or individuals.” During lessons, learners can be asked questions about how they can please their mother or grandmother during the International Holiday March 8 and others. Thus,

creative activity is the production of tools, spiritual values as well as teachers that are actively using heuristic methods can create a lot of creative activities together with students.

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