



## Creative thinking in terms of innovative development, based on Vygotsky theory

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**Abstract:** In the age of information technology, it is very important to develop creative thinking in every way. This article explores the importance of imagination, the ways of its development in preschool aged kids. Studied the basic theories of Vygotsky, regarding children's imagination. On the basis of that theories, made proposals on the development of children's creative thinking in the conditions of innovative development.

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According to Vygotsky, one of the founders of child psychology, developing a sense of impression in childhood is important. The impression is not only for the creative profession, but also for the various aspects of life. In physics, it is also the result of the impression that comes from human thinking. For example, Newton's theory of relativity could not have been created without his foresight. Newton himself wrote about this in a number of letters.

The impression develops in every age in relation to that age. That is, it is a psychological and physiological condition that has not been shown to have the same effect on adults as children.

According to Vygotsky, the impression is very low on preschool children. But at the same time, because it is far from reality, it is full of wonders and miracles that are not typical on adults. It is only natural that this wealth will diminish with knowledge. For example, a boy who imagines a dinosaur flying through a window at the age of 3, has the necessary knowledge and vision to turn it into a museum exponents at the age of 12, not hearing about a model's dinosaur model and its history. But this does not mean that his ability to impress has diminished, but that knowledge-based impressions need to be developed.

The most important thing for kindergarten-age children is to create these fantastic, unbelievable impressions. It is this impression that can lead them to great research in the future. Every scientist, according to Ribon, begins to invent something in his imagination. It is the need of scientists in every profession to be able to create that idea, to base it on the basis of theory, to provide proofs, to prove the facts and finally to make the dream come true.

According to psychologist Kurpatov, if we can imagine a future, we can create it. It is impossible to

missunderstand the meaning and significance of the imagination in life.

The new menu in the ordinary kitchen also comes from the imagination. Only by adding two ingredients in your imagination and realizing that they are delicious in your imagination can discover a new salad or pie.

When imagination and fantasy goes hand in hand with knowledge, we can see great inventions and innovations.

In kindergarten age it is just the beginning of the imagination. During this time, the child's ability to see, suppress, and hide this trait in the brain is an important part of pedagogy.

No pedagogy can be effective without psychology.

It is the teacher's job to look for mechanisms to develop the imagination of preschoolers, to encourage their imagination, to explain that imagination is a good thing. It can be influenced by specific techniques, in terms of how and where the idea goes.

For example, Lev Tolstoy, a great writer, used to inspire children's literary work. He worked with 7-9-year-old boys working in the field and learn about their imagination.

Of course, that children at that time could not even read or write. And some of them may not speak properly. But Tolstoy believes that this knowledge would not have a negative impact on the child's powerful imagination.

Tolstoy gave them a slogan "Worker of Loss." They will need to write an essay on this topic. Tolstoy assumed writing, because of the illiteracy of children, and he was only waiting for ideas.

For a few minutes, the children argued one by one and made clear their future essay heroes, their demeanor and their appearance. The way the characters speak, the way they behave, and the way they do, enriches the essay with even fictional characters such as Tolstoy. In this way, Tolstoy proves how powerful imagination is in children and that it can develop naturally without any parallel to knowledge. Unfortunately, the system of kindergarten in the Soviet Union was trying to thwart any idea. That is to say, a child's imagination and imagination must be exactly the same as the proletarian system. This would inevitably slow down the natural development of the imagination.

The development of imagination directly influences the development of creativity. The richer the imagination, the better the creativity.

Such great composers as Mozart imagined music and then put it on the note. Exactly greatness and perfection in the imagination can lie in reality.

Imagination can expand the world as man grows in knowledge. Man can rise and develop with the help of his imagination. His imagination increases his curiosity. Without imagination, there would be no physics, chemistry, or astronomy. What is the human land to see the theories in these disciplines? The globe was supposed to have three turtles. It was only possible to imagine that the earth would later be round and that it would rotate behind its axis. If we cannot imagine it, we cannot calculate the distance from Earth to the sun.

We cannot learn history without imagination. We cannot love literature without imagination.

Imagination has its own representation at every age.

In this article, we have developed a methodology that is appropriate for Stage 1 but is intended for children aged 3-6.

Why exactly 3-6 years old?

According to psychology, a child may not understand himself until he is three years old. He is the successor of his mother. He does not have concepts like "I" and "My". This is when the first major change in the development of 3-year-olds will occur. Psychologists call this period a critical period. The critical point is that at this time it is clear that the child has the will, that the power of saying "no" is understood by the child, and that the child learns to want. While his previous wishes are mainly based on the safety and reflexive instincts of his belly, his consciousness begins to show itself after the age of 3. This in itself causes excessive curiosity.

It is only when children are 3 years old that they begin to read interesting stories if they have such a tendency in the family. When asked what the day was like in the kindergarten, the child begins to tell stories

that are far from real, but at the same time unique. An important pedagogical approach here is to enjoy the ability of the imagination, not to confuse it with the adult's eyes, "What do you mean, by crocodile came to your garden?" By the time he realizes that Crocodile will not be in the garden, he doesn't need to know it right now. It is important for her to realize that she enjoys this wonderful imagination, that she is doing great work, and that the imagination is not bad. Even when you have enough knowledge, you don't have the knowledge to achieve great success. Great success comes to mind and then comes to life. If you look at the activities of innovative managers such as Mark Zuckerberg (Facebook founder), Elon Musk (founder of Tesla), Bill Gates (Microsoft founder), their ability to imagine, plan, visualize and imagine the future are awesome.

Kindergarten teachers should not correct the child. The child should not be ashamed of his thoughts. Comments such as "why are you thinking up" or "cheating is bad" should not be directed to the stories of a 3-5 year old child. Child must be free on his imagination. He must feel the importance of his thoughts. Only this way, after years of getting knowledges he can imagine in his older ages. But at that time his imagination based on knowledges will be a creative thinking.

It should be noted that in preschool age one of the most important tools in the development of imagination is storytelling. As research shows, reading books to a child and discussion is very useful for imagination. The main thing is that the teacher does not affect the child's perceptions and impressions. Teacher should support kids in every possible way at the time of the conversation. It doesn't matter what the child is telling, it's important how he does it. The process of imagination is the most important thing during this period of kids cognitive development.

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