

**DEVELOPING THE INTELLECTUAL POTENTIAL OF CHILDREN OF  
PRESCHOOL AGE**

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**ABSTRACT**

The article provides theoretical and practical insights into the preparation of children for school, the orientation of students in the field of innovative creative activities and the formation of creative abilities of children in pre-school education groups.

**Keywords:** *creative activity, intellectual potential, creativity, talent, teamwork, concretization, planning.*

The task of future educators is to develop children's creative abilities in order to form a child's personality in a healthy and spiritually mature state in accordance with the requirements of the State for the education of preschool children.

The role of the educator in the formation of children's aesthetic abilities through visual activities in preschool education is invaluable. He must have deep knowledge and high skills, for which he must constantly work on himself, constantly improve his scientific and theoretical level, rely on advanced experience.

Creative Activity Preschool Education Program and the Creative Arts program at school aim to develop children's creative abilities and imagery by fostering an aesthetic attitude toward the environment and art in children. In preschool, the tasks that are necessary for successful schooling are solved. In the process of drawing, applique, clay work, children are formed by the analysis, synthesis, repetition, concretization of thinking. Also, in these processes, children learn to work in a team, to subordinate their actions to the actions of their peers.

Creative activities in kindergarten develop the skills that children need in their educational activities. These include: listening and memorizing a task, planning and evaluating one's work over a period of time, completing the work started, finding and correcting mistakes and shortcomings, arranging material tools and the workplace, and so on. Experience of educators shows that such a system of education in kindergarten affects the preparation of children for school. Other psychologists have also suggested that the process of studying the visual activity of schoolchildren by E.A.Labunsky and others shows that the structure of the Creative Arts classes in the school is organized taking into account the knowledge, skills and abilities acquired by the children in the kindergarten. In preschool educational activities, children are mainly engaged in practical work, get acquainted with the works of art in the process of reviewing illustrations in the book of storytelling, the types of creative art in school are color, graphic, sculptural and decorative art.

In preschool, all the lessons are very important. The school's art classes are thematic (depending on the nature) and decorative. In this case, drawing on the nature of the subject is important as a subject. Practical work on clay applications, construction will be included in the manual labor at school. The analysis of the Primary School Creative Arts program shows the work, and in addition to the more complex introduction of subject, drawing learning tasks, some repetition work has been included in the kindergarten program.

In Grade 1, children learn to identify objects with structures such as circles, squares, rectangles, and ovals, and children are given a task in kindergarten to master the technique of drawing. This is because not all children come to school from kindergarten, and therefore work with children should begin with the knowledge

they have acquired in the preparatory group before coming to school. Thematic drawing is a continuation of the meaningful drawing in kindergarten. Children observe and review surrounding events and objects, and then draw based on their memories. Children depict distant objects in miniature as they describe meaningful connections between objects. Decorative painting is a technical school task, that is, they learn to use auxiliary lines along with a description of the pattern structure sequence, and to use elements of folk applied decorative art in their work during an art lesson conversation. Methods of teaching children the creative arts should be used taking into account the characteristics of children. There are many similarities between the characteristics of the work of preschool children and young children. So there are a lot of similarities between this or that teaching method. In school, showing an element of a teacher's picture and explaining it in the process is close to showing the educator's work methods. In school, the sequence of events is organized. If the structure of the object to be described is simple, it will be deleted after the procedure is explained. If an object with a complex structure is described, it is described one after the other as shown by the teacher on the board. The teacher lightly draws the general outline of the object with the tip of a pencil and also determines its width and height. The student then compares the object with the sketch of nature, identifies its parts, shape, and corrects it. Uses a set of pictures, color pictures from children's booklets, as well as individual pictures of educational nature to show and analyze the work process. Each drawing lesson begins with a teacher talking and explaining and explaining where to start. The teacher reminds the children to draw in an orderly manner, rules and ways to move the work into practice.

The requirements for the creative activity or drawing of older kindergarten children and primary school students are very similar. When analyzing children's creative work, attention should be paid to the proportions, construction, interdependence, color and composition of the object. Thus, the successful solution of educational problems in the primary grades, creative activities in kindergarten is integrated with the lessons.

Pre-school education is provided in pre-school educational institutions. Great emphasis is placed on drawing on observations in large groups of preschool organizations, because this is a step-by-step step in preparing children to draw according to nature. It develops visual memory in children, and sometimes helps to accurately depict the subject as nature in children. In group creative activities, children learn to use their pens and brushes freely and to control their character and hand power. This skill develops in children the ability to move their hands easily and freely. In the process of drawing objects of different shapes, sizes and proportions, children learn the need to keep the direction, movement, movement in accordance with the length of the object, depending on the nature of the object. Creative activities in kindergarten learn to use the material cleanly and systematically, they learn to use only the materials they need to keep them clean, and to plan how to use them. This activity develops children's attention and visual memory. Kindergarten preparatory groups have a growing demand for drawing or painting, depending on the nature, and these requirements are closer to those of the school. To analyze nature, children try to sketch the whole general form, compare the picture with nature, correct mistakes and shortcomings, and make it look like nature. The nature-based depiction is done only at the initial stage of preparation in the preparatory and large group of kindergarten, showing the sequence of work. Frequent use in demonstrations makes children accustomed to working with pictures mechanically. Describing children according to nature is all about children in lessons especially in the case of labor classes. Creative activities for children to find or see geometric shapes, naming them in terms, getting acquainted with the width, size, length, height, spatial arrangement of parts relative to each other will help children to master the basic mathematical concepts of school in the 1st grade. Building and constructing from the materials needed in

kindergarten helps children visualize and help them master or master the technical lessons in school. In a large group of kindergarteners, they learn to think logically in nature, to distinguish the basics of observation, to analyze the spatial features of an object, and to choose their own means of depiction. And all this is necessary for the school process. In this way, children's creative tastes and creative abilities are developed through creative activities, which in turn prepare them for school.

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