

There might be a number of information blocks on the page

- **MsgBox Function**
- **SeeAlso**
- **Example**
- **Specifics**
- **Remarks**
- **Note –**
  - a. **Properties**
  - b. **Methods**
  - c. **Events**

Some blocks may also provide references within the text. These references are intended to link to other articles related to an active article, and to provide more complete information to the user. It should also be noted that it is not necessary that all the articles contain all the blocks.

#### **Calling Help system from the source code window**

During the collection of source codes one of the sub systems of VB Intelli Sense helps a lot to programmer. So, after writing the first word of the embedded VB element (function, object, etc.), the next element of the syntax allowed by the programmer - argument, constants, object, etc. offers a selection from their lists. And the programmer can complete the source code without any further effort. It also gives you access

to the Help system. For example, if you have problems with MsgBox syntax, arguments, constants, you need to move the cursor over that word and press F1. As a result, the programmer can download the necessary "MsgBox function" article and complete the source code based on the information contained there.

#### **REFERENCES:**

1. Партыка Т.Л., Попов И.И., Голицына О.Л. Языки программирования. М: Форум Инфра, 2008, 400 с.
2. Коммервилл И. Инженерия программного обеспечения. Издательская группа "Диалектика-Вильямс", 2002, 624 с.
3. Грэхем И. Объективно-ориентированные методы. Принципы и практика. 3-е изд. М: «Вильямс», 2004, 880 с.
4. Пышкин Е.В. Основные концепции и механизмы объектно-ориентированное программирования. ВHV-Санкт-Петербург, 2005, 640 с.
5. Иванова Г.С., Ничушкина, Т.Н., Пугачев Е.К. Объектно-ориентированное программирование. МГТУ им. Н. Э. Баумана, 2007, 316 с.
6. Кен Гетц, Майк Джилберт. Программирование в Microsoft Office. Полное руководство по VBA.

UDC – 1174

**Muminova Dinara Ramizullaevna**  
Independent researcher  
Institute for Retraining and  
Advanced Training  
of Heads and Specialists of  
Preschool Educational Institutions  
Tashkent, Uzbekistan

### **CREATIVE THINKING IN TERMS OF INNOVATIVE DEVELOPMENT, BASED ON VYGOTSKY THEORY.**

**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.

*Keywords: creative thinking, Vygotskiy, innovative development, imagination, thinking.*

According to Vigotsky, 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 expone 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 Ribo, 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 misunderstand 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 kindergarden 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 kindergarden, 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.

Kindergarden 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.

#### References:

1. Vygotskiy L.S. Voobrajenije i tvorcestvo v mladšem školnom vozraste (Imagination and creativity in primary school age). SPb. 1997.

2. Ribo T.A. Creative imagination. SPb. 1901.

3. Saeideh, Aminolroaya & Yarmohammadian, Mohammad & Keshtiaray, Narges. (2016). Methods of nurturing creativity during preschool term: An integrative study. Educational Research and Reviews. 11. 204-210. 10.5897/ERR2015.2305.

4. Phillips, Louise. (2000). Storytelling-The Seeds of Children's Creativity. Australasian journal of early childhood. 25. 1-5. 10.1177/183693910002500302.

**Kosimova N.D.**

*Head of the Department of Pedagogy and Psychology,  
Educational Technology at Regional center of Andijan training  
and retraining of public education personnel*

**Azimova Z.E.**

*Dean of the Faculty  
of Pre-School Education at Andijan State University.*

### SOCIO-PSYCHOLOGICAL ANALYSIS OF INTERPERSONAL RELATIONSHIPS OF ADOLESCENTS IN THE PREVENTION OF SPIRITUAL ALIENATION

**Abstract.** This article has widely studied the socio-psychological characteristics of the interpersonal relationship of adolescents in the prevention of spiritual alienation. It is noted that in addition to the family, the socialization of adolescents is influenced by peers and other factors, as well as the psychological characteristics of the socialization of adolescents are revealed.

**Keywords:** *spiritual alienation, attitude, socialization, peer influence, pattern, estrangement, emotional closeness, conflicting hidden situation, trust, distrust, sadness, depression.*

In Uzbekistan, maintaining peace in the country on the basis of adherence to national values and respect for universal values is our top priority. In particular, at the Symposium in Tashkent on June 15, 2017, ideas for the education and upbringing of our children were presented at the scientific-practical conference "Ensuring the stability of the social and spiritual environment, preserving the purity of our religion". Today we need to study, analyze and find solutions to problems related to the ethics, behavior and worldview of our young people. Especially popular is the idea of "Save your child!", which is the basis of psychological prevention.

It is well known that the character of moral alienation is seen as a phenomenon occurring at different ages of personality psychology. The research we have analyzed aims to examine the socio-psychological pattern of learning among adolescents. Based on the studied methods and techniques, the role of the family, school and social environment plays an important role in the socialization of adolescents. Socialization is an imitation of human behavior, adaptation of social norms and values of society. According to D.Smelzer's theories, socialization has been divided into three factors: expectation, behavioral change, and aspiration toward expectations. According to him, the formation of personality is carried out in three stages:

- through a step of imitation of adults;
- play roles through the behavior of children and adults through the stages of the game;

- a scene for games where teenagers understand what the teams want from them in the process.

We proved this with the help of the methodology we conducted. As the examples of people around you show, children have a greater impact. It is also incorrect to assume that exemplary behavior and the behavior of adults and parents in general have the same effect on adolescents and children. Examples of parents, family members, friends, and teachers can be equally effective, while in other situations they can be bad.

In some cases, the role model has a powerful effect on the mind and behavior of adolescents; in other cases, this effect may not be effective enough. What is the social and psychological impact of this pattern? What conditions can help to produce good psychological effects by pattern? We will examine some of these conditions and, first of all, the conditions for increasing the psychological impact of personal pattern. At the same time, we studied the method of incomplete words by psychologist Joseph Saks. Indeed, interpersonal relations are the main mechanism for the optimal provision of socio-psychological and psychological environment. Today, parent-child relationships play an important role in personality development. This methodology has shown the following results. In the table we divided the mother's attitude into 11 variants (Option A - specific answers), B - distinction, separation from the family, C-emotional affinity, confidentiality, D - pattern, E - reliability, J - insecurity, Z-depression. We analyzed trends in high I, K - satisfaction with life, L - depression.