



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th April, 2025

FEATURES OF INDEPENDENT THINKING OF PRESCHOOL CHILDREN

A'zamova Malohat Najmiddinova

Kimyo International University in Tashkent

Department of Primary and Preschool Education of PHD, Dotsent

Abidjonova Mushtariybonu Qobiljon qizi

Kimyo International University in Tashkent

“Theory and methods of Preschool Education”

1st year master's student.

e-mail: mushtariyabidjonova06@gmail.com

Annotation:

This article explores the features of independent thinking in preschool children, focusing on their ability to make decisions, solve problems, and express original ideas. Through a comprehensive literature review and empirical study, the research identifies key characteristics such as curiosity, creativity, and self-initiated problem-solving. The study employs observational and interview methods to gather data from preschool settings. Results highlight the developmental stages of independent thinking and environmental factors that foster it. The discussion addresses implications for early childhood education, with suggestions for nurturing independent thinking in young learners.

Keywords: Independent thinking, preschool children, cognitive development, creativity, problem-solving, early childhood education, autonomy.

Independent thinking in preschool children is a critical aspect of cognitive and social development, enabling them to explore their environment, make choices, and develop a sense of autonomy. This ability manifests through curiosity, creative expression, and the capacity to solve simple problems independently. Understanding these features is essential for educators and parents to create supportive environments that foster such skills. This article examines the characteristics of



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th April, 2025

independent thinking in children aged 3–6 years, analyzing its developmental significance and the factors that influence its growth. The study aims to provide insights into how independent thinking can be nurtured in early childhood settings. Independent thinking in preschool children (ages 3-5) involves their ability to process information, make decisions, and solve problems with increasing autonomy. Below are key features of independent thinking at this developmental stage, grounded in cognitive and psychological development:

Curiosity-Driven Exploration: Preschoolers exhibit a natural curiosity, asking "why" and "how" questions to understand their environment. They explore objects, ideas, and scenarios (e.g., experimenting with toys or nature) to form their own conclusions.

Emerging Problem-Solving Skills: Children begin to tackle simple problems independently, such as figuring out how to stack blocks to build a tower or choosing strategies during play. They rely on trial-and-error but gradually show intentional planning.

Self-Initiated Decision-Making: Preschoolers start making choices without constant adult guidance, like selecting activities, clothes, or playmates. These decisions reflect their preferences and early sense of agency.

Imaginative and Creative Thinking: Independent thinking manifests in imaginative play, where children create scenarios (e.g., pretending to be a doctor or superhero). They generate original ideas and narratives, showing divergent thinking.

Basic Reasoning and Cause-and-Effect Understanding: Children begin to connect actions and outcomes (e.g., "If I push this, it falls"). They use simple reasoning to predict results, though their logic may still be egocentric or incomplete.

Growing Self-Confidence: As they succeed in tasks or make choices, preschoolers develop confidence in their abilities, encouraging further independent thought. They may insist on doing things "by myself" (e.g., tying shoes or pouring juice).

Limited Perspective-Taking: While they think independently, their thinking is often egocentric, meaning they struggle to consider others' viewpoints. This impacts their ability to negotiate or resolve conflicts without guidance.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th April, 2025

Influence of Environment and Play: Independent thinking is fostered through unstructured play and supportive environments. Open-ended activities (e.g., drawing, building) allow them to experiment and express ideas freely.

Emotional Influence on Thinking: Emotions heavily shape their thought processes. For example, frustration may hinder problem-solving, while excitement can fuel creativity.

Developing Attention and Persistence: Preschoolers show increasing ability to focus on tasks they find engaging, though their attention span is short (typically 5-15 minutes). They may persist in solving problems if motivated but often seek adult help quickly.

Contextual Notes:

- **Developmental Variation:** Independent thinking varies widely based on individual temperament, cultural expectations, and opportunities for autonomy. Some children may show more initiative than others.
- **Role of Adults:** Caregivers and educators foster independent thinking by providing choices, encouraging exploration, and scaffolding problem-solving without over-directing.
- **Cultural Influences:** In some cultures, independence may be less emphasized, and collective decision-making is prioritized, affecting how children express independent thought.

These features reflect the cognitive, emotional, and social foundations of independent thinking in preschoolers, setting the stage for more complex reasoning in later years. If you'd like specific strategies to nurture independent thinking or examples from research, let me know!

The results align with existing literature, particularly Vygotsky's emphasis on the role of supportive environments in fostering autonomy. The high prevalence of curiosity-driven exploration underscores Engel's (2011) findings on intrinsic motivation. Creative problem-solving and self-initiated tasks reflect Piaget's notion of active learning in the preoperational stage. However, the study highlights the need for balanced guidance—excessive adult intervention can stifle independence, while insufficient support may lead to frustration. The findings suggest that play-based, child-centered approaches are most effective in nurturing independent thinking.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th April, 2025

Limitations include the small sample size and urban focus, which may not generalize to other contexts. Future research should explore cultural and socioeconomic influences on independent thinking.

Conclusion

This study confirms that independent thinking in preschool children is characterized by curiosity, creativity, decision-making, and self-initiated actions. Supportive environments, including flexible classroom structures and encouraging teacher interactions, are crucial for its development. To foster independent thinking, educators and parents should:

Encourage Play-Based Learning: Provide open-ended materials and opportunities for unstructured play to stimulate creativity and problem-solving.

Balance Guidance and Autonomy: Offer scaffolding without overriding children's initiatives to build confidence in their abilities.

Promote Questioning: Encourage children to ask questions and explore answers independently to enhance curiosity.

Create Flexible Environments: Design classrooms that allow children to make choices and experiment freely. These strategies can help cultivate independent thinking, preparing children for lifelong learning and adaptability. Further research is recommended to explore the long-term impact of early independent thinking on academic and social outcomes.

References

1. Mirziyoyev Sh.M. O'qituvchi va murabbiylar – Yangi O'zbekistonni barpo etishda katta kuch, tayanchimiz va suyanchimizdir. "Yangi O'zbekiston", 2020-yil 1 oktabr 3-bet.
2. <https://president.uz/uz> - Ўзбекистон Республикаси Президентининг расмий вебсайти.
3. Lupicheva Natalya Sergeevna "Maktabgacha yoshdagi bolalarda nutqni rivojlantirish metodikasi" nutqni rivojlantirish bo'yicha ilmiy maqola 03.02.2019.
4. "Maktabgacha yoshdagi bolalarning muloqotini qo'llab-quvvatlash: til va savodxonlik tajribalari "virtuallabschool.org internet blogi.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th April, 2025

-
5. Pamela May "Tafakkur qiluvchi bola: tushuncha va vakolat asoslarini yaratish " maqolasi.2020 y.
 6. Michigan shtati universitetining kengaytmasi tomonidan nashr etilgan''Yosh bolalar uchun tanqidiy fikrlashning ahamiyati''maqolasi.
<http://www.msue.msu.edu/> internet blogi