

THE ROLE OF THE EDUCATOR IN DIRECTING CHILDREN TO CREATIVE ACTIVITY IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract

This article talks about the role of the educator in directing children to creative activity in preschool educational organizations.

Keywords: Systematic approach, educational activity, unusual technologies, creative potential, creative abilities, collective thinking, games and trainings, educational process, associativeness, dialectics.

Introduction

In achieving the effectiveness of educational and educational activities in modern preschool educational organizations, it is assumed that educators are creative. In this regard, the use of unusual technologies of the educator in achieving the effectiveness of educational and educational activities of the preschool educational organization requires the introduction of the most effective methods of organizing education.

One of the main tasks of education and upbringing in preschool educational organizations is the upbringing of a new generation of children with high creative potential. But the problem is not in the search for talented, ingenious children, but in the targeted formation of creative abilities in all children attending kindergartens, the development of a non-standard view of the world, a new thinking.

LITERATURE ANALYSIS AND METHODOLOGY

Today, working with a specific methodological, pedagogical, psychological preparation in improving the content of preschool education has become a prerequisite for the period. Because the improvement of the content of preschool education is a broad concept, the effective implementation of which requires that the state of the building of the preschool educational organization, the participation of educators, educational assistants, parents and children in the educational process should be innovative. It is also important to enrich pedagogical-psychological, methodological, artistic literature in the process of a competency approach based on the state educational program" state requirements for the development of children of primary and preschool age "and" first step", with appropriate and specific literature for each age group. The involvement of parents and the public in the organization and coordination of their activities and other similar factors increase the content of preschool education in the



creation of educational developmental game centers in a creative spirit that reflect on the problem situations that motivate children to think while playing.

Results

One of the most common forms of education in preschool organizations is training. This form is familiar and convenient, since it covers the entire group of children. However, it is impossible not to agree that the traditional approaches to organizing training are not always fun and exciting, but if they are given a fundamentally new look, they can be made interesting. Children get bored in a group when they are forced to be passive (sitting and listening) or if there is no news in the proposed material (I have already heard this). Therefore, the main task of the educator himself is not to convey new knowledge, but to teach him to independently acquire possible information through search activities, well - organized collective thinking, games and trainings. One of the tools that provides not only quality, but also an interesting learning process is a system of creative tasks based on the methods of TRIZ technologies. If built according to the following rules, training will be more fun:

Minimum communication of information, maximum thinking.

The optimal form of organizing discussion of problem situations is mental attack.

Systematic approach (everything in the world is interconnected and any phenomenon must be taken into account in development).

Inclusion in the process of knowledge of all the mental operations and means of perception present in the child (analysts, conclusions of the cause and effect and Conclusions Drawn independently, subject-schematic appearance, etc.).

In the process of designing classes with preschool children, it is recommended to follow the following sequence: choosing the topic of training according to the complex-thematic plan.

One of the directions for the development of creative thinking in preschool age is the formation of associativity, dialectics and Systematics. The development of these qualities makes thinking flexible, specific and effective. "Associativity means seeing the connection and similarity in things and phenomena". A large number of associative links allow you to quickly get the necessary information from memory. It is mastered very easily by preschool children in a role-playing game.

Dialecticism is the ability to see contradictions in any system, to eliminate these contradictions, to solve problems.

Dialectics is a necessary quality for the development of talent.

Robustness is the ability to see an object or phenomenon as a holistic system, to perceive any object, any problem in all respects, in different connections, but also to be able to see the unity of interconnections in phenomena and developmental laws.

In preschool age, the development of the child's cognitive interests, the formation of his thinking is carried out in two directions:

1. Step-by-step enrichment of the child's experience, complementing this experience with new knowledge about different areas of reality. This causes cognitive activity of the preschool child. The more aspects of the surrounding reality are revealed to children, the wider the opportunities for the emergence and unification of stable cognitive interests in them.



2. Step-by-step expansion and deepening of cognitive interests within the same framework of reality. In order to successfully develop the child's cognitive interests, parents need to know what their child is interested in, and only then influence the formation of his interests.

Creativity is considered the most basic and active form of manifestation of the qualities of independent thinking in an individual, which can be classified according to the following signs.

Discussion

It does not matter which program lies on the basis of the activities of the educator; determine the type of training (choosing a specific methodology or a complex option).

An integrated approach is considered a form of work that ensures the greatest activity and freedom of choice of children. In addition, the presence of strengthening and reasoning of material in effective activities, in which complex training is indispensable; the formation of the content of the program; the choice of various teaching tools; embodies the conclusion.

Creativity is not the subject of new learning. However, earlier in society there was no special need to develop the creative abilities of people. Talents arose spontaneously, masterpieces of literature and art, scientific discoveries, inventions were created, thereby meeting the needs of the developing human culture. In our time, the situation has changed radically. Life in the era of scientific and technological progress is becoming more diverse and complex. This requires mobility, flexibility of thinking, quick orientation and adaptation to new conditions, and a creative approach to solving large and small problems, rather than the usual actions molded from a person. In the modern world, a person's creative abilities should be recognized as the most important part of his intellect. Creativity is a combination of many qualities. Psychologists believe that the components of creativity are:

1. The ability to see the problem where others do not see it.
2. The ability to break mental operations, replace several concepts with one and apply signs that are more and more capacious in informational terms.
3. The ability to apply the skills acquired in solving one issue to solving another.
4. The ability to perceive reality as a whole, without disassembling it.
5. The ability to easily connect distant concepts.
6. The ability of memory to provide the necessary information at the right time.
7. Show flexibility in thinking.
8. Ease of creating ideas.
9. The ability to create new non-standard ideas, the development of creative thinking.
10. The ability to improve the "product" of your activity.
11. The ability to express different thoughts.
12. The ability to improve details to improve the original.

Speaking about the formation of abilities, one should dwell on the question of at what age children's creative abilities should be developed. Psychologists call different terms. There is a hypothesis that creative abilities should be developed from a very early age. This hypothesis has found its confirmation in Physiology.



Conclusion

It should be noted that for the emergence of stable interests, it is not enough to introduce the child to a new sphere of reality. He must have a positive emotional attitude towards something new. This is facilitated by the addition of a preschool teacher to joint activities with adults.

The creativity of preschool children represents the implementation of tasks in the description of research, such as the analysis of new ideas not known in science and practice by an educator, the study, development, testing and comparison of various new technical creative solutions. This process is significant in that it contributes to a significant increase in the spiritual and educational level of the educator's qualities of active and independent thinking, increasing and strengthening the level of knowledge, and in the future becoming a real creative person.

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