

DEVELOPMENT OF CREATIVE COMPETENCES OF FUTURE PRESCHOOL EDUCATIONAL TEACHERS

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Abstract

This article examines the issues of developing creative competencies of preschool students. Several functions, approaches, and ways of forming them are presented to improve the pedagogical activity of the future educator and develop a creative environment in the pedagogical process.

Keywords: Preschool education, educator, creative activity, game, visual arts, storytelling, dramatization, motivation, creativity.

Introduction

The future of any country depends on how the younger generation in the Republic of Uzbekistan is educated and raised. Only such a generation will be able to fulfill the historical destiny of our people and the tasks of national importance facing the country. Accordingly, one of the important tasks facing our state is to educate the younger generation in the spirit of national independence. This is an urgent task for educators working in preschool educational organizations.

Currently, special attention is being paid to the training of highly qualified educators with high intellectual, methodological, spiritual and moral potential for preschool education.

The decree of President Sh.M. Mirziyoyev “On the Strategy of Actions for the Further Development of the Republic of Uzbekistan” dated February 7, 2017 also sets out important tasks such as “expanding the network of preschool educational organizations and radically improving the conditions for the comprehensive intellectual, aesthetic and physical development of children in these institutions, significantly increasing the coverage of children with preschool education and ensuring their access to it, and improving the qualification level of teachers and specialists.”

Education is a complex, but very honorable profession. To become a good educator-pedagogue, it is necessary to acquire high theoretical knowledge, as well as to enrich practical experience. Because pedagogical theory describes the teaching and upbringing of children, general laws and principles, generalized methodological ideas. It teaches the issues of taking into account the age and individual characteristics of the younger generation. The practical pedagogical process is a diverse and complex process. One of the problems today is that situations that do not correspond to pedagogical theory are often

encountered. This requires the teacher to have extensive knowledge, solid practical training, high pedagogical skills, as well as creativity and a creative approach.

In our country, the preparation of preschool education students for creative activity in higher educational institutions, along with the study of the subject, tasks, methods and problems of a particular subject, as well as the manifestation of students' knowledge, interests in psychological, pedagogical, aesthetic, historical directions and socially useful work, is improving the development of the student's personality and interest in science. In this regard, it is important to implement forms and methods of organizing self-education, independent learning throughout life, development of pedagogical skills and theoretical knowledge, and active participation in the educational process in preparing future preschool students for creative activity.

If we analyze the views of scientists on creativity, we can learn that S.L. Rubinstein emphasized that human social activity is inextricably linked with creativity, linking creative thinking with the general level of development of the individual, and L.S. Vygotsky showed that a child's creativity is related to socio-educational conditions. From this it is clear that creativity directly affects the imagination and emotional sphere of a person.

What is required of teachers in preschool educational organizations is to be able to express the child's creativity precisely through play, visual arts, storytelling, and dramatization. Preparing preschool students for creative activity helps to develop skills and competencies such as encouraging and motivating students to express their inner world in words, seeing a new problem, and finding new ways to solve specific practical and educational problems in non-standard situations. In this process, as a result of the development of students' skills in understanding creative activity, they will be able to model, construct, play various games, draw wonderful pictures, and play musical instruments, which will give them spiritual satisfaction from their work. In this case, the future preschool educator carries out his activities based on the humanistic principle of education. Because today's educational process is the creative activity of the student.

The pedagogical activity of the future educator can be improved through a creative environment. Therefore, we will give a number of functions, approaches and ways of forming a creative environment:

The educator-pedagogue performs the following main functions in a creative environment:

1. Observer and evaluator - monitors the creative state, potential, and interests of each child.
2. Stimulator - positively evaluates children's new ideas, unusual solutions, and free expressions and involves them in activities.
3. The guide - directs the child's creative abilities towards a goal, develops them through creative tasks.
4. Partner - participates in creative activities with children, behaves as their equal, and is attentive to their ideas.
5. Coordinator - combines different types of creative activities: games, drawing, musical activities, dramatic expression, etc.



An educator can use the following pedagogical approaches to create a creative environment:

- Person-centered approach - taking into account the individual characteristics of the child, putting him at the center.
- Creative approach - using original, innovative, problematic tasks, rather than standard teaching methods.
- Integrative approach - teaching several subjects or types of activities in harmony (for example, drawing + music + story).
- Problem-based learning - encouraging children to find creative solutions through situations that activate their thinking.

The educator can create a creative environment through the following means:

1. Activity tools: constructors, paper, plasticine, paints, mosaic, theater puppets, musical instruments, etc.
2. Conversations and dialogues: listening to the child's opinion, encouraging him to express himself freely, encouraging, not judging.
3. Aesthetic environment: creating an attractive, colorful, clean, aesthetically enriched classroom and space for children.
4. Forms of encouragement: praise, interesting questions, creative tasks, "unexpected gift" games, etc.

To develop creativity in a preschool educational organization, a teacher must have the personal qualities of a teacher. We suggest that when creating a creative environment, the teacher should have the following personal qualities:

- ✓ Creativity – the desire to find new methods and approaches.
- ✓ Openness – a respectful approach to the opinion of any child.
- ✓ Curiosity and enthusiasm – a love and sincere interest in working with children.
- ✓ Adaptability – the ability to find solutions that suit different situations.
- ✓ Patience and attention – a careful approach to the needs of each child, etc.

It is clear from this that in preparing preschool students for creative activities, it is important to develop a reading culture, organizational skills, communication culture, national outlook, intellectuality, behavior, management, and communicativeness, and to develop scientific and theoretical foundations in this regard.

In conclusion, a creative environment is a set of favorable psychological and aesthetic conditions that encourage a child to create something new, reveal his inner potential. The role of a teacher-pedagogue in creating such an environment is invaluable. The personal qualities of the teacher, his professional skills, the level of creativity, his approach to children - all this directly affects the creative development of children. Therefore, the training of teachers in preschool educational organizations as creative thinkers and specialists who apply modern pedagogical approaches is a requirement of the time.



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