



Development Of Creative Skills Of Future Preschool Education Requirements To The Teacher Of Preschool Education Organization

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Annotation: The article talks about the development of creative abilities of future preschool education pedagogues, the requirements for the educator of a preschool education organization.

Key words: Preschool education, pedagogy, creativity, competence.

Bo'lajak Maktabgacha Ta'lim Pedagoglarini Kreativ Qobiliyatlarini Rivojlantirish Maktabgacha Ta'lim Tashkiloti Tarbiyachisi Shaxsiga Qo'yiladigan Talablar

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Annotatsiya: maqolada bo'lajak maktabgacha ta'lim pedagoglarini kreativ qobiliyatlarini rivojlantirish, maktabgacha ta'lim tashkiloti tarbiyachisi shaxsiga qo'yiladigan talablar haqida gap borgan.

Kalit so'zlar: maktabgacha ta'lim, pedagogika, kreativlik, kompetentlik.

Creativity (lat., ing. "create" - creation, "creative" means the creative ability of an individual, which describes the readiness to produce new ideas and is part of talent as an independent factor).

A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of



talent. According to the American psychologist P. Torrens, creativity is the promotion of problems or scientific hypotheses; hypothesis testing and modification; identifying the problem based on the formation of decision results; expresses sensitivity to the mutual opposition of knowledge and practical actions in finding a solution to a problem.

Like any other quality (virtue), creativity is not formed suddenly. Creativity is consistently formed and developed at certain stages. Possessing creative qualities of a teacher directs his personal abilities, natural and social energy to quality and effective organization of professional activities. Having creative qualities of pedagogues working in the higher education system helps them to create new ideas different from the traditional approach to the organization of educational and educational processes, not to think in a single mold, originality, initiative, and not tolerating uncertainty. . Therefore, a creative approach to organizing the professional activity of a pedagogue with creative qualities, activeness in creating new, advanced ideas that serve to develop children's educational activities and personal qualities, independent study of advanced pedagogical achievements and experiences , also focuses on having the experience of continuous, consistent exchange of ideas with colleagues about pedagogical progress. Usually, the ability of pedagogues to have creativity is provided and formed by striving to solve pedagogical problems, carrying out scientific research or scientific projects and achieving mutual creative cooperation, and it gradually improves and develops. As in the case of any specialist, the foundation is laid in the student years for future pedagogues to have creativity and it is consistently developed in the organization of professional activity. It is important that the pedagogue directs himself to creative activity and is able to organize this activity effectively. In the organization of creative activities, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature. While solving problematic issues and situations, the pedagogue's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities. By putting problematic issues in front of him, the pedagogue is faced with evidence that contradicts his existing knowledge and life experiences. As a result, he feels the need to work on himself, study independently. The pedagogue's scientific-research work and the implementation of scientific or creative projects further develop his creativity potential. A teacher does not become a creator by himself.



His creative ability is formed by consistently studying and working on himself over a period of time.

Modern education requires educators and pedagogues working in all types of educational organizations to be creative.

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered a novelty. They emphasize that creativity is based on unconventionality, curiosity, imagination, sense of humor, and freedom (Murdoch, Ganim, 1993; Sternberg, 1985). Easterners, on the contrary, understand creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997; Rudovich, Yuye, 2000). Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its ownership (Kaufman, Lan, 2012).

Many pedagogues-educators believe that they do not have the ability to be creative. This can be justified by two different reasons: firstly, most pedagogues cannot adequately explain what the concept of "creativity" really means; secondly, they are unaware of what qualities are directly reflected in the basis of creativity.

At this point, it is worth noting that every person has the ability to be creative by nature. So, how can they demonstrate their creativity? Here's Patti Drapeau's advice: If you don't think you're creative, I suggest you start organizing creative thinking classes now. In fact, it is not about whether or not you are creative and creative, but about how you organize the lessons in the spirit of creativity and strive to try new ideas in practice. According to Patti Drapeau's point of view, creative thinking is, first of all, comprehensive thinking about a specific issue. is counted.

In the conditions of globalization, the trends of innovative development of the preschool education system, the rapid expansion of the information field, and the problems of professional training of preschool education organization specialists are of particular importance. The reform of the modern preschool education system promotes personality development as one of the priorities.

The level of creative development of the future generation largely depends on pedagogical professional skills, creative ability, professional thinking of the pedagogue, and his readiness for pedagogical activity. Therefore, an important issue in the modern higher education system is the professional training of students, and the development of pedagogical creativity of future educators.



The student period is a special period in the life of every person. Student age is a sensitive period before reaching maturity.

B.G. Ananyeva said that the student period consists of mastering many social functions and forming existing professional skills as a specialist, public figure and citizen. The age of this complex is to design thought processes.

Training of future pedagogues for pre-school education organizations is carried out in higher education institutions. In universities, students become experts in their work. The task of higher education teachers is to form creativity in students. In order to achieve creative heights, preliminary preparations must be made: memory, perception, imagination, and thinking must be developed. The success of the future teacher's work is systematic and hard work on oneself - raising the pedagogical level, working on oneself.

In many psychological-pedagogical literatures, creativity is regarded as a creative ability, the creation of new ideas.

Creativity is the creative ability of a person that is manifested in his thinking, feelings, and communication.

Creativity is one of the most important abilities of a pedagogue, in the opinion of scientists, "creative ability, creating new ideas", avoiding traditional schemes, "quickly solving problems" is of great importance.

According to S.A. Sisoyeva, the signs of pedagogical creativity are:

- high level of social and moral awareness;
- intellectual and logical development ability (ability to analyze, justify, explain, emphasize);
- vision problems;
- creative fantasy, developed imagination;
- unique personal qualities (love of children, dedication, courage);
- specific motives; (self-concept, creative interest) according to V.A.

Sukhomlinsky: the creativity of a teacher of a preschool education organization should be "the object of activity is the child, who is constantly changing, today, not the same as yesterday". Again noted that: the essence of pedagogical creativity is related to thought, design, ideas and thousands of daily activities.

First of all, it is important that the educator of the preschool education organization fully realizes the high responsibility for the child's future and fate. It is very important not only to understand that preschool child development is an important value, but also to acquire knowledge about the laws of child



development. One of these laws is the connection between the child's physical and mental development and the surrounding environment.

This legislation, in turn, determines the following two important functions of the teacher of the preschool education organization:

1) creation of necessary pedagogical conditions for successful upbringing of children;

2) ensuring the safety of their life activities and strengthening their health. The function of the educator of the preschool education organization to create the necessary pedagogical conditions for the successful upbringing of children requires encouraging the child to be active, involving him in activities of a developmental nature. Taking care of strengthening the physical and psychological health of the child is a guarantee of rational organization of preschool education, and the development of this age period is directly related to the child's social status, mood, and emotional manifestations. For this reason, the educator should pay attention to the environment surrounding the child and prevent even the simplest situations that threaten the child's life and health. That is, the educator regularly monitors the condition of the playground, toys, and furniture for the child's height;

air and water temperature measurement;

should determine the time of training for children in advance. It should be emphasized that carelessness and indifference of the educator is an important sign of his professional incompetence. The main task of the educator is to carry out educational work with children. He plans educational work based on working with informational and methodological documents, conducting direct educational work and analyzing its results. It is appropriate for the educator to regularly improve the pedagogical culture of parents, to establish active cooperation in the education of children, and to work separately with families who feel the need for social support in this process. The socio-pedagogical support provided by the educator to families has three main features.

That is:

1) education and upbringing;

2) psychological and spiritual support, elimination and recovery of mental stress;

3) mediation-organization, prevention of problems arising in education and upbringing, elimination of deviations in the child's behavior or physiological defects by eliminating existing problems, and providing necessary information.



Based on this basis, the following professional functions of the teacher of a modern preschool education organization can be distinguished:

- 1) participation in raising educational knowledge of parents;
- 2) managing and harmonizing the educational influence of family and pre-school education organization.

The requirements for preschool education in a modern democratic society require the educator to regularly enrich his general cultural and professional training. This, in turn, makes it necessary to receive independent education, another direction of the professional activity of the educator of the preschool education organization. Various forms of independent education can include reading literature (professional, artistic), visiting museums, participating in conferences, exhibitions, and competitions. The goal of independent education is to gradually develop the educator's personality and improve his professional skills.

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