



Improving The Mechanisms Of Forming Professional And Creative Skills In Preschool Students

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Abstract: This article describes creativity, development of creative competence of students of preschool education, innovative activities of students, interactive education, innovative education and information and communication technologies, factors that develop students' creativity.

Key words: students, creativity, ability, interactive methods, innovation, education.

Maktabgacha Ta'lim Yo'nalishi Talabalarida Kasbiy- Kreativlik Ko'Nikmalarini Shakllantirish Mexanizmlarini Takomillashtirish

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Annotatsiya: Ushbu maqolada kreativlik, maktabgacha ta'lim yo'nalishi talabalarining kreativ kompetentligini rivojlantirish, talabalarning innovatsion faoliyati, interfaol ta'lim, innovatsion ta'lim va axborot-kommunikatsiya texnologiyalari, talabalarda kreativlik qobiliyatlarini rivojlantiruvchi omillar bayon etilgan.

Kalit so'zlar: talabalar, kreativlik, qobiliyat, interfaol metodlar innovatsiya, ta'lim.

To increase the quality level of personnel training in Uzbekistan, to create the necessary conditions for the training of highly qualified specialists based on international standards, to establish close cooperation relations of each higher education institution with the world's leading scientific and educational



institutions, to provide international support to the educational process. Wide introduction of advanced pedagogical technologies, educational programs and teaching-methodical materials based on educational standards, effective use of interactive methods in the development of modern professional knowledge and creative abilities of students, scientific-pedagogical personnel is one of the urgent issues.

Creative skills and the essence of the process of forming creative skills in students. Not so long ago, the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need to find innovative and creative approaches to the teaching process ensured the formation of "Creative pedagogy" as an independent subject among pedagogical disciplines. The basis of this subject is the history of pedagogy, general and professional pedagogy, and methodological ideas of such disciplines as psychology, teaching methodology of special subjects, educational technology, and professional ethics. The general principles of the science of "creative pedagogy" serve to create the necessary conditions for the professional development of specialists, including future specialists. Professional growth and development of a person as a specialist is manifested as a process. Professional maturity is an important period of human ontogeny, starting from professional growth and development ideas (14-17 years old) and ending professional activity (55-60 years old). The formation and development of a creative person depends on the mutual compatibility of changes in his inner and outer world, socio-economic conditions, and human ontogenesis - from birth to the end of life, the content of activity that requires continuity and succession. It is known that professional experience is reflected as an integration of knowledge, skills and abilities.

However, mastering the skills of professional activity is not only the integration of practical skills and competencies, the development of methods and tools for the effective organization of activities as a specialist, but also awareness of the methodology of professional creativity, the development of creative thinking and creative it requires adequate mastering of personal qualities of character. 4 The formation of a creative person can be defined as the development of a person in terms of creative activities performed in a mutually compatible way and creation of creative products. The pace and scope of this process depends on biological and social factors, the activity and creative qualities of a person, as well as existing conditions, vital and professional events. In modern conditions, it is necessary for a pedagogue to have the qualities of creativity. In recent years,



in the educational system of leading foreign countries, special and serious attention has been paid to the issue of the formation of creative qualities in pupils and students. Bronson, Merryman (2010), Ken Robinson (2007), Fisher, Frey (2008), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008), and b. many studies conducted by, can be seen from their results. A 2007 book by the one and only Ken Robinson, *Is School Stifling Creativity?* The video has been viewed 5 million times on YouTube. In addition, teachers are seriously engaged in learning the basics of creativity (Begetto, Kaufman, 2013). Literature is being published on the formation and development of teachers' creative approach to pedagogical activity, non-traditional lessons based on videos prepared by the Department of Education are being organized (Ali, 2011; Department of Education, 2013). Despite significant practical work, most teachers still do not master the experience of how to effectively form creative qualities in themselves and students. It is for this purpose that the curriculum is developed, which helps both students and teachers to grow professionally At the end of the academic year, students in higher education institutions do not have a high level of positive results Lost interest in learning.

As a result, teachers are not thinking about organizing professional activities with the same enthusiasm as before. Although the governing bodies of the education system have decided to take new measures to change the activities of teachers who do not want to teach students who do not want to learn, the situation is still remains unchanged. What is the reason for this? Maybe the pre-planned lessons are not interesting for students, maybe the fact that the content of education is set in a certain pattern does not provide any stimulus or incentive for students. Avoid pre-planning of educational activities, form and develop critical, creative thinking in students, force them to think creatively, come up with new ideas, change the attitude to education, encourage them to achieve achievements will be the main factor in promotion. The missing factor in training sessions is creativity. In order to fully understand the general essence of the process of developing creative qualities in a person, it is necessary to first understand the meaning of the concept of "creativity".

According to Ken Robinson, "creativity is a set of original ideas with their own value" (Azzam, 2009). And Gardner explains the concept in his research: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value." In terms of Emebail's (1989) approach, creativity means "the possession of highly unusual skills along with



thorough knowledge of a specific domain." Many studies have different views on the relationship between intelligence and creativity. One group of researchers claims that there is no connection between them, while the representatives of the second group claim that the level of creativity and intelligence are related to each other (Kim, 2005). The concept of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered a novelty. They focus on the existence of unconventionality, curiosity, imagination, sense of humor and freedom at the basis of creativity (Murdock, Ganim, 1993; Shternberg, 1985). Orientals, on the contrary, understand creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997; Rudovich, Yue, 2000). Although Westerners and Easterners have different views on creativity, representatives of both cultures value this quality and possessing it highly (Kaufman, Lan, 2012). Many teachers have creativity in themselves. they believe that the ability does not exist. This can be justified by two different reasons: firstly, most teachers 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 teachers demonstrate their creativity?

Here is Patti Drapeau's advice: "If you don't think you're creative, I suggest you start organizing creative thinking classes now. In fact, it's not about whether you are creative or not, but about organizing classes in the spirit of creativity and striving to try new ideas in practice. 5 According to Patti Drapeau's point of view, creative thinking is, first of all, comprehensive thinking about a specific issue. Comprehensive thinking requires students to rely on many ideas when completing educational tasks, problems and tasks. In contrast, one-sided thinking is based on only one correct idea. In observation, one cannot deny one of the one-sided and many-sided thinking on the issue. Therefore, one and comprehensive thinking is equally important in the formation of creativity. That is, when completing a task, solving a problem, the student looks for several options for a solution (multidirectional thinking), and then stops at the only correct solution that guarantees the most optimal result (unidirectional thinking). Based on the above-mentioned ideas, the concept of "creativity" can be interpreted as follows:



In the modern educational space, new requirements for the training of future preschool teachers at the university are formulated and tested. It becomes obvious that the standard set of highly specialized knowledge and didactic units is not enough to effectively train a professional ready to work in the modern conditions of multi-vector, multi-tasking and variability in education. In this regard, the creation of special psychological and pedagogical conditions at the university that ensure the integration of modern educational technologies, trends and ideas into the implementation of the main professional educational program, as well as the personal and professional development of students in the course of its development, is of particular relevance. We assume that the psychological features of the development of personal qualities of future preschool teachers are best determined through the disclosure of their creative abilities. This is confirmed by the requirements of a number of regulatory and legal documents in the field of education, providing regulation of the educational process in higher educational institutions. In particular, the analysis of the requirements of professional standards for the content of pedagogical activity revealed that creative development is one of the most important tasks of training, for which it is necessary to organize a special pedagogical environment. During the consideration of modern Uzbek pedagogical education based on the analysis of the "Law on Education in the Republic of Uzbekistan", a number of federal state educational standards regulating the receipt of secondary vocational and higher pedagogical education, we identified the competencies being formed in these standards, which in the future will allow the teacher to constantly improve and improve his professional level. In most standards, this is a general competence formulated as the ability for self-development and self-education. It was also revealed that the widest range of competencies ensures not only postgraduate professional development, but also the opportunity to lead the professional development of colleagues in a micro-community. Also, the federal state educational standard of higher education indicates the need to develop creative thinking in students of higher educational institutions. Education sets itself the task of developing such qualities in students as creativity, cognitive abilities and personal characteristics. The main goal of higher pedagogical education is to prepare qualified teachers who are capable of discovering new ways of solving



psychological and pedagogical problems that arise in their professional activities.

The education that students receive in pedagogical universities gives them the opportunity to realize their creative potential in their professional activities, to realize themselves, and also to develop the ability for self-development and self-education throughout their lives. The creativity of students as future teachers, thus, becomes a relevant psychological and pedagogical problem, studied from different scientific angles.

The works of V.I. Andreev, V.I. Zagvyazinsky, I.G. Kaloshina, A.N. Leontiev, S.L. Rubinstein reveal the methodological and theoretical foundations of creative development of the individual [1]. E. de Bono and Ya.A. Ponomarev consider creativity as a development process, P.I. Pidkasisty and I.Ya. Lerner characterized the components of creative educational and cognitive activity, M.M. Zinovkina and V.G. Ryndak A.V. Khutorskoy studied the process of personality formation and its creative self-expression. The founder of the theory of creativity, J. Guilford [10], in his theory describes creativity as a complex of individual properties that contribute to creative thinking. F. Barron and D. Harrington wrote in their works that "creativity is the ability to adaptively respond to the need for other approaches and other results, which in most cases is due to the personality of the creator and his internal driving force."

The development of the creative potential of the individual in psychological and pedagogical literature is considered in the context of other, more general issues. Thus, D. B. Bogoyavlenskaya, G. Lindsney and P. Torrance studied creativity in psychology, analyzing the signs, characteristics and factors that develop or restrain it

M.S. Emets reveals the essence of readiness for pedagogical activity, as a component of the professional and pedagogical education of future preschool teachers [5], L.A. Ugarova studied the professional competence of future preschool teachers, and in the works of E.D. Kraynova presents the processes of individual activity of future preschool teachers. Creativity of future preschool teachers is not formed spontaneously during the development of the basic professional educational program by students. Studying various educational sections, mastering specialized knowledge, we get a highly qualified professional, but this does not always mean that as a result we will get a creative graduate. The task of forming the creative component must be approached comprehensively. Firstly, non-standard methods of organizing educational



material should be used in the learning process. Secondly, in accordance with the requirements of the time, it is necessary to go beyond the standard audience, perhaps even an educational organization, it is necessary to create an open and continuous educational space. Finally, thirdly, it is necessary to form internal motivation for creativity in students. It is necessary to consider in detail the conditions necessary for the development of creativity of future preschool teachers

In modern practice, there is no unambiguous definite method for studying the level of creativity, in this regard, we consider it inextricably linked with the creative process, creative product, creative personality and creative environment. Participating in the creative process, the personality comes to life in the creative environment, taking on the role of a creative personality and then actualizing itself in the creative product.

Studying the psychological features of the formation of creativity in the educational process, we were able to describe such categories as small or individual-personal creativity and large or social creativity, as well as primary and secondary creativity [9]. There are a sufficient number of approaches to creating psychological and pedagogical conditions for the formation of creativity, in this work we will rely on the environmental one, where the main circumstance for the emergence of creativity is the conditions of the external environment.

Based on the works of a number of authors, it is necessary to highlight the organization of creativity of students of pedagogical education, consisting of consistently organized elements:

- motivational and value;
- cognitive;
- praxeological. Based on the analysis of these elements, we specify the concept of "creativity of future preschool teachers" as a set of abilities for reorganization activities, which are based on the desire for self-expression and skills and abilities in the field of pedagogy and creativity, have the ability to produce fundamentally new and original ideas for solving problems and achieving results in their future profession. The formation of creativity of future preschool teachers, today, seems to us a complex, but quite solvable problem. The peculiarities of training preschool teachers with an active position of developing creativity leave a certain imprint on the construction of the learning process, in which it is necessary to correlate the pedagogical focus of training with the



creative focus, which affects the formation of students' creativity, providing for the development of both verbal and non-verbal creativity

In this work, for greater reliability of the results, we used pedagogical modeling and assumed that a structural and content model for the formation of preschool teachers' creativity is needed, which includes the goal, objectives, principles, stages, components, forms, methods, means, pedagogical conditions, criteria and result. The implementation of this model will provide us with the opportunity to expand and improve the knowledge of students and increase their motivation for learning; fill the content of pedagogical training of students with qualitatively new ideas, develop new teaching methods, introduce additions and changes to the material and technical equipment of the educational program and to the organization of the educational environment, promote the manifestation of creativity and originality in students. We believe that the result of the implementation of the proposed model will be the development of creative abilities and creative thinking by means of sand animation.

The initial diagnostics allowed us to identify those qualities of teachers that will contribute to their motivation to participate in the reorganization of the educational environment and activities within the framework of our problematic: age, education and work experience in preschool education. We propose to assess the creative thinking of future teachers using the E. Torrens test.

As a result of a series of surveys of senior students who have experience working with children as part of industrial practice, we found out that many of the participants are unfamiliar with modern non-traditional art techniques, such as sand-art, erbu, sand animation

Conclusions. Thus, we come to the conclusion that the development of creativity of future preschool teachers is of great importance for modern pedagogical education. Despite a large number of contradictions caused by socio-economic factors, we see cardinal positive changes in the educational space. More and more attention is paid to the personal and professional development of future teachers in the process of their education at the university, individualization and personification of education, creation of favorable psychological and pedagogical conditions, which in turn will help to reveal the individual creative features of each student. Creativity is the leading quality in the model of a modern professional teacher, accordingly, it is necessary to take into account



the psychological features of its formation, taking into account the personal and psychophysiological characteristics of the individual. The prerequisites for the effective development and improvement of creativity not only as a quality, but also as a professional tool of the teacher will be the model we are designing, the content block of which is based on the study of non-traditional techniques of fine art: sand-art, erbu, etc. Based on the above, we can conclude that the development and improvement of creativity of future preschool teachers is possible if we accurately define the concept of creativity, highlight the degrees of its development, develop an appropriate program for the formation of creativity of future teachers, and also determine and test the psychological and pedagogical conditions for the development of creativity of preschool teachers.

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