



Management Of The Educational Process Through Development Of Creative School Educational Organization Teachers

Dilmira Farhodovna Salimova

Doctor of Philosophy in Pedagogical Sciences (PhD)

Alfraganus University

Abstract: The article discusses that teachers of a preschool educational organization must have solid knowledge and skills, the formation of their creative abilities, and also manage educational activities in development centers through various games with a creative approach.

Key words: preschool age, role-playing game, creativity, teacher-teacher, creative, development center, education, school.

Аннотация: В статье рассматриваются, что педагоги дошкольной образовательной организации должны обладать прочными знаниями и умениями, формированием их творческих способностей, а также управлять образовательной деятельностью в центрах развития посредством различных игр с творческим подходом.

Ключевые слова: дошкольный возраст, ролевая игра, творческие способности, педагог-педагог, творческий, развивающий центр, образование, школа

In order to strengthen the spiritual foundations of our independence, one of the important tasks is to inculcate in the hearts of every growing young generation love for the Motherland, loyalty to independence, confidence in the future, to expand their worldview, in a word, to make them mature in all aspects. On September 9, 2018, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev signed the decision No. PQ-3261 "On measures to fundamentally improve the preschool education system". In this decision, "Over the past period, complex organizational and legal measures have been implemented to organize an effective preschool education system aimed at ensuring the formation of a healthy and comprehensively developed growing generation, and



at the same time, existing systemic deficiencies prevent the full implementation of state policy in the field of preschool education and the text of the decision lists the shortcomings one by one. Acceptance of calling the summer work with children in pre-school education organizations as a health period is the result of the reforms in the pre-school education system in our country, because it has its own characteristics.

It is known that the education given to a child at preschool age plays an important role throughout his life. Day by day, our republic takes a worthy place among the countries of the world community, achieves mutual cooperation with developed countries on the basis of the principle of equality, not only parents, but also educators of pre-school education organizations impose all the needs of the child in an age-appropriate manner. In this regard, important documents such as the State requirements for the development of children of primary and preschool age, the "First Step" state curriculum, the "Concept for the development of the preschool education system until 2030", and the law "On preschool education and upbringing" were adopted. The effective use of dramatized performances in the moral education of preschool children is more important as it creates favorable conditions for the further development of children's talent, perception of objective existence, worldview. Acquaintance of children with national culture and universal values is the goal of State requirements for their development.

Many scientific works of pedagogues, psychologists, philosophers, ethnographers are devoted to the problem of children's games. There is not a single major researcher in the field of pedagogy and psychology who did not pay attention to this problem. Depending on the philosophical approaches of the authors, according to its general understanding, the game is interpreted as a manifestation of excess power, then as a manifestation of instinct, then as a preparation for future activities, etc.

Among all types of games, the ones have the best effect on a child's development are plot and role-playing games. The most favorite and most desirable games for children are games in which children themselves determine the purpose of the game. These are: building a house, going to school, having lunch... The game process consists in achieving this goal: the child makes a plan, chooses the methods of implementation. The train he rides on may be built of chairs, the house may be built of wood chips, but that is not the point, the child's



imagination fills reality; here the planning process itself is very important. The child's need to participate in the life of adults is fulfilled in the game activity.

The main tasks facing the pedagogue in the management of role-playing games:

- development of the game as an activity;
- to use the game for the purpose of educating children's groups and individual children.

According to the studies of scientists, the game is one of the main types of activity together with work and study. According to psychologists, the psychological mechanisms of playful activity rely on the fundamental needs of a person to express himself, stabilize his place in life, self-control, and realize his potential.

The work of preschool educational organizations can be considered multifaceted. From this point of view, the creative approach, creative ideas and modern worldview of pedagogues are of special importance in the formation of various qualities in children.

Therefore, in preschool educational organizations, children hear and absorb various information about the daily life of people from conversations between peers and adults. This knowledge cannot always be systematized or viewed as "truth".

In the first seven years of life, a child goes a long way in all-round development. That is why a child has to learn and master many things at preschool age. A child's successful acquisition of knowledge in the next school period depends on how he acquires knowledge of the world around him and knowledge about himself. And for this, it is necessary for the future teachers to have solid knowledge and skills, to develop their creative abilities. The pedagogues who are able to work with the development centers with high skill will definitely achieve their goals. In these centers, the environment that develops the creative abilities of both the pedagogue and the child is role-playing games. Story-role play is a type of activity, when children in this process demonstrate communication with adults in order to acquire social roles in conditional situations and develop formal and informal communication skills. The basis of a plot role-playing game is an imaginary situation. It consists in the fact that children can play the role of adults with a creative approach in the game environment they have created. For example, it depicts a teacher teaching students (peers) in a classroom (on a carpet) by playing a school game.

We can divide role-playing games into the following components:



- plot
- content
- role

The plot is the main component of the game, it is possible to play a role without a plot. Story games are a circle of reality that is replicated by children's role-playing. Plot-role play reflects certain actions, events and relationships from the lives and activities of others by the child. In addition, his game actions (turning the steering wheel of the car, preparing dinner, etc.) are one of the main means of realizing the role. The plot of the games will be different. As usual, they are divided into domestic (games for the family, pre-school organization), those reflecting people's professional spheres, production (games in the hospital, store, etc.), in public places (games dedicated to the city's birthday, library, school, etc.).

The educator's influence on children's choice of performance of the characters by directing the actions of the game, showing their creative attitude, leads to the increase of the children's interest in the game and the development of their initiatives. Children learn to independently choose the most interesting ones by thinking about the theme of the game. This brings the educator closer to the children and allows him to realize his goal. Thus, the successful implementation of game activities with the skillful guidance of the educator can turn role-playing games into an exciting and enjoyable process. In this process, the full development of a preschool child takes place.

The first step in the organization of educational activities of the center "Role-playing games and staging development" according to the monthly themes of the state curriculum is to develop a card file of role-playing games with a creative approach, taking into account age characteristics.

Types of role-playing games:

1. Plot role-playing games on everyday topics: "at home", "in the family", "on vacation", "on birthdays
2. Plot role-playing games on industrial and social topics that reflect people's work.
3. Heroism that reflects the heroism of our people
4. Story-role games on the theme of works of art, films, television and radio programs
5. "Author" plot role-playing games



In order to form the creative behavior of preschool children, educators should organize a process based on instructions or recommendations so that they can achieve a sufficient level and efficiency in their activities through role-playing games.

Recommendations for organizing the activities of the center in preschool educational organizations:

1. First of all, we start the role-playing game by asking the children, "What kind of role-playing game would you like to play?" and "with whom?". In this way, we introduce children to mutual communication (with Malika Shaira or Anwar Behruz). Such communication should be managed by the educator and necessarily encouraged;
2. The teacher can offer his own game and at the same time play a small plot to arouse children's interest;
3. The teacher should gently manage the game, encourage children's positive relationships and successful role-playing, and avoid conflict (especially with conflicted children);
4. The educator is in the first main role in plot role-playing games, and then he should move to the second level;
5. Encourage children. Customize your co-op game the way you want it. The teacher should support the children's desire and allow them to correctly choose the attributes by correctly distributing the roles.
6. In order to strengthen the fun and pleasant impressions of children's joint role-playing game, the educator should draw the attention of other children of the group to the role-playing game.
7. In the conversation with their parents in the evening, it should be said that they played a "good game" with the participation of children, discussing their role-playing games.
8. During the week, remember these role-playing games with the children.

Thus, preschool children rely on the general principles of creative development by staging role-playing games, which have a complex structure and are used to achieve the goals set for the teacher and the student. The social and state order reflects society's needs for highly qualified, competitive professionals. The criteria of the quality of education and upbringing determine the conformity of the results and goals of the educator's activity based on the demands and needs of the society.



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