



Methodology For Developing The Creative Ability Of Children Of The Pre-School Preparation Group

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Abstract. Nowadays, the serious demands placed on children's levels of preparation for school require the development of necessary theoretical and practical measures in this regard. Conducting and developing creativity among children in the preparatory group is one of the urgent tasks today. This article talks about the method of realizing the creative abilities of children in the preparatory group and encouraging them.

Key words: creative ability, preparatory groups, preschool education system, creativity, educational efficiency, creative activity, intellectual activity.

Introduction

In our republic, the development of the education system, including the preschool education system, education and socialization of children of preschool age based on advanced pedagogical technologies is of great importance. Especially in recent years, the need for high-quality education in the activities of preschool educational organizations has risen sharply across the country. Therefore, it is important to make pedagogues-educators experts in their profession in every way, to improve the educational efficiency by updating the content and form of educational activities given to students.

A person's future, his behavior, abilities, worldview depend in many ways on what his childhood was like, how he received education. All this determines the irreplaceable importance of childhood, its special role in the formation of a person, and makes the problem of ensuring the quality of education from preschool age a priority of the state education policy.

LITERATURE ANALYSIS AND METHODOLOGY

The problem of developing the technology of forming creative activity in preschool children is one of the multifaceted pedagogical-psychological social



tasks, and one of the urgent tasks for the social development and progress of the society. The development of the curriculum "State requirements for the development of children of primary and preschool age" and "First Step" created wide opportunities for the effective implementation of preschool education in the continuous education system. In the curriculum, it is noted that it is important to take into account the characteristics and needs of children with their own characteristics when creating a developmental environment in a preschool educational institution. At the same time, the content of the developmental environment is indicated as follows: - the content of the educational and developmental environment of the preschool educational organization is cultural and historical values: national and regional traditions; should be compatible with the characteristics of nature and climate; - the content of the environment should help to form the foundations of the primary worldview, the successful social adaptation of the child. Of course, such innovations, aimed at updating preschool education both in form and content, require all pedagogues, starting from parents, to approach child education and his readiness for education based on the needs of the times. Processes in development centers organized in groups of pre-school educational organization help children to constantly acquire and consolidate new knowledge. The main goal of the development centers is to teach children to supplement their knowledge independently, to adequately adapt to the ongoing renewal processes.

RESULTS

Formation of creative abilities in children of preparatory groups for school requires activity and independent thinking in the education of children's creative attitude to the things around them. With this, it is necessary to create the necessary conditions for educating our children's intelligence, sharp mind, and creative abilities.

Creativity is the activity of a person who changes the natural and social world according to his goals and needs based on the objective laws of reality. A creative product is an active product of the human mind.

Creative activity is the ability of a person to use all his mental and spiritual powers to achieve a specific goal, a special emotional state, to be able to enjoy the changes in social life and nature, as well as the mental experience of a child, to solve a problem with his whole body. is a complex of desires.



Creative abilities are the ability to understand the need and possibility of creating something new, to be able to express a problem, to be able to use the knowledge needed to advance an idea, to theoretically and practically confirm a hypothesis, to search for and find a solution to a problem, and as a result to create new original products (scientific discovery, invention, work of art,) are abilities.

Creativity is a unique model of thinking associated with the manifestation of human thinking and psyche in various conditions, which allows to learn unknown and complex features for many.

Creativity is mental gymnastics, it is necessary not only for wise people, but even for an ordinary creative person. Creativity is, first of all, to cultivate a creative attitude to work, to be able to master new knowledge, to strive for the goal, to fight for victory, to - self-improvement and self-awareness.

Creativity is the highest blessing achieved by individual people in science during several thousand years of historical development of humanity, and all the material and spiritual wealth created by mankind today is one or another manifestation of this highest blessing.

Results

In the process of education, due to listening to fairy tales and seeing various pictures, the child gradually begins to imagine things that do not belong to the scope of objects that he directly perceived before making a toy.

In children, voluntary imagination images are first formed by the verbal influence of adults, and later they can be created from the child's independent thinking. When studying ways to improve the artistic and creative abilities of children in the pre-school period, we will complicate the tasks given to children in the following 3 stages possible

At the first stage, children are given tasks that require an initial direction in creative activity: according to the teacher's instructions (make it yourself, think of something, find it, change it, etc.), children work together with the teacher and create creativity. show their elements.

At the stage, tasks are given that encourage children to work and search according to specific goals. The child begins to understand that it is possible to combine and change the acquired skills, working together with the teacher.

The third stage consists of tasks that teach the child to think independently in various activities, to plan his work, to choose the means of representation. The teacher emotionally explains the task to the children. The teacher can make the



children interested in the interpretation, for this the teacher can use game elements and sometimes game actions. Dolls appear in front of children. They ask to put on a show together. The unexpected appearance of such fairy-tale characters makes children drool. Children are happy to see the movements of the toys, and the teacher is pleased that he is looking at them. If the teacher is using the game method in the training, he will think in advance about the character who will participate in the game during the training.

CONCLUSION

Each type of activity carried out in pre-school educational organizations allows children to develop mental activity, creativity, artistic taste and other qualities. To sum up, creative activities are of great importance in developing the creative abilities of children of the preparatory group for school. Knowledge of drawing, clay, construction materials, acquisition of skills is the basis for successful acquisition of visual activity lessons and labor lessons at school. It prepares children for educational activities, teaches them to listen to the teacher and follow his instructions.

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