

DEVELOPMENT OF CREATIVE SKILLS OF FUTURE PRE-SCHOOL TEACHERS

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Abstract:

This article talks about creativity development of pedagogues in preschool educational organizations, innovative approach to training.

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What is creativity and why do we need it? Creativity is the ability to create new ideas and successfully implement innovations, and to be creative in all aspects even in emergencies. This is one of the most important aspects for specialists of preschool education organizations. In order to bring innovation to the educational process and classes, to form the ability of creative thinking in children, it is necessary first to develop the ability of creativity in the educator himself.

The concept of “creativity” reflects cultural diversity. For Westerners, creativity is considered innovation in general. They emphasize that creativity is rooted in unconventionality, curiosity, imagination, humor, and freedom. [Ganim, 1998.], [Sternberg, 1985.).

In the East, on the contrary, they understand creativity as the process of rebirth of goodness [Sternberg, 2002.], [Rudovich, 1997.], [Rudovich, 2000.].

Although Westerners and Easterners have different views on creativity, representatives of both cultures highly value this quality and its possession. Many pedagogues-educators believe that they do not have the ability to be creative. This can be justified for two different reasons:

Firstly, most pedagogues-educators cannot adequately explain what the concept of “creativity” really means;

Secondly, they do not know what qualities are directly reflected in the basis of creativity.

In order to teach students to think creatively, to form creative thinking in them, first, it is necessary for the educator to be a creative, creative person. It is not important whether the teacher is creative or not, but it is important to organize classes in a creative and creative spirit, and to use innovative technologies in them. During the training, the educator moves in the

following four directions according to the “road map of creativity” and is characterized in them. Their actions are considered signs of creativity of pedagogues. These are:

- Demonstrating creative thinking skills;
- To be able to use strategies that encourage students to master academic subjects with interest;
- Innovative approach and creative approach to finding solutions to pedagogical issues.

The creative potential of a teacher is a multi-level process and it is based on the following principles. The priority principles of the pedagogical potential of creativity, the bright manifestation of creativity are reflected in the following:

- Achieving individuality in the individual characteristics and life activities of the person.
- Integrity, consistency, systematization and capacity building.
- Creative orientation and problematic nature.

It is advisable to use the following forms of work in the development of the creativity component of future specialists:

- data analysis;
- quick decision-making;
- organization of trainings for the development of creative thinking skills;
- performing creative exercises and assignments aimed at forming imaginations and imaginative views;
- working with cases;
- try to identify problems, try to find their solution based on the assumptions put forward;
- Organizing seminars, non-traditional classes;
- Organization of group work representatives and debates;
- Preparation of educational projects;
- Formation of portfolios;
- Organizing castings;
- establishing the activity of circles.

The creative potential of a teacher, in contrast to traditional thinking, is manifested in:

- Quickness and flexibility of thinking;
- Ability to create new ideas;
- not thinking in one way;
- Originality;
- Initiative.

In order for a teacher to have the potential for creativity, it is necessary to pay attention to the following in his professional activity:

- Creative approach to professional activity;
- Active in creating new ideas;
- Independent study of advanced pedagogical achievements and experiences;

- sharing ideas with colleagues about pedagogical achievements.

The self-development and self-expression of each pedagogy is his creativity. Achieving efficiency in the development of the creative component of future preschool education specialists in higher education institutions is largely dependent on changing the form of education, individualizing it based on their needs and intellectual potential, forming the skills of individual, small group and team work in students, determining students' inclinations to take up creative activities, introducing innovations and new knowledge. It is necessary to make extensive use of innovative technologies in the process of teaching traditional forms of education, to open the way for students to think freely and creatively.

In conclusion, it should be noted that not every pedagogue-educator becomes creative by himself. His creative ability is formed through consistent study and work on himself over a period and gradually improves and develops. As in the case of any specialist, the foundation for future pedagogues' creative ability is laid in their student years, and this process is consistently developed in the organization of professional activity. It is important for the pedagogue to direct himself to creative activity and be able to organize this activity effectively. A teacher should pay special attention to the creation of creative products of a problematic nature when organizing creative activities. It is necessary to activate oneself creatively, to fully demonstrate one's potential in creative activity, and not to be creative and creative or not to develop, but to organize activities in the spirit of creativity and creativity, to strive to try new ideas in the educational process. Every pedagogue-educator should respect his personality, be able to properly organize classes, and organize classes by introducing innovations into them. It is necessary to conduct training in a creative spirit as well as to effectively use innovative technologies.

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