



METHODS OF DEVELOPING THE CREATIVE ACTIVITY OF A TEACHER IN AN INNOVATIVE ENVIRONMENT IN A FUTURE PRESCHOOL EDUCATIONAL ORGANIZATION

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Tayanch so'zlar: maktabgacha ta'lim, pedagog, ijodkorlik, rivojlantirish, mashg'ulot, metod, pedagogik faoliyat, pedagogik mahorat.

Ключевые слова: дошкольное образование, педагог, творчество, развитие, обучение, метод, педагогическая деятельность, педагогическое мастерство.

Key words: preschool education, teacher, creativity, development, training, method, pedagogical activity, pedagogical skills.

РЕЗЮМЕ:

Ushbu maqolada maktabgacha ta'lim tashkilotlarida bo'lajak pedagoglarning ijodkorli faoliyatini rivojlantirish hamda o'quvchilarni mashg'ulotlarga jalb qilishda noan'anaviy usullardan foydalanish to'g'risida so'z boradi.

РЕЗЮМЕ:

В данной статье говорится о развитии творческой деятельности будущих педагогов в дошкольных образовательных организациях и использовании нетрадиционных методов привлечения учащихся к занятиям.

SUMMARY:

This article discusses the development of creative activity of future teachers in preschool educational organizations and the use of non-traditional methods in involving students in classes.

Introduction: At the present stage, preschool educational organizations are considered an important link in the upbringing of mature individuals and the formation of a harmonious generation. Preschool educational organizations are a sphere of spiritual production, the product of which is not only the acquisition of new knowledge, new goals, new values and personal meanings, but also the disclosure and development of the teacher's significant strengths, demonstrating his intellectual, moral and creative potential. Creative potential is a dynamic, integrated characteristic of a person, which is a necessary condition and result



of creative activity, which determines the direction, readiness and ability of a person to self-realization

The introduction of effective mechanisms for the development of preschool education is the most important condition for raising the spiritual, moral and intellectual development of the growing younger generation to a qualitatively new level. It also contributes to the use of innovative forms and methods of education in the educational process. The current conditions in our country require a review of the form, content and mechanisms of education and the introduction of appropriate changes to this process. In particular, in these days, there is a need to improve the content and forms of professional development of educators in order to implement measures aimed at improving the preschool education system.

The Decree of the President of the Republic of Uzbekistan No. PQ-2707 dated December 29, 2016 “On measures to further improve the preschool education system in 2017-2021”, No. PF-5198 dated September 30, 2017 “On measures to radically improve the management of the preschool education system”, Resolution of the President of the Republic of Uzbekistan No. PQ-3261 dated September 9 “On measures to radically improve the management of the preschool education system”, Decree No. PF-5198 dated September 30 “On measures to radically improve the management of the preschool education system”, and Resolution No. PQ-3305 “On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan” are set out. Preschool education is a solid foundation of the education system, and it is during this period that the child begins to form universal human qualities that encourage success in all future activities. The child's personal activity improves, especially in drawing, building, music and other activities. In this case, the organization of activities in a playful way is effective in facilitating the child's learning.

One of the tasks of the administration of a preschool educational institution is to create a favorable moral-psychological climate, an atmosphere of creative interaction and cooperation. A creative work team of educators is able to ensure a high level of educational work with children, the formation of a creative personality. A.S. Makarenko attached special importance to a well-coordinated pedagogical team carrying out creative work, noting that in such a team even an inexperienced teacher can achieve great success, and if teachers are not united into a single creative team, even an experienced and creative teacher may not be able to achieve high results in work.



Creating a creative environment in a team requires a good knowledge of the individual characteristics, capabilities and abilities of each educator. Studies show that the main role in the development of the creative abilities of an educator is played by his professional activity and the desire for self-improvement. The development of abilities is directly related to the pedagogical skills and abilities that each educator must possess. As is known, in fact, pedagogical activity is inherently creative. What is the relationship between professional skills and creativity in the activities of an educator? Perhaps these concepts are generally synonymous. Creativity is usually characterized as a process, the result of which is the creation of new material or spiritual values. The criterion of novelty can have an objective content (new for a particular field of knowledge) and subjectivity (new for a person - the subject of activity). If creativity prevails in the process of thinking, then it manifests itself as imagination (K.K. Platonov). The professional skills of an educator are closely related to creativity. However, these concepts are not synonymous: professionally competent actions are not necessarily the result of the educator's creativity.

In teaching, creativity is often seen as a panacea for all ills, as a dominant that leaves no room for reproductive (reproductive) activity. Reproductive activity, as a rule, is recognized only as an undesirable, but transition to creativity. The fact that reproducibility in pedagogical activity has a multi-level structure is really underestimated: from vague retelling of knowledge to the ability to adapt the material, taking into account many external factors. Reproducibility is the ability to renew one's pedagogical activity in changing conditions and. A master of pedagogical work is a highly qualified specialist in a psychological, pedagogical and topical subject, a person who is able to reproduce professional knowledge, skills and competencies at a high level

Creativity is an important aspect of learning. Thanks to creativity, the student has a positive attitude towards learning, and his learning becomes more interesting. Due to creativity, the student activates passive information by turning it into a product. Thanks to creativity, which is cultivated from a young age, people can easily solve problems in their daily lives and become more effective agents in adulthood. One of the main goals of this education is to better equip students for their future lives and to educate them as effective citizens. Therefore, attention is currently being paid to the issue of developing the creative abilities of students in the republic, the forms, methods and tools actively used in this regard, and their importance.

Creativity Although great changes have occurred in the field of education from Socrates to the present day, the desire to give students the ability to think



has always been at the heart of education. Creativity is not a concept that has a simple definition. Creativity is a person's desire to find an original product or solution. Desire and imagination are the key words of creativity. According to Sternberg and Lubart (1998), originality alone is not enough for creativity. Torrance (1988) defined creativity as: "The process of perceiving difficulties, problems, gaps in information, missing elements, something wrong; guessing about these shortcomings and forming hypotheses; evaluating and testing these guesses and hypotheses; perhaps revising and retesting them; and finally publishing the results."

Everyone knows that creativity is a process of activity in which new spiritual or material values are created. It is also often called special thinking, as a result of which a person can go beyond the boundaries of traditional existence. And in general, creativity is also a process of investing a person in his own work, his own capabilities and judgment. In general, this term can be interpreted in different ways. But we want to focus on such a concept as pedagogical creativity.

Professional pedagogical activity is a constant creative process. But there is a peculiarity here. The creative teacher does not have the goal of creating something unique, fundamentally new, valuable on a large scale. He is aimed at something more important and serious - the development of the personality. Of course, a good teacher (especially if he is an innovator) develops his own pedagogical system. However, this is not the goal of his creativity, but a way to achieve the best results in this activity.

Teaching activity has both quantitative and qualitative characteristics. Pedagogical creativity, pedagogical experience and skills will be effective only if the specialist himself approaches his work in a worthy manner - with interest, responsibility, inspiration and enthusiasm. These are the most important conditions!

Pedagogical innovations, effective learning, in general, achieving some success in all activities - all this and much more is possible if there are 5 generally accepted aspects.

The first is the presence of a creative task that interests the teacher himself. The second is social significance that affects the development of the individual. The third is the presence of social and material conditions (in other words, conditions) necessary for creativity. The fourth is the novelty and originality of the process or the expected result. The fifth is the presence of subjective conditions for the implementation of creativity. This indicates the teacher's skill, knowledge, motivation, enthusiasm, desire to work with the audience.



There are levels of pedagogical creativity, and it is customary to distinguish five of them.

The first is called information reproduction. It involves the use of the teacher's experience received and mastered by others during his work in solving professional problems.

The second level is called adaptive-predictive. It consists in the ability of the teacher to transform the information and data known to him, to choose methods, methods, techniques of interaction with schoolchildren / students, taking into account their individual characteristics.

The third level is called rationalization. A teacher who corresponds to it shows his unique experience, the ability to solve non-standard problems, to search for optimal solutions. And in his work a certain originality and individuality are clearly visible.

The fourth level is called research. It consists in the teacher's ability to determine the conceptual foundations of his personal search and develop a system of activities based on research results.

The fifth level. Known as creative and predictive. Teachers who fit it can set super tasks and solve them in rational, often self-developed ways. These are the top-class teachers who can really change and transform the education system

Conclusion: In conclusion, we can say that the professional activity of educators and their creativity in preschool educational organizations is of great importance. Each educator contributes to the development of children to a certain extent through his creative thinking and activity. Thus, creativity is one of the important qualities of an educator. The fact that the educator conducts a certain level of creative research before entering each lesson ensures the success of his professional activity. I also think that if lessons are conducted with preschool children through various games and stage performances, their interest and attitude to the lesson will be positive.

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