



CHARACTERISTICS OF DEVELOPING CREATIVE COMPETENCE IN PREPARATION OF FUTURE PRESCHOOL EDUCATIONAL PROFESSIONALS FOR PROFESSIONAL ACTIVITY

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Annotation

The article shows that the creative potential of future educators is closely linked with the creativity focused on the learning process. It is also based on the speed and flexibility of thinking in the process of preparation for professional activity, in contrast to traditional thinking, the ability to create new ideas, abilities, personality traits - not to think in the same way, originality, initiative, tolerance of uncertainty, intelligence.

Keywords: preschool education, creativity, creative competence, creative potential, creative thinking.

Introduction

One of the main tasks of the modern education system, which helps to modernize the education system and fully adapt it to the capabilities of the individual, is to comprehensively improve the system of preschool education. At the same time, preschool education is defined as the preparation of specialists for professional activities, i.e the decision-making and development of the qualities of initiative, independence and creativity in students. From this point of view, the modernization of the system of training specialists, one of the main conditions for ensuring the effectiveness of pedagogical activity - is to develop in them a creative approach to professional activity.

Creativity is a stage of activity of an individual at the acmeological level, which is based on the ability to express their views on a given issue or problem, creatively rethink the opinions of others, reflect, justify and defend their views. The creative activity of the educator is characterized by a deep penetration into the problem under consideration, a thorough knowledge of the subject, the ability to cover the whole problem, a departure from tradition.

Creativity describes a person as a whole or its specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines the





sharpness of the mind. The creativity of educators emerges and develops in his creative activity.

The main components of the creative activity of future preschool professionals are the tendencies to know, needs, activity, independence, initiative, non-standard thinking, improvisation, etc., which are directly combined with the orientation and creative abilities of the individual. The main task of training specialists of future preschool educational institutions in the process of education in higher education institutions is to create the necessary pedagogical conditions and effective methodological support to meet the needs of future educators.

The creativity of the educator is his ability to find a variety of original ideas in a tight, limited or weakly constrained environment.

Analysis of the scientific literature allows us to distinguish the following interrelated creative components:

Components of Creativity

1. Intellectual (mental);
2. Ethical (self-government);
3. Motivational (target);
4. Emotional (feeling excited).

Analyzing a number of studies in the field of preschool education, we conclude that the introduction of criteria for the definition and development of creativity for a specialist who meets the world standard of organization of preschool education is not possible without their creative process, work functions:

- Specialists of future preschool organizations should be ready for creative interaction with the child, but based on his creative potential, abilities, accumulated knowledge, skills, experience and self-awareness in creative positions.
- The process of forming the creative potential of the teacher is conditioned by the principles of competence, efficiency, self-improvement and develops as a coach.
- The creative competence of future preschool professionals as coaches is reflected in the desire to improve themselves, to support the formation of the child and to be a role model, to develop creative abilities in children, to use non-traditional methods and technologies in education and upbringing.
- The creativity of the educator as a game technique is realized in the development of play skills, in the pursuit of increasing play resources, in play activities, in the ability to create a playground for children.





- The creative ability of the educator as a director is realized in the ability to use the methods of fairy-tale therapy to create a fairy-tale-dramatization or celebration. Every educator needs to show the qualities of creativity.

The creative qualities of future educators are manifested through:

- Personal-creative orientation;
- Risk-taking;
- The height of fantasy and creative imagination;
- Independence;
- Non-standard way of thinking in solving complex professional tasks;
- Intelligence level (IQ);
- Erudition, intuition;
- Reflection;
- Speed of thinking, fluency of thinking;
- Flexibility;
- Original (original) ideas are based on the ability to advance ideas.

American psychologist Joe Paul Guilford was the first to compare creativity and intellect in his research work. He divided thinking into convergent and divergent types in creating a model of intellectual structure.

Convergent thinking - (latin convergere – “one way”) is a form of thinking, which is to choose only one of several solutions to the problem. Convergent thinking is based on intellect; hence it is also called intellectual thinking.

Divergent thinking - (latin divergere – “division”) is one of the methods of creative thinking, which is to find several solutions to a given problem. Alternatively, divergent thinking serves to simultaneously explore in different directions, i.e., to have multiple correct answers to a problem, and to generate original creative ideas. At the heart of divergent thinking lies creativity.

The creative thinking skills of future preschool professionals are a driving force in developing their creative abilities. It is these skills that contribute to the formation of divergent thinking associated with creative activity, the ability to direct theoretical knowledge to practical activities, to form a non-standard way of thinking, sensitivity to problems, intellectual abilities, emotionally free and positive thinking, constructiveness, innovation transformation.

Prospective educators move in the following four directions in the lessons according to the “Teachers’ Creativity Roadmap”, and the actions in them are the signs of creativity of teachers (Patti Drepreau):

- 1) demonstrate creative thinking skills;



- 2) be able to use strategies (methods and tools) that encourage students to learn subjects with interest;
- 3) innovative approach and creative approach to finding solutions to pedagogical problems;
- 4) expected result.

In psychology today, a person's creativity is defined by two aspects specific to his or her activity. It uses tests that illuminate two aspects of the activity. They are:

- Life experience and personal qualities of the person;
- Creative thinking and its results (speed).

The use of the following methods is effective in developing the creative potential of the future teacher:

- Creative assignments
- Problem situations
- Individual
- Creative projects
- "Zakovat" competition, etc.

Torrans, better known as the "**Father of Creativity**", identified four creative skills (1987). His research suggests that these creative skills can be shaped and evaluated (Chapter 7):

1. Fluency. The ability to come up with many ideas is based on the saying that there are many.
2. Flexibility. The ability to come up with different ideas is based on the word change.
3. Uniqueness. The ability to come up with a unique idea that is different from others is based on the saying that it is unique.
4. Creativity. The ability to expand ideas is based on the word add.

In creative classes, when students are asked to come up with great ideas (originality), expand them (develop), or compare them with other ideas and find connections in them (flexibility), these skills intersect.

As mentioned, the qualities of creativity do not develop spontaneously in educators, as in all professionals. Accordingly, the research highlights a number of ways to successfully develop creative qualities in the individual (including educators). Patti Drepeau also shows four ways to successfully develop creative qualities in a person (including educators):

- Formation of creative thinking skills;
- Development of practical creative movement skills;
- Organization of creative activity processes;
- Use of creative products.





The Essence of These Paths is Discussed Below

Way 1: Develop Creative Thinking Skills

At the same time, the main focus is on the formation of creative thinking skills, and future educators will focus on expressing the essence of actions of a creative nature using verbs. In particular, in order to effectively form the creative thinking skills of teachers, attention is paid to the presence of the necessary verbs in the questions that encourage future teachers to think. If this situation is explained by examples, the control question from future educators “Describe the connection between the physical and emotional development of preschool children” does not form creativity in them. After all, the concept of “describe” in the question is, in essence, equivalent to “tell your existing knowledge one by one”.

The use of words (verbs) that encourage future educators to think when asking control questions facilitates their creative thinking. Therefore, according to the first way of forming creative qualities in a person, educators should use different, antique, unconventional and compelling words (verbs). For example, the use of words (verbs) such as “find a connection”, “create”, “predict”, “logically express an idea”, “imagine” is considered practical.

Instead of asking future educators to “describe the relationship between the physical and emotional development of preschool children”, the educator should ask them to “cite all types of connections between the physical and emotional development of preschool children”. As a result, future educators will have the opportunity to both generalize existing knowledge and advance new ideas and ideas.

It is advisable for educators to use the first way - the use of the “Creativity Map” by young teachers in the formation of creative skills in future teachers.

Way 2: Develop Practical Creative Thinking Skills

Educators use demonstrative methods and techniques in the formation and development of creative thinking skills in future educators. Using questions here can only help in the short term, but does not develop interactivity and initiative in future educators.

Way 3: Organize Creative Activity Processes

This approach encourages future educators to think creatively in the process of problem solving and the promotion of innovative ideas. Although creative methods and techniques are not actively used in these processes, creative thinking occurs. For example: “Finding a link between the physical and emotional development of preschool children”. While completing the assignment, prospective educators will analyze a variety of issues related to children’s physical and emotional development. As a result, in this process, multifaceted thinking, observation takes place.





Way 4: Use of Creative Products (Developments)

In doing so, the educator may instruct prospective educators to create a presentation using PowerPoint or multimedia on the topic of “The connection between children’s physical and emotional development”. In the process of preparing the presentation, future teachers will actively develop creative thinking skills.

Prospective educators can fully demonstrate their creative thinking skills in a comfortable environment. If future educators have a sense of fear of failure, fear of misrepresentation, criticism, in which case it will not be possible for them to effectively form or develop creative thinking skills. Future educators can successfully develop creative thinking skills only by making creativity a habit. In this process, the methods and tools used by them to assess the content of the topic and creative thinking skills are important.

Prospective educators can make creative thinking a habit only if creativity is encouraged and a friendly environment is created. In a creative environment, teachers and prospective educators learn to treat others with sincerity and respect their opinions. Creativity does not become a habit in future educators who have a fear of making a mistake or failing, focusing on overestimation, isolation, disregard and fear of criticism, discrimination. Making creativity a habit, increasing the academic success and self-esteem of future educators can only be achieved through the proper application of creative thinking and in a healthy environment.

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