

Development of Creative Activity in Preschool Education

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ABSTRACT

This article discusses the forms, methods and ways of developing creative activity in preschool education.

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The need for creativity arises when a person has a problem that does not have a ready solution. The educational process is such that its solution depends on the child's ability to creatively approach the question. When it comes to children's creative activity, first of all, it is necessary to understand the essence of creativity.

If the child is creative, he will go for a non-standard way of organizing educational work. That is, organizes work differently than usual. Only then will the creative activity of children improve.

Creativity should not be understood as a concept that leads children to excessive freedom. There are some shortcomings in children's activities, such as not working on themselves and not "creativity".

Creativity should be aimed at improving the performance of children.

A good teacher teaches students to be able to carefully observe and analyze various events and events in life, observe scientific research and live an interesting life with the magic of the subject they teach. Students will remember such masters for the rest of their lives.

An important indicator of creativity is the culture of speech. Punctuation, logic and meaning are the most important qualities for a teacher. To do this, it is necessary to carry out various practical activities so that children constantly work on their speech, develop the ability to express many thoughts in a short time. The vocabulary of the child must be in harmony with the meaning. At the same time, children need constant research and work. Children's creativity also depends on their abilities. Ability arises and develops in the process of activity. Ability is different from skill and resourcefulness. If dexterity and dexterity are the result of exercise and learning, then abilities and intelligence must also be present, that is, the anatomical and physiological features of the human nervous system. It is on this natural basis that the spiritual quality called ability develops.

The main essence of pedagogical creativity, which has such a sign of pedagogical activity, is associated with the purpose and nature of pedagogical activity.

Activity is the process of solving many issues that serve a common goal, such as the formation of a person's worldview, beliefs, consciousness and behavior.

Creativity in the activities of children is expressed in the ability to solve these problems, to find ways to

solve them.

The source of creativity is pedagogical experience. Pedagogical experience is very rich in problematic situations. Under the best pedagogical practice, we understand the creative approach of the educator to his pedagogical task, the search for new, effective ways and means of educating children. Advanced pedagogical practice is the forms and methods, techniques and means used by the educator. Through them, the highest results of educational work are achieved.

The study of advanced pedagogical experience, on the basis of which the discovery of new pedagogical phenomena and patterns will bring qualitative changes to the educational process, will solve the problem of managing the educational activities of children, modeling the learning process in a new way.

Only a creative teacher will be able not only to develop and nurture the successful creative imagination of children, but also to acquire research skills.

The development of modern science and technology allows the educator to be creative, to freely reflect on the important problems of science, to convey to the children the achievements of science, finally.

This ethical conviction is reflected in the teacher's learning process, in educational work, in his or her relationships with children and others, in his or her interactions with others, and in his or her daily interactions with his or her personal example.

The basic concepts of pedagogical ethics correspond to the categories of universal ethics and, to one degree or another, determine them in relation to the activities of the educator. In pedagogical ethics, humanism, justice, conscientiousness, honesty, kindness, etc. are analyzed in connection with educational activities.

The conditions for the formation of children's creative thinking in preschool education are, first of all, the process of the emergence, implementation and development of these conditions.

These include:

1. The knowledge, skills and competencies that children need to acquire in shaping their creative thinking.
2. The relationship of theoretical knowledge and practice in the formation of creative thinking.
3. Creative thinking exercises to create heuristic problem situations.
4. Technological approach to the formation of children's creative thinking.

These requirements give children the opportunity to learn about their interests in the environment, their participation in activities, their individual preferences, and help them to determine the structure of the learning process in this regard.

One of the main tasks of preschool pedagogy is to create conditions for the full development of creative thinking of all children. At the same time, it is necessary to identify children who show deep interest, aspiration and ability in certain areas, to create for them all the opportunities for further development. To do this, it is important to create conditions for the development of creative activity of children of preparatory age.

The difficulty in mastering the grammatical categories of the native language is that, having mastered them in the process of natural perception of the native language, the child himself does not realize the meanings of words and uses them intuitively. Mastering the grammatical meanings of a word makes a person a thinking creature. In the second year of life, the child begins the process of mastering the grammatical structure of the language. A baby at the age of 1.5 – 2 years has the first phrases, he begins to associate words with each other. By the age of 4, the kid begins to master the semantic meaning of words and his vocabulary is already 2000 words. At this age, the child begins to use complex sentences in speech. He makes mistakes when using words in the plural, (house-houses, ear-ears), in the organization of various forms of the verb (play – I play), in the coordination of nouns with an adjective and number (yellow ball, fifth finger), in the use of prepositions (the book is on the table). In many cases, the speech of a child of this age is dominated by nouns, adjectives and verbs. Now the child already has enough

command of speech, expresses his thoughts and requests in words, expresses his attitude to what he saw, asks questions. At this age, the baby needs to provide rich verbal communication and the right role models for his intellectual and speech development. But if the kid incorrectly uses a preposition or a verb, he does not need to bother him with corrections, but on the contrary, it is necessary to pronounce the correct form of the word several times so that he remembers. And the next four-year period for the baby is a period of active word-creation. Therefore, during this period, the child not only begins to use new words, but also begins to create new words himself. In the fifth year of life, the child masters a coherent speech, can tell small literary works, not big fairy tales, talk about a toy, a picture, about some events from his life. If at the age of three a child is completely satisfied with the society of dolls, then a four-year-old baby needs meaningful contacts with peers. Children can communicate at this age with peers about toys, joint games and speech contacts become longer and more active. At 6-7 years of age, a child's vocabulary reaches 3000-3500 words. Now the child is already fluent in speech and can express thoughts and feelings in his own words, expresses his attitude to what he saw.

In moral theory, goodness is the most important category. Kindness is a morally positive quality that reflects the ideal of normative ethics, the sum of the content of positive moral qualities in the morality of a person, a positive attitude towards human activity or behavior.

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In conclusion, it is important to create a variety of conditions for the development of children's creative activity in the process of preschool education. To this end, the definition of educational requirements and the organization of education based on these requirements on the basis of education, a problem-technological approach to education that identifies its priorities, prepares the ground for the development of children's creative activity.

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