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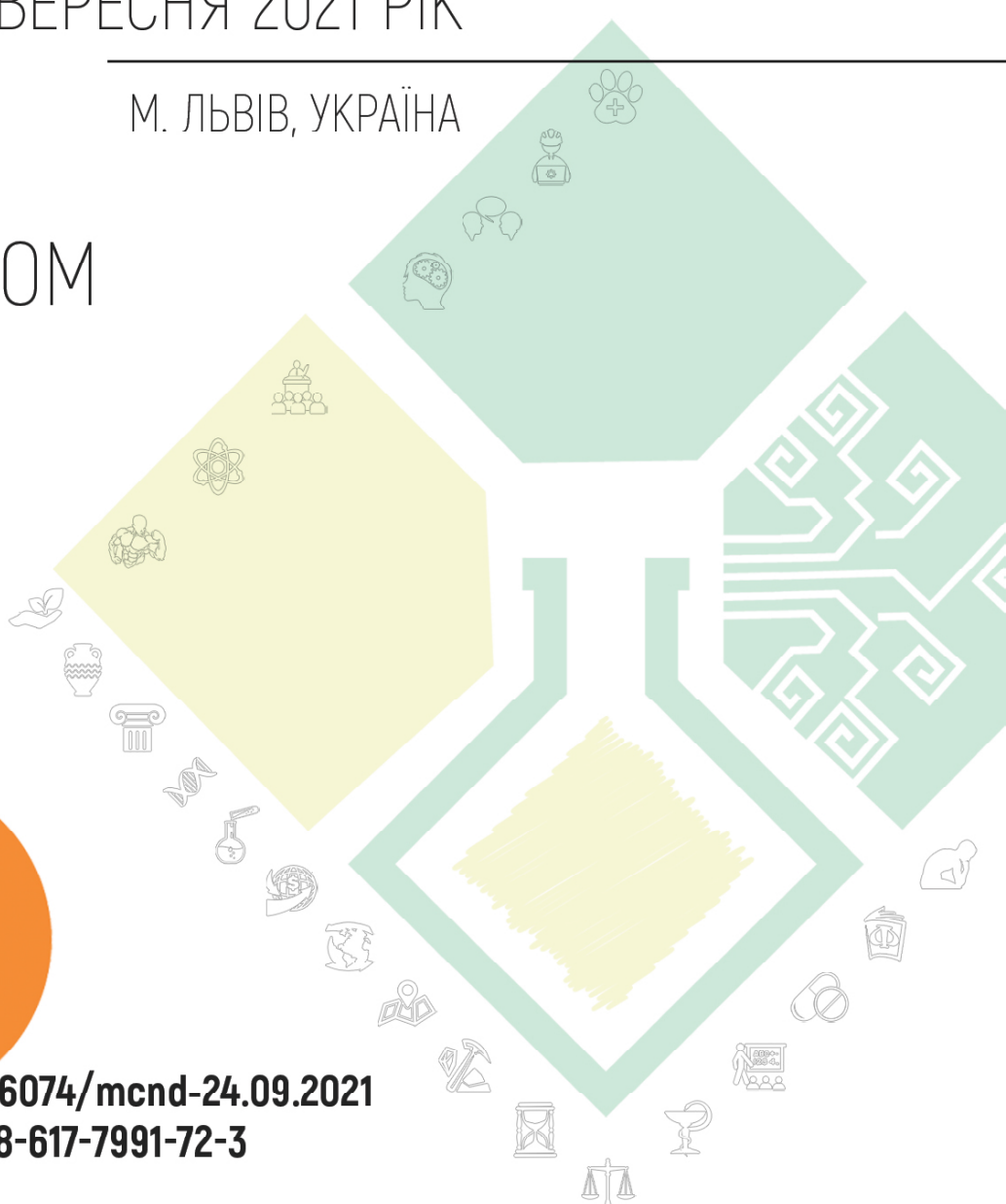
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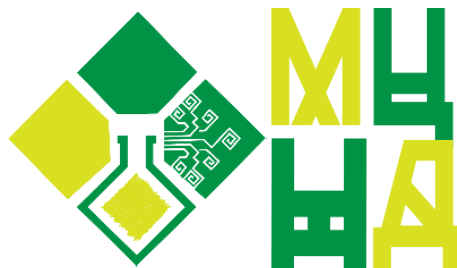**2** ТОМ

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ТЕХНОЛОГІЇ, ІНСТРУМЕНТИ ТА СТРАТЕГІЇ РЕАЛІЗАЦІЇ НАУКОВИХ ДОСЛІДЖЕНЬ

ЗМІСТ

СЕКЦІЯ XVII.
ФІЛОСОФІЯ ТА ПОЛІТОЛОГІЯ

СЕКЦІЯ XVIII.
ПЕДАГОГІКА ТА ОСВІТА

PRESCHOOL AGE IS AN IMPORTANT TIME
TO FOCUS ON CREATIVITY

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Creativity is more important than knowledge.
Creativity is the door to opportunities.
Einstein

Abstract: *The article analyzes the advantages of innovative and playful technologies in the development of creative skills in the educational process in preschool education. Moreover, practical methods of teaching creative thinking to students of preschool educational institutions are shown.*

Physical, social, and psychological opportunities for children to communicate, learn, and develop at birth are created in a social environment. These opportunities will grow if they are identified and supported in a timely manner. Regular activities with children will continue in preschools and will be the basis for the development of skills.

Researchers consider preschool to be the golden age of creativity. The intellectual flexibility of preschool children is directly related to the extent to which their creative abilities are formed. Observations and experiments have also shown that the desire to show positive and successful results in children is the result of creative thinking [1-4]. With these important aspects in mind, it is advisable to help children in addition to the educational programs used in PEE through this alternative program for the development of creativity in preschool children.

The components of creative thinking are:
• Positive thinking
• Active learning
• self-expression
• The width of the rights to choose
• Creative approach to situations and identification of new solutions to problems.

Creative people are usually hard-working and active, motivated to achieve high results without much effort. Therefore, it is important to develop educational strategies that encourage students to be creative in preschool organizations.

Strategy is the way you act in a particular situation. A strategy is a general program or set of actions designed to achieve a specific goal. As part of our research, we have developed strategies to develop students 'creativity in innovative ways [5].

Innovation (English innovation) - is the introduction of news, discoveries. Innovative technologies are innovations and changes in the pedagogical process, as well as in the activities of music teachers and children, in the implementation of which mainly interactive methods are used. "Pedagogical technology is education" is the process of influencing children in certain contexts through the use of educational tools and the formation of pre-defined personal qualities in them as a product of this activity. By the 1970 s, the essence of this concept began to be reinterpreted in the pedagogical literature [6].

For example, academician VP Bespalko interprets pedagogical technology as "a project

of the process of forming a person who can guarantee pedagogical success regardless of his skills". Innovative pedagogical technology in preschool education is the development of children's speech through the study of educational materials, the ability to express themselves freely, to organize a new process of interaction, acquaintance with the environment. It is well known that the main purpose of educating preschool children is to bring them up as healthy, well-rounded individuals and prepare them for school [7]. The introduction of innovative pedagogical technologies in preschool education has yielded positive results and its effectiveness is guaranteed. In particular, "Theory of solving inventive problems", "M. Montessori Technology" and "Project Method" have entered the pre-school education process and are being successfully applied in practice.

Here is a classification of pedagogical technologies:

❖ Authoritarian technologies
❖ Person-centered technologies
❖ Human personality technologies
❖ Collaboration technologies
❖ Free education technologies

In authoritarian technologies, the teacher is the only subject of the educational process. In this case, the technology is implemented through demand and coercion, without taking into account the independence and initiative of the child.

At the heart of the person-centered education system is the creation of a comfortable, safe, and conflict-free environment in which the child develops and realizes his or her natural potential [8].

Humane human technology promotes respect and love for the child, an optimistic belief in his creative powers, and forbids coercion.

Collaborative technologies promote democracy, equality, and child-teacher interaction.

Free learning technologies focus on giving children freedom of choice and independence. Based on the child's inner motives, it is aimed at the formation of an independent position without the influence of adults.

The role of play in a child's life is invaluable and is recognized as an invaluable tool for developing a child's creative abilities. Play is one of the most important tools in a child's life, in his physical, mental and intellectual development. Through play, children develop all mental processes, such as thinking, imagination, memory, attention, and expand their knowledge of the environment. Through educational games, the child develops and develops the skills of independence, activism, creativity and a conscious approach to the problem. The game is visual, with a transition from simple to complex.

For example, in the game "Magic Bag" the properties and qualities of objects are identified, concretized and enriched. Pupils' intuition, imagination and knowledge are standardized. In the framework of the theme "Golden Autumn", when children are introduced to fruits and vegetables, their models are put in bags, and children divided into two groups take them blindfolded, respectively, and see what they are, what they taste and shape, color, melon or tree. They find the swell. The educator asks the children guiding questions during the process. As the process becomes more fun, children learn new knowledge through play. At the same time, children develop creative skills, visualize the shape, color and taste of fruits and vegetables, recite poems, stories, fairy tales on the topic, and engage in an active creative process when given the task to continue them.

By encouraging different thinking, that is, creative abilities, we help children develop motivation and a desire to learn more deeply. Encouraging children to keep coming up with new ideas will increase their ability to think creatively.

In order to increase children's creativity, the teacher should pay attention to the

following:

Every child is unique. There can be challenges in developing everyone's creativity. Identify them and try to find a solution;

• Creating a group environment where children can express themselves freely, especially in problem-solving situations, fosters children's creativity.

• Comparison is an important part of creative thinking that encourages individual answers to unusual questions.

In short, creating a creative environment in the preschool, that is, encouraging children's play in the group, leads to the development of creative children. The active participation of preschool children in games and finding exclusive solutions to their didactic problems will help them to develop their creative abilities. Creativity in educational games develops imagination, understanding, problem solving, thinking differently, experiencing emotions, and making choices.

Psychologists have proven that personality, curiosity and motivation are the most important factors in the development of young children's creativity. Then, the child's creative abilities are identified and developed according to the child's imagination, interests, and approaches according to the type of educational tasks. In the process, the educator must be observant and attentive, taking an individual approach to each child.

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