

DEVELOPING THE CREATIVE ABILITIES OF FUTURE PRESCHOOL TEACHERS

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Defectology**ANNOTATION**

This article describes the results of experiments on the development of creative competence of future preschool teachers, the qualities of individual creativity, the factors and ways of developing creative competence, as well as methods and strategies of creative teaching. This article discusses about the developing the creative abilities of future preschool teachers.

Keywords: Preschoolers, ability, teachers, young children, integration, approach, ways, education

INTRODUCTION

This is one of the global tasks of modern innovative development is to shape people's creative thinking. Creativity is human generating new ideas, seemingly complex, open-ended solution ability to solve problems, risk-taking skills, professionalism creative approach to his activities and professional maturity is held. Globalization in the world is the integration of science and education to develop the professional training of future professionals in the process the issue is identified as one of the urgent tasks. Modern society the education system requires the education of highly qualified, ambitious, competitive, enterprising, spiritually and physically healthy individuals. For prospective professionals working in preschools based on an integrative approach to the methodology of developing creative competence. The improvement is the creativity of future professionals in any process and demonstrates useful and necessary aspects in demonstrating their creative abilities. It fully meets the requirements of the new age of the younger generation who can, creatively approach any situation, make the world new developing creative abilities that understand with perspectives, being creative in them the formation of thinking and reasoning is primarily in preschool education active educator, creative from professionals in their professional activities requires competence. Its role in the development of a harmoniously developed person is invaluable future educators of the preschool organization. Development of creative competence of specialists is first of all higher education is the responsibility of the educators of the institution. According to the data (youth according to psychology) children under the age of six have a 40% talent potential as long as they have. Children are creative from an early age are very prone. Therefore, the same period is creative in children is the time to form their abilities. For this, of course, pre-school creative quality and creative competence of the specialists in the educational institution should be formed. Higher education in the modern educational process in the training of future educators studying at the institution. Fundamentals of Pedagogy "is a future profession for students education to develop the creative competencies required in their activities will be a factor in the effective and high-quality organization of the process that we will not go astray. Preschool is not about achieving academic success; it is about creating a well-round child who wants to explore and question

their surroundings. In pre-school, children learn they can actually do things for themselves. Children will learn to wash their hands, go to the bathroom and take off their shoes without an adult doing it for them. Children may have classroom jobs and take pride in helping out in the classroom. Learning new skills helps builds confidence. A quality early childhood education provides children with cognitive, behavioral, and social skills they don't learn at home. Teachers find it easier to teach a child who possesses a strong preschool education background in language skills, listening comprehension, attention management skills, and a positive attitude toward learning. Children's brains are built, moment by moment, as they interact with their environments. In the first few years of life, more than one million neural connections are formed each second – a pace never repeated again. The quality of a child's early experiences makes a critical difference as their brains develop, providing either strong or weak foundations for learning, health and behaviour throughout life. Early childhood offers a critical window of opportunity to shape the trajectory of a child's holistic development and build a foundation for their future. For children to achieve their full potential, as is their human right, they need health care and nutrition, protection from harm and a sense of security, opportunities for early learning, and responsive caregiving – like talking, singing and playing – with parents and caregivers who love them. All of this is needed to nourish developing brains and fuel growing bodies. Early childhood, defined as the period from birth to eight years old, is a time of remarkable growth with brain development at its peak.

Children will learn to boost their social and emotional development in preschool. Children are taught to negotiate, be respectful, and solve problems. Children can explore, develop a sense of self, interact with others, and establish self-confidence in a preschool setting. Children learn that they can complete chores and make decisions without their parents' assistance. Preschool learning includes a significant amount of behavior management. Children learn how to be students in preschool. Children are taught patience, how to raise their hands, and how to share. Children also learn how to share the attention of the teacher. Routine, following directions, and waiting are also taught to children. Preschools that are of high quality assist youngsters in finding solutions through discovery, experimentation, and conversation.

Preschool also teaches children to disconnect from their parents or caregivers. In a "language-rich" environment, children's language skills are developed. Teachers help children improve their language skills in the school by teaching new words during painting, snack time, and other activities. Teachers use thought-provoking questions to engage pupils in language learning activities such as singing, discussing literature, and creative play. Pre-math and pre-literacy abilities are introduced in pre-school. Numbers and letters are taught to children, but in a way that is appealing to them at that age. Children can learn to recognize unique sounds inside words by singing an alphabet song while following along in a picture book or by learning rhymes and chants.

Children's listening, understanding, and expressive language skills are all aided by teachers reading stories to them. Children's understanding of numbers and sequences is improved by matching, sorting, and counting activities. Children learn to see patterns and practice problem-solving skills while putting puzzles together. Children learn best when they are engaged in

activities they enjoy, such as songs, storytime, and imaginative play. Preschool isn't about gaining academic success; it's about fostering a sense of community.

If future teachers have a sense of failure and fear, or are criticized, they will not be able to effectively form or develop their creative thinking skills. Prospective 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. The educator plays a special role in the formation of creative thinking skills in future teachers. In this process, "the role of the educator is to create an atmosphere of creativity in the classroom.

However, in the pedagogical group, future teachers must create an environment in which they can feel free and share their thoughts and ideas. In order to further activate the processes taking place in the human mind, educators should be free to ask various questions, to deviate from the established rules and standards.

The educator's correct approach to the creative ideas of future teachers is important in their understanding of the possible and impossible conditions. All of these elements are important for the educator-student. is an important part of the relationship and ensures the success of future teachers. - Slowly increases interest in performing creative tasks, as well as tends to think creatively as a result of observing a teacher with creative thinking. Creative learning-learning environment leads to the development of critical and creative thinking skills in future teachers, which are of great importance in the educational process.

If educators want to be more effective in using their creative abilities (that is, to think broadly and organize the process of creative thinking), they need to instill this in the minds of future teachers and perform their duties diligently. should.

In addition, "only in a creative environment will future teachers be able to understand the content of the subject, the relationship between educational information and begin to think about it. Certain factors contribute to the development of creative qualities and skills in educators.

Therefore, in the pedagogical process, educators should pay attention to the elimination of these factors. The following factors hinder the development of creativity in the individual:

- 1) avoid risk;
- 2) allow rudeness in thinking and behavior
- 3) lack of appreciation of one's imagination and imagination;
- 4) dependence on others;
- 5) focusing only on success in any situation.

In conclusion, curiosity and skepticism, the desire to attract future teachers and to teach them strengthens the work. In higher education, too, educators need to be able to create the necessary conditions for future teachers to work in small or large groups as a team in the formation and development of creative thinking skills.

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