



Pedagogical studies aimed at increasing the creative activity of Educators of the future preschool educational organization

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ABSTRACT

This article describes the stages, results and recommendations of the conducted pedagogical experiments to increase the creative activity of future educators of preschool educational organizations

Keywords:

Preschool educational organizations, pedagogical experiments

The reforms carried out to modernize the preschool education system of Uzbekistan presuppose the need to qualitatively improve the activities of educators operating and preparing in organizations.

In the decision of the president of the Republic of Uzbekistan dated December 29, 2016 "on measures to further improve the preschool education system in 2017-2021" PQ-2707", further improve the preschool education system, strengthen its material and technical base, further expand the network of preschool educational organizations, provide them with qualified pedagogical personnel, radically improve the level of quality training for schoolchildren, bring modern educational programs and technologies into the educational process, , creative, communicative, intellectual, moral, aesthetic and physical and spiritually presupposes that it is of particular importance to create sufficient conditions and opportunities to educate the formed Generation" [1].

The competencies of the areas of development of the child mentioned in the state educational program" first step " [2] are as follows:

- physical development and the formation of a healthy lifestyle;
- social emotional development;
- speech, communication, reading and writing skills;
- development of the cognitive process;
- creative development.

It can be seen from this that the creative development of the child is also considered one of the main tasks of preschool educational organizations. That is why it is considered one of the important tasks for preschool organizations to prepare competent upbringing with creative abilities, capable of perceiving new ideas, quickly assimilating innovasi, making independent decisions. We touched on the results of our research work in this article, aimed at increasing the creativity of future educators.

Creativity is a conscious activity that is inextricably linked with intuition, emotional uplifting, continuous search, joy of achievements, surges and aspiration, carried out only by a creative person.

In fact, creative ability is considered an individual characteristic of the quality of a person, which determines the success of

various types of creative activity. "Since the element of creativity can be present in any human activity, it would be correct to talk not only about artistic creativity, but also about technical creativity, mathematical creativity, etc." [3].

"Creativity" - creative work, creative activity, creativity [4].

Abilities are not innate qualities, they develop only in the process of activity, cannot develop outside of activity.

An analysis of psychological and pedagogical literature has shown that a high level of development of creative activity of students is considered as the main indicator of the effectiveness of the educational process in didactics, and independent creative activity as a universal form in the education and development of a person.

The quality of the student's personality being studied—we defined creative activity as a kind of integrative aspect of the individual, characterized by the student's desire for creative activity, the qualification of being able to carry out this activity intangibly. The levels of creative independence of students are determined by the character of low, medium, high and independent creative activity of students in the pursuit of creative activity. These degrees mean the following.

a) low-constant stimulation of the student and his creative activity combine the reproductive character;

b) middle—the student's average pursuit of creative independence is partially combined with independent activities of a creative nature;

c) high—in the voluntary activity of the subject, he is able to independently carry out creative activities. The development of creative activity of students is ensured by the development of its two components, that is, the optimal combination of Student re-creation and creative activity, the formation of creative reproductive and productive skills and skills, positive motivation for reading, the activation of the educational process. These conditions are simultaneously fulfilled during the realization of approaches in education in the

form of exercises, in which a central place is given to problematic assignments.

During the study, the following pedagogical conditions were clarified, aimed at developing the creative activity of the future educator:

- changing the methods of activating education towards strengthening the desire of students for creative activity is necessary to have an accelerated character, which, in turn, requires regular updating of these methods;

- regular diagnostics of creative activity, Real levels of its structural components make it possible to correct the educational process in a timely manner. This, in turn, significantly accelerates the transition of the student to a higher level of creative activity;

- the increasingly suitable for activating creative processes in students is problematic, creative and the use of keys study assignments is considered important.

It is more effective to develop creative activity of students without compliance with these conditions in the educational process.

For a targeted scientific study of the problem of developing the creative activity of future educators in the process of teaching specialist subjects, the following cases were singled out:

1. The formation of thinking and the development of creative activity in the teaching process (logical, heuristic, productive) in the conditions of traditional information education is not laid as a special didactic task.

2. The reproductive methods of teaching used in the educational process were effective in educating performance and mastering a certain volume of ready-made educational material.

The parameter of the effectiveness of this experimental study was the acquisition of creative methods of mental action, which contribute to the formation of an individual style of thinking and mental work of educators.

Factors influencing the formation and development of creative activity were the following: psychic, cognitive and motivational inclinations of learners (culture of thinking, intellectual initiative, interest in productive work); the use of creative forms of educational

assignments; the organization of creative independence.

The research carried out showed that when the necessary didactic conditions are created to develop a methodology that ensures the effectiveness of the development of the creative abilities of the student's personality, that is, conditions that promote the formation of the creative activity of the individual: situational-game exercises, creative tasks, a system of problem situations; when a system of contests and role-playing games.

During our study, two conditions were considered mandatory:

a) in the teaching of specialty subjects in the direction of " preschool education " was carried out in the conditions of a system of invariable influences by the teacher, strictly adhering to methodological and pedagogical methods aimed at increasing the creative activity of students;

b) methods and tasks aimed at increasing creative activity should fully correspond to the content of the educational material of the subject of the specialty studied in the student group.

The pedagogical experiment included 3 stages: organizational, research-teaching and generalizing-analytical.

At the organizational stage, the training of teachers of the specialty " preschool education " was studied, which analyzed how creative activity of students was, as well as identified problems with teaching. The purpose of the first phase was to provide a theoretical analysis of the creative activity of students in the process of studying chmutahassianism in the traditional methodology of students.

During the second stage-a research-teaching experiment, students were offered control questions, creative tasks and tests aimed at determining whether their creative activity was formed in the traditional form of teaching. Diagnostic tasks were offered at the end of the study of a particular topic, and students were prepared for control tests. The purpose of the stage was to clarify and formulate the scientific problem, define the methodology, respectively, research methods,

look for ways to solve the problem and develop a new structure of the training.

At the third-generalizing-analytical stage, students were offered questions, creative tasks, problem situations, a speech game and competitions were organized, aimed at determining the formation of creative activity. The purpose of the stage was to formalize the results obtained, confirm the proposed hypotheses, formalize new methodological and pedagogical methods, tools and ways of improving the educational process.

Observations of the progress of the experiment showed that the rate of increase in student activity depends not only on its initial level, but also on the methods used by the teacher to stimulate it, the higher the level of activity of students, the faster the teacher will be required to replace these methods, at the same time complicating them. From this conclusion comes the pedagogical condition involved in the development of the first component of the development of creative activity of students, the first component of the quality under study: as the level of students 'desire for creative activity increases, the methods of activating oakism need not be uniform, but to acquire a fast character, that is, the higher the level of students'

The character of the creative activity of students also changed in a serious way. The gross contribution of passive-dating and reproductive character of activities carried out independently in groups decreased, and the number of students able to carry out these activities at a creative level increased.

Analyzing the results presented, one can draw attention to the fact that the number of students at the reproductive level has not decreased in a single measure. In the experimental group, the difference is much greater, and in the control group – small. Remembering the initial and subsequent levels of striving for creative activity in these groups, it becomes clear that the two components of creative activity are interrelated. The higher the degree to which students strive for creative activities, the easier the partially sought-after and sought-after qualifications are formed in them.

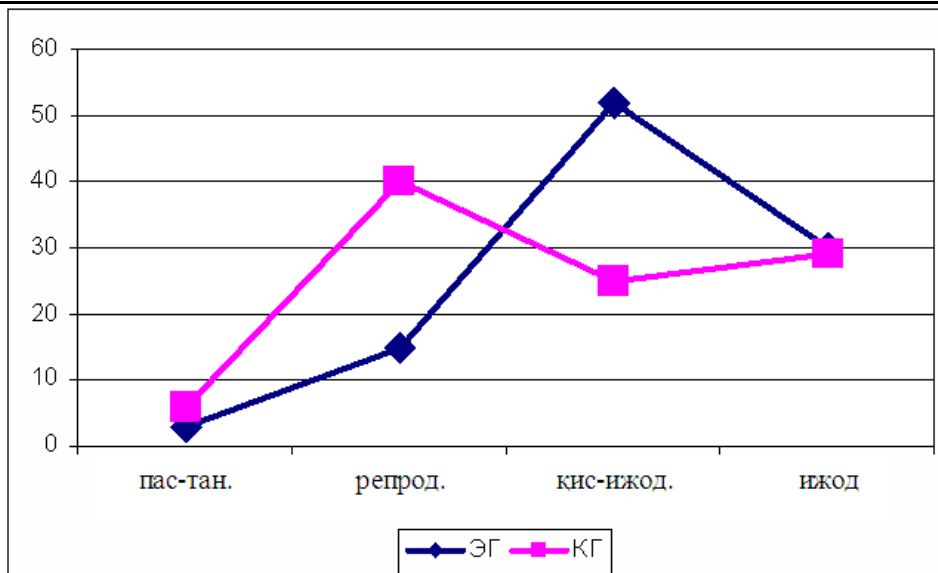


Figure 1. Comparative results of the diagnosis of the character of creative activity after the end of the experiment.

In addition, considering the dynamics of the studied indicator in the control group, it can be seen that the number of students who moved from the reproductive level to the partially sought-after level is less than students who moved from the partially sought-after level (this is how the number of students at the partially sought-after level decreases compared to the recording experiment). From this it can be concluded that students' pursuit of creative activity is difficult at the passive level to move from the partially sought-after level to the creative and, especially, from the reproductive level to the partially sought-after one.

During the experiment, the educator showed that observing the activities of students, students did not wait for ready-made assignments. After drawing up a task with the help of a teacher, they try to classify the processes, no longer going to do it at once, and then look for ways to solve it. In addition, some students began to think about the rationality of one way or another of completing the task. Having determined the type of assignment, students carefully think over and build a plan for its implementation, having time to evaluate the benefits of the activity, which will bring to the planned, correct result, the first idea in a more state and easier than just a quick implementation.

The second component of independent activity – the choice and application of methods of Action – became the focus of attention in many activities, due to which the qualifications for this branch in some way had already formed, and we made it possible to apply them in independent creative activities, as well as to form specific skills for creativity or improve the ones formed.

In addition, the experimental determination of the percentage ratio of the levels of development of creative activity of students from the marginal levels of creative activity (the degree of the student's aspiration for creative activity and the character of creative activity differ from each other) makes it possible to agree that the level of aspiration for creativity exceeds the development of this, in turn, makes it possible to conclude about the consistency of the transition to a relatively high level of creative independence – first the creative activity of the subject increases, and then the character of his independent creative activity changes.

To determine the effectiveness of the proposed methodology, the results of the level of students' aspiration for creative activities were processed statistically.

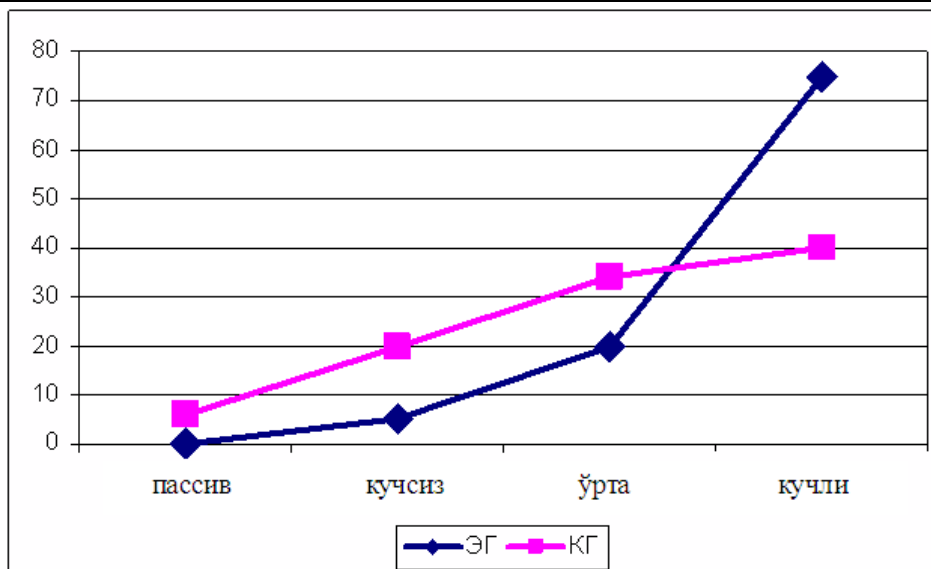


Figure 2. Comparative results of the degree of aspiration of students to creative activity after the end of the experiment.

We believe that high indicators on certain parameters of the development of creative activity were achieved due to the timely correction of training processes. Such corrections were made based on the diagnosis of changes in the development of both components of the quality under study. It is understandable that, according to the methodology described above and used by us, diagnosis is not advisable, and in practice it cannot be realized in the usual work of the teacher (it is necessary only in studies such as ours). However, the teacher must strictly abandon the mold (template) when working with groups with different levels of competence in the pursuit of creative activity and its independent implementation. To do this, it is necessary that he determines which of the two main components of creative activity prevails, which one manifests weakly or does not manifest at all, directs his efforts to equalize the situation, make the necessary adjustments to his work.

Therefore, as a pedagogical condition for the development of creative activity, it is possible to mention the timely and regular correction of the educational process, taking into account the desire for creative activity and changes in the nature of the activity that the student can independently carry out.

Of course, after the end of experimental training, we cannot say that during one academic term, a stable quality of personality is

formed in students, but it begins to manifest itself, which, if the quality in question is stimulated in the long term, it will be solidified. Experimental teaching has set certain trends in the development of creative activity of students.

The analysis of the results obtained during the control experiment made it possible to come to the following conclusions:

- the rate of increased activity accelerates as the student's desire for creative activity increases;
- complicating the character of creative activity (from passive acquaintance to creative) leads to an increase in the creative activity of students, on the contrary, an increase in creative activity leads students to complicate the character of creative activity;
- the transition from one level of creative activity to another goes as follows: initially, the creative activity of the subject increases, then the character of his independent creative activity changes;
- the transition from reproductive activity to partial creative activity is slower than the transition from partial creative activity to creative activity when the level of students' desire for creative activity is lower.

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