



## About Current Issues Of Training Modern Creative Instructors Of Preschool Educational Institutions

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### ABSTRACT

The article examines the specific pedagogical and psychological features of preparing future preschool education specialists for innovative professional activities. The semantic aspects characterizing the process of creativity in the work of a teacher, as well as the criteria characterizing this process are highlighted. It also analyses best teaching practices and collaboration with parents to prepare future early childhood educators for their innovative careers.

### Keywords:

preschool education, preschool education specialist, innovative career, teaching practice, competence, creative approach, pedagogical situations, academic worldview.

The problem of pedagogical creativity of a teacher of a preschool educational institution in the system of continuing education is relevant today, requiring the search for various approaches, techniques and technologies to solve it

In the context of the study, we define the pedagogical creativity of a teacher of a preschool educational institution as a developing personal quality, which includes the following criteria:

- attitude towards readiness for the chosen profession;
- love for children;
- pedagogical intuition;
- desire for active creative activity in working with children;
- knowledge of the basics of pedagogy and child psychology;
- possession of innovative techniques and methods that contribute to the development of children's creative abilities;
- pedagogical communication;
- pedagogical tact;

- ability for creative thinking.

It is no secret that preschool education plays a huge role in raising children and developing their personal qualities. The main goal of modern preschool educational organizations is not only to prepare children of younger preschool age for school, but also to develop their intellectual and creative abilities, lay the foundations of discipline, and instill independence. Therefore, in the Republic of Uzbekistan, the government pays special attention to solving problems in this area.

As is known, all preschool institutions, both kindergartens and children's educational centers, are aimed at the social adaptation of children necessary for studying at school. And this is the main advantage of preschool institutions, because in them children are psychologically and emotionally prepared for the fact that at the age of 7 they will go to school. Children who attend preschool institutions are still ready to communicate with their peers and receive information in the full scope of the curriculum. Because there they begin to understand what society is, how to behave in it

and gain knowledge. To develop the child's brain, to teach the child to gain knowledge, this is what preschool institutions all over the world prepare children for, this is the purpose of these educational institutions.

Over the past years, significant changes have taken place in the field of preschool education in Uzbekistan. For example, on February 7, 2017, such an important document as the Strategy of Actions on Five Priority Areas of Development of the Republic of Uzbekistan in 2017–2021 was adopted. This strategy is aimed at expanding the network of preschool educational institutions and radically improving the conditions for the comprehensive intellectual, aesthetic and physical development of children in these institutions, as well as significantly increasing the availability of these preschool educational institutions for all categories of the population of the Republic of Uzbekistan.

In implementing all the objectives of the Action Strategy in the Republic of Uzbekistan, a number of preschool institutions have been created that operate under a special educational program aimed at developing innovative programs to improve infrastructure development, systemic management of tasks, with special attention paid to the development of scientific and methodological support for these preschool institutions.

Many of the tasks set by the Government of the Republic of Uzbekistan in the field of preschool education relate to the professionalism and managerial potential of teachers. The main document in the field of preschool education, which was approved by the decision of the Ministry of Preschool Education of the Republic of Uzbekistan on July 7, 2018 No. 4, was the State Curriculum for Preschool Education - a legal document developed in accordance with State requirements, which is aimed at solving all the problems of preschool educational institutions.

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The current problem of the modern preschool educational system is that it is necessary to organize a variety of activities for students, train them so that in the future they become educated, reliable, hardworking people. Therefore, the Law of the Republic of Uzbekistan on Preschool Education and Upbringing was adopted by the Legislative Chamber of the Republic of Uzbekistan on October 22, 2019 and approved by the Senate of the Republic of Uzbekistan on December 14, 2019. The purpose of this Law is to regulate relations in the field of preschool education and upbringing. As for the Preschool Education Reform Program in the Republic of Uzbekistan, it is large-scale and has great prospects: if today 33% of children attend kindergartens, by 2031 85% of children should be studying in preschool educational institutions according to the principles of personality-oriented learning.

Modern society sets new tasks for educational work in preschool institutions, federal standards are introduced that require a new level of training and education of the younger generation aimed at the quality of the process. Increasing the educational level and quality of work of a modern preschool teacher, introducing into practice the principle of competitiveness of the teacher and the entire educational institution, personal and individual criteria of the teacher separately and the entire teaching staff as a whole come to the fore.

It is worth noting that in the modern system of both secondary, higher education and preschool education, the requirements for the personal and professional qualities of the teacher are raised, much attention is paid to the creativity of the teacher and the manifestations of this creativity in his pedagogical activity. The main part of the educational process in a preschool educational institution is the daily cooperation of the teacher with the child, demonstrating to him the norms of behavior and teaching various skills and knowledge, abilities, and the leading role in this process belongs to the teacher.

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The research hypothesis of our work is that a modern teacher of a preschool educational institution should choose those innovative teaching methods and materials that would meet the world standards of preschool education. Specialists of a preschool educational institution are obliged to constantly improve the curriculum and the corresponding forms and methods of teaching in accordance with the changing needs of education. In groups where there are children with special needs, teachers are obliged to select such teaching methods and suitable teaching materials that would help these children adapt to the learning process. And, of course, a creative approach to their pedagogical activities.

As stated in the Statement of Criteria for Early Childhood Education Curricula, teaching methods and materials should contribute to the achievement of the set objectives and cover the development of all the competencies necessary for the child, such as social, linguistic, cognitive, artistic, medical and many others. All these listed educational methods are recommended to achieve the following educational objectives:

- stimulation of learning;
- creation of a suitable environment;
- education by example;
- creative coordination of the child and the teacher;
- spontaneous learning;
- therapeutic education.

According to the available results, it can be stated that the creative activity of the teacher cannot exist on its own. Several parties are involved in this process. According to A. I. Shcherbakov (1966), pedagogical creativity is

considered as a joint process of creativity of the teacher and the child, taking into account the peculiarities of creativity of each student and the class as a whole. At the same time, the scientist noted that the creative pedagogical process simultaneously moves along parallel lines of development: on the one hand, it is a scientific search, including the logic of the teacher, his scientific skills and knowledge; and on the other hand, this process is subjective and emotional due to the psychophysiological nature of the teacher, his mastery of the art of communication, creative well-being, the ability to manage his mental and emotional state, with the ability to improvise and develop his intuition.

Having conducted a number of studies in this area under consideration, we come to the conclusion that the introduction of mandatory criteria for a teacher that would meet the world standard of organizing preschool education cannot take place without the very process of creativity of the teacher to his work functions. Such as:

- Firstly, the teacher must be ready for creative interaction with children, but on the basis of his creative potential, his abilities, accumulated knowledge, skills, experience and self-realization in creative positions.

- The process of forming the creative potential of the educator is determined by the principles of competence, effectiveness, self-improvement and develops in the position of a mentor.

- the creative potential of the educator as a mentor is manifested in a pronounced desire for self-improvement, in the readiness to support the child in his development and be an example for him, in the development of tolerance, empathy, cooperation.
- The creative potential of the educator as a game technician is realized in the development of game competence, in the desire to increase the game stock, in game activity, in the ability to create a game space for children.
- The creative potential of the educator as a director is realized in the ability to use fairy tale therapy methods to create a dramatized fairy tale or a holiday.

The goals and objectives of the study determined the development and selection of

methods and techniques by which they were achieved and solved. The analysis showed that the pedagogical workshop method is one of the innovative methods that provides for the creation of broad opportunities for the full development of the creative potential of a preschool teacher, thanks to the use of interactive collaboration technologies, the project method, brainstorming, role-playing training, fairy tale therapy methods, including an additional range of various techniques for creative development of the individual.

Thus, the teacher's activity in the pedagogical workshop can be presented as an interconnected sequence of creative solutions to the tasks of varying levels of complexity in collective project activities, aimed at creative self-development of participants and obtaining creative results.

The structural components of the pedagogical workshop are:

- pedagogical master classes that allow developing the professional competence of the teacher and his project abilities;
- trainings with the participation of teachers and children, creating the necessary conditions for experimental testing and correction of projects;
- creative research project associations, within the framework of which the development of techniques for the development of creativity is carried out.

Thanks to the new fresh look of the leadership of our country at the state of preschool education, the government clearly understands that the state begins with children. Children are the future of our state and we should instill in them what we want from an early age. Because the success of children at school age is a reflection of the knowledge they received in childhood. Realizing the importance of all this, the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev not only made certain amendments to the legislation, but also changed the very approach to preschool education.

The President has designated the improvement of preschool educational

institutions as one of the priority areas of state policy. A separate Ministry of Preschool Education has appeared in the Republic of Uzbekistan, which deals specifically with kindergartens. Since the establishment of the Ministry of Preschool Education of the Republic of Uzbekistan in September 2017, the regulatory framework for preschool education has been revised: new state requirements for the development of children of early and preschool age have been approved, a preschool education curriculum based on a competency-based approach has been developed, and an open information system for education management, Educational Management Information System (EMIS), has been launched. Action plans for the implementation of inclusive education and teaching staff development policies have also been approved, and a draft law "On the early development of preschool children" has been developed based on a study of the experience of different countries, such as Finland, Great Britain, Russia, Japan, Sweden, and South Korea.

Together with international experts from UNICEF, based on the best foreign practices and experience of South Korea, the State Requirements for the Development of Children of Early and Preschool Age and the State Curriculum for Preschool Education "Ilk Qadam" ("First Step") have been developed and approved, which is already being implemented in all preschool educational institutions of the Republic of Uzbekistan. Its main specificity is that each children's educational institution has the right to develop and apply its own programs.

In the innovative system, which is positioned by specialists in the field of preschool education in our country, this is that the teacher should not be above the child, but with him, he should be inside the educational environment. All educational processes should take place in the form of games, that is, knowledge should be transferred in the form of a game. This increases the child's motivation to learn, he feels comfortable, free. This is a personally oriented education, when the child is in the center of attention.

Cooperation with parents plays an important role in the continuity of preschool and basic education. These include joint parent meetings with teachers of preschool educational institutions; round tables, discussion meetings, pedagogical "living rooms"; parent conferences, question and answer evenings; consultations with teachers of preschool educational institutions; open days; creative workshops; questionnaires, educational and game trainings and workshops for parents of preschool-age children, business games, workshops. If earlier kindergartens were intended for the care and supervision of children, now they are becoming preschool educational institutions, where the emphasis is on education.

Summarizing all that has been said, we can conclude that creativity in the work of a teacher is a special type of activity aimed at creating a new product. This is an innovative mechanism by which a teacher captivates children with new knowledge, allows them to teach the material already familiar to children more widely, more interestingly and meaningfully, without which it is impossible to be a professional in their field.

Thus, creativity should be present in the work of any teacher, regardless of their length of service or education, but only the most creative teachers are able to create a global novelty, an innovation in pedagogical science.

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