

**DEVELOPING THE CREATIVE SKILLS OF FUTURE PRESCHOOL EDUCATION  
TEACHERS**

*Kokand University  
Assistant profesor (PhD)  
Department of " Education ”  
O.A.Makhmudova*

**Abstract:** This article focuses on the pace of change in the world, the automation of educational processes, the digitalization of education, the multiculturalism of the world, individual educational trajectories, and the development of future skills - trends that affect changes in the content and technologies of preschool education.

**Key words:** technology, socio-cultural situation, trend, professional, modernization, standard, approach, paradigm, initiative, creative potential.

The child grows and develops in a new socio-cultural situation, which mediates the development of his cognitive and personal sphere. Today, the educator is the main figure in the preschool education system, and his professionalism determines the future of the modern preschool educator.

New standards for the modernization of preschool education place high demands on the level of development of the creative personality of the educator, which is an urgent problem in modern conditions that requires the search for various approaches, techniques and technologies to solve it (S.A. Amonashvili, N.P. Anikeeva, M.V. Boritko, A.M. Nikandrov, A.J. Selivanova).

The person-oriented paradigm of education requires an active, initiative educator, whose creative potential as a subject of the pedagogical process is manifested in his creative abilities, self-improvement, and striving for self-realization in creative activity. It is the subjective position of the educator-pedagogue that ensures the comprehensive development of the child (N.M. Boritko, N.K. Sergeev, etc.).

Scientists argue that the creative growth of a child can, first of all, interact with the creative development of the educator, which determines the task of ensuring his personal and professional self-transformation as a subject of professional activity, his actions and relationships. Taking into account the concept of creative potential, it can be noted that this phenomenon is not a static indicator of the educator's personality, but is in constant motion, forming ideas, skills and competencies that allow them to find and apply original solutions, innovative forms and methods, based on their accumulated creative and social experience, new psychological, pedagogical and scientific knowledge, and thereby fulfill their professional functions.

- The concept of creativity of the educator is used when it comes to introducing innovative ideas into educational activities. The result of the educator's creativity is the growth of his professional skills and personal self-development. Thus, the creativity of the educator is the ability to invent, combine and transform new things in the process of everyday professional activity, adapting to the age and individual characteristics of each child;
- flexibility in choosing appropriate means of influence on the child;
- search for non-standard methods of solving educational problems;
- specific, appropriate use of means of stimulating children's creative initiative and their cognitive activity.

In other words, pedagogical creativity is a means and at the same time a result of the educator's activity in overcoming yesterday's self, a process of renewal and improvement in professional activity. The positive emotions that fill children in the process of creative activity not only stimulate further creative activity, but also distract from focusing on the stress factors of professional activity, thereby protecting against stress and preventing the occurrence of professional burnout syndrome.

A distinctive feature of the educator's creativity is that he easily establishes relationships with each child as a creative individual in the process of joint repetitive play and exploration activities in various areas of activity. On the contrary, it is difficult for an educator who does not pay enough attention to his own creative professional growth to find a common language with children and establish cooperation with them.

It should be remembered that the creative activity of the educator is not only the results of creative activity in the form of writings, new didactic material or games, methodological developments, etc., but also the results of creative cooperation with children: an artistic product, an invented fairy tale, staging activities, role-playing actions in the game, etc.

Creativity cannot be forced. It either exists or does not exist, because the educator does not have support and confidence in his potential. The educator himself hone his creativity, and this requires real freedom of his activity and productive work. Therefore, in order to have a team of creative educators, it is necessary, first of all, to ensure the opportunity to be free in organizing their work, to support and encourage them, to take care of creating a certain constructive dialogue among them. Therefore, every educator needs to form a system of "Creative environment - creative educator" and "I can create! I am capable of creativity!", "I want to create!", "I need this."

In order to activate creative mechanisms in the team of educators, the most important are the peaks of vivid impressions, events and positive emotions in the educator and children at the initial stages of creativity development. Such an emotional immersion of the educator and children in creativity is accompanied by an emotional upsurge: the educator, receiving a return charge of emotions and energy from the children as a result of joint creativity, adapts to new creative searches, and this continues every day.

With such a teacher, children are interested, trust, emotionally react to his/her activity proposal, demonstrate knowledge and creative activity, demonstrate a desire to be like their favorite teacher, and do not want to say goodbye to the teacher at the end of the working day, which indicates a high level of his/her professionalism and creativity.

The following main areas of the educator's creative activity can be distinguished:

- daily modeling of the process of interaction between educators and children, including the creation of meaningful calendar plans for educational activities;
- improving known and developing new pedagogical methods, actively using them in working with children;
- regular updating and enrichment of the play and development environment in the group;
- search for unusual forms of working with children (interesting trips, entertainment events, search activities and experiments, group work, etc.);
- mastering and introducing modern advanced pedagogical technologies and ideas into the practice of working with preschool children;
- choosing effective means of stimulating the creative activity of children and their parents;
- unique solutions to problems of a methodological nature (preparing a consultation, giving a speech at a meeting of educators, developing a summary of an unconventional activity or entertainment; creative report, etc.).

**Creative abilities** are the process of qualitatively discovering new, unusual, original things, aimed at the ability to surprise, learn, find a way out of non-standard situations. The main thing in the development of children's creative abilities is not the desire to achieve the final result, but the process of activity itself - experience. Too close attention to what the child does and the results of his work can hinder the development of his cognitive activity and creative abilities.

Since this is an activity that determines the development of the child, it is necessary to shift the educational process from verbal, monological control of children's behavior and activities to dialogical in pairs "child - adult" or microgroups "child - children", instead of monological instructions of the educator in "children - children" or even types of children's activities - to the organization of dialogical communication relations with children.

Since a child's creative abilities are formed in the process of various types of activities, the educator's constant care for the psychological and pedagogical conditions for their development is manifested in the following:

1. to ensure that children systematically accumulate as many positive impressions of the world around them as possible during various activities (playing, drawing, designing, modeling, applique, children's applied art, singing and dancing, theatrical activities, reading, writing, writing poetry or fairy tales, labor, etc.);
2. Striving for children to enjoy the process of activity itself and not engage in it under the coercion of adults;
3. Ensure a stimulating developmental environment, the constant availability of materials necessary for the creative activities of preschool children;
4. In no case should children's creativity be negatively assessed;
5. Encourage children to ask interesting and deep questions;
6. Actively use non-standard creative tasks in the learning process (visual, musical, verbal, logical-mathematical, combined creative tasks);
7. Avoid unnecessary care that interferes with children's creativity;
8. Ensure a positive psychological microclimate in the group.

Pedagogical staff of preschool educational organizations have the following rights:

- protection of professional honor, dignity and business reputation;
- creative initiative, freedom to choose teaching and learning methods, teaching aids;
- participation in the management of a preschool educational organization;
- participation in the development of educational programs of a preschool educational organization;
- moral and material incentives for success in educational activities;
- participation in scientific, innovative, international events in the field of preschool education and upbringing.

Pedagogical staff of preschool educational organizations may also have other rights in accordance with the legislation. It is not allowed to involve pedagogical staff of preschool educational organizations in types of work that are not related to the performance of their professional duties, except for cases provided for by legislation.

Pedagogical staff of preschool educational organizations are obliged to:

- professional training and education of children;
- compliance with the rules of pedagogical ethics, protection of the honor and dignity of the child, protection of children from violence, upbringing them in the spirit of patriotism, respect for labor, legal representatives and the environment;
- implementation of the state educational program of preschool education and upbringing;
- advanced training;
- improvement of professional skills.

Pedagogical staff of preschool educational organizations may also be assigned other obligations in accordance with the legislation.

It is prohibited to use the educational process for political purposes or to incite children to engage in illegal activities.

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