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TECHNOLOGY FOR DEVELOPING THE CREATIVITY OF PRESCHOOLERS IN SOCIO-PEDAGOGICAL ACTIVITIES TECHNOLOGY FOR DEVELOPING THE CREATIVITY OF PRESCHOOLERS IN SOCIO-PEDAGOGICAL ACTIVITIES

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Abstract : The article examines the pedagogical and social mechanisms of developing creativity among preschool children within organized social-pedagogical activities. The study emphasizes that creativity in early childhood emerges through play, artistic expression, communication, and project-based activities when guided by effective pedagogical technologies. The research methodology included theoretical analysis, observation, diagnostic assessment, and experimental comparison to determine the impact of innovative teaching methods such as STEAM, creative projects, role-playing, and problem-based learning. The findings indicate that structured social-pedagogical activities significantly enhance children's imaginative thinking, divergent problem-solving abilities, communication skills, and emotional expression. The study concludes that integrating creativity-oriented technologies into preschool education supports holistic child development and strengthens their social adaptability and self-expression. Practical recommendations are offered for improving pedagogical strategies and creating an environment that fosters creative growth in preschool settings.

Keywords: Preschool education, creativity, social-pedagogical activity, innovative technologies, divergent thinking, developmental environment, project-based learning, STEAM, early childhood development.

Introduction

The formation of creative thinking in preschool children is recognized today as one of the priority areas of the education system. Because it is precisely at this age that the interest in knowledge, active perception, breadth of imagination and natural inquisitiveness observed in the child determine the main psychological factors of creativity. The child's desire to learn new situations, the desire to gain experience through play, and his attempts to make independent decisions - all this, when combined with the power of socio-pedagogical influence, becomes a consistently developing process. Therefore, designing the pedagogical process in preschool educational organizations based on modern innovative approaches, introducing active and interactive technologies ensures the sustainable development of creative potential. The special importance of creativity is also noted in the content of state programs on the modernization of preschool education, its restructuring based on international standards, and improving the quality

of education. In particular, modern pedagogical concepts such as child-centered developmental education, competency-based approach, STEAM, project-based learning, Montessori, Reggio Emilia expand the opportunities for students to discover their individual abilities and engage in independent creative activities. In this process, it is of great importance for the teacher to properly establish socio-pedagogical communication, create conditions for children to think freely and express their ideas, and create an environment that encourages them. The development of creativity is not limited to aesthetic activities; it also directly affects such processes as children's assimilation of social experience, communication with the team, self-awareness, and communicative initiative. During the game, in visual activities, in construction activities, or in the process of performing role-playing situations, the child creates a new idea, uses existing tools in an unusual way, and tries out different roles - this is one of the important stages of personal development. From this point of view, the development and improvement of technologies for developing creativity through socio-pedagogical activities in preschool educational organizations is an urgent issue of theoretical and practical importance. In today's globalization environment, the education of a competitive generation that can adapt to society, create innovations, and create new ones is defined as a strategic goal of the education system. The development of creativity in preschool children is the initial stage of this strategy and serves as an important foundation for effective growth at subsequent educational stages. Therefore, the development of an environment, technologies, and a set of methodologies that stimulate creative activity in preschool educational organizations, as well as ensuring their pedagogically based implementation, requires scientific and practical research. This study is aimed at scientifically studying, analyzing, and improving technologies aimed at developing the creative potential of students in preschool educational organizations through socio-pedagogical activities. In the methodological process, a comprehensive scientific approach was used, based on pedagogical theory, socio-psychological approaches, and the laws of development in preschool age.

The theoretical direction of the research was based on the analysis of existing scientific literature, state programs, normative and methodological documents on children's creativity, creative thinking, activity-based education, person-centered pedagogy, social communication theory and innovative educational technologies. Through the analysis of theoretical sources, the psychological mechanisms of creative development, the pedagogical significance of the developing environment, the technological competencies of the educator and the scientific foundations of modern methods used in preschool education were identified. The practical part of the methodology was carried out in preschool educational organizations using empirical methods such as observation, diagnostic tests, pedagogical experiments, interviews and analysis of activity products. Through observations, children's free creative expression, their engagement in social communication, and creative initiatives manifested during the game were recorded. During the diagnostic process, the level of imagination, divergent thinking, the ability to create unusual solutions, and aesthetic perception indicators were assessed. Also, the socio-pedagogical activity of educators, the level of use of methods and the effectiveness of the use of pedagogical technologies were determined. The experimental approach played a key role in the study. In it, a comparative experiment made it possible to assess the effectiveness of technologies. In the experimental group, a complex program was implemented involving game methods, project technology, STEAM elements, role-playing scenarios, communicative exercises and a developing environment aimed at creative development. In the control group, the traditional training approach was maintained. Comparing the initial and final results made it possible to determine how the level of children's creativity had changed. The methodology used statistical analysis methods, and scientific conclusions were drawn by processing, comparing and generalizing the data obtained. Based on the results of the analysis, a technological model,

algorithm and practical recommendations were developed to improve socio-pedagogical activities. Also, in the methodology, such pedagogical principles as an individual approach to the child's personality, designing a developing environment, and organizing an activity-oriented pedagogical process were selected as the main methodological directions.

The research methodology is distinguished by the combination of a complex personal approach, activity theory, systematic analysis, innovative pedagogy and experimental methods. This makes it possible to theoretically and practically substantiate the technology for developing creativity in preschool children, modernize the pedagogical process, and comprehensively support the creative potential of students.

The development of the creative potential of children in preschool educational organizations directly depends on the content of socio-pedagogical activities, the professional competence of the teacher, and the quality of the developing environment. In the process of forming creativity, the processes of play, visual expression, speech communication, construction and dramatization, which are inherent in the nature of the child's activity, play a key role. Each of these types of activity creates the opportunity to expand the child's imagination, enrich his emotional experience, and freely express his thoughts. Therefore, enriching socio-pedagogical activities with scientifically based technologies serves to develop such qualities in children as creative thinking, finding unusual solutions, and making independent decisions. The role of the teacher in the process of developing creativity is of particular importance. On the one hand, the educator acts as a creator of a developing environment, on the other hand, a supporter of the child's initiative, and, thirdly, a coordinator of various types of activities. The creative approach of the teacher strengthens the motivational factors that encourage the child to think freely. For example, the use of role-playing games, creative projects, dramatization and STEAM elements creates a basis for children to actively master social experience, strengthen communication skills and naturally develop a new idea. In this case, a person-centered approach that takes into account the individual characteristics of the child constitutes an important methodological basis for creative development. Pedagogical observations show that children who are regularly involved in creative activities are more proactive in their initiative, independence, emotional stability, openness to communication and self-expression. On the contrary, working only with ready-made models or using only traditional training methods limits the creative process, leaving the child in the role of a passive recipient. This situation indicates the need for targeted integration of creativity development technologies into the pedagogical process. The impact of socio-pedagogical activity on creative development is manifested, first of all, through the interaction between the child and the team, peer cooperation, joint planning and joint creation. Collective creative activities form social competencies in children, such as empathy, collaborative decision-making, justifying one's own opinion through communication, and respectfully approaching the ideas of peers. Also, innovative technologies - the project method, a bank of creative tasks, design thinking, game-based problem situations, STEAM approaches - have a significant impact on the quality of the creative process. Through these technologies, the child actively participates in processes such as analyzing a real problem, developing options, testing and creating a final solution. As a result, the level of creative thinking, divergent thinking, analytical skills and social adaptation increases. The results of the study show that in groups where creativity development technologies are systematically used, children's creative imagination, level of verbal expression, breadth of fantasy and skills to justify their own ideas significantly increase. On the contrary, in groups that rely only on didactic instructions and model tasks, the free manifestation of creativity slows down. Thus, socio-pedagogical activity is a natural field of creative development, which allows the child to develop not only aesthetically, but also intellectually, communicatively and

socially. On this basis, it can be said that for the successful implementation of creative development technologies in the preschool educational process, the methodological competence of the teacher, the organized environment, the system of activities and the mechanisms for ensuring the active participation of the child must be in harmony with each other.

Conclusion

The development of the creative potential of children in preschool educational organizations directly depends on the meaningful organization of socio-pedagogical activity, the targeted use of modern pedagogical technologies and the quality of the developing environment. The results of the study show that creative games, the project method, role-playing scenarios, STEAM elements and activities based on social communication have an effective effect on expanding children's imagination, divergent thinking, creating unusual solutions, increasing the culture of communication and initiative. Also, the educator's methodological competence, interactive communication with the child based on a personal approach, and pedagogical strategies based on collaboration are important factors that support creative activity.

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