JOURNAL OF MULTIDISCIPLINARY SCIENCES AND INNOVATIONS

VOLUME 04, ISSUE 11
MOPNTHLY JOURNALS

ISSN NUMBER: 2751-4390
IMPACT FACTOR: 9,08

IMPROVING THE METHODOLOGY OF USING CREATIVE EXERCISES AIMED AT ENHANCING THE PROFESSIONAL SKILLS OF FUTURE EDUCATORS ON THE BASIS OF IVEN TECHNOLOGY IN HIGHER EDUCATION

Turaeva Oygul Siroj kizi

Lecturer, Asia International University

Annotation: this article analyzes the methodology for using creative exercises based on IVEN technology in improving the professional skills of future educators operating in the preschool education system. The article highlights the essence of each component of IVEN technology and substantiates their importance in the formation of professional competence of future educators. The proposed methodology is aimed at encouraging educators to find innovative, creative and effective solutions in their professional activities, developing qualities such as empathy, communicativeness and flexibility that are necessary when working with children.

Keywords: iven technology, interactive, visual, emotional, unconventional, future educator, professional skills, creative exercises, methodology, preschool education, competence.

Introduction

In today's era of globalization, achieving quality and efficiency at all levels of education—particularly in preschool education—has become one of the most urgent tasks. The professional skills of preschool educators, who represent the core of preschool institutions, their creativity, and their ability to apply an individualized approach to children determine the success of the educational process. A modern educator should not only impart knowledge but also support the child's holistic development, consider their interests and abilities, and introduce innovative ideas. Traditional pedagogical methods do not always meet these requirements. Therefore, using innovative technologies in the process of developing the professional competence of future preschool educators is of great importance.

The purpose of this article is to develop and scientifically justify a methodology for using creative exercises aimed at enhancing the professional mastery of future preschool educators based on the IVEN technology in higher education. The scientific novelty lies in the integration of IVEN technology principles into the methodology of training specialists in preschool education through a comprehensive approach, enabling the development of their professional competencies in a multifaceted manner.

Relevance of the Topic

Preschool education is a crucial stage in which the foundation of a child's personality is formed. At this stage, the educator is directly responsible for creating the necessary conditions for the child's intellectual, physical, social-emotional, and creative development. Modern requirements for preschool educators are quite high: they must organize engaging and effective classes based on children's individual characteristics, possess deep knowledge of play-based learning methods, establish cooperation with parents, and continuously improve their professional skills. Therefore, higher pedagogical education must focus on developing innovative thinking, creative approaches,

and non-standard problem-solving abilities in future educators. IVEN technology serves as an effective tool to meet these needs.

Literature Review

Pedagogical literature pays considerable attention to issues related to improving the professional skills and creativity of educators. Classical pedagogues such as J. Bruner, L. Vygotsky, and J. Dewey emphasized the importance of activity, independent thinking, and social interaction in the learning process. Modern researchers (E. G'oziyev, N. Omonov, U. Madayev, and others) also highlight the significance of innovative approaches, interactive methods, and competency-based learning in the preparation of pedagogical staff. However, a comprehensive methodology aimed at improving the professional mastery of future educators through the integration of each component of IVEN technology has not been sufficiently studied. This article seeks to fill that gap.

Theoretical Foundations of IVEN Technology

IVEN technology aims to make the pedagogical process more engaging, effective, and development-oriented for children. It helps future educators develop the following core competencies:

1. Interactive Component

This involves active participation, communication, collaboration, exchange of ideas, discussions, and learning through dialogue. An educator who creates an interactive environment increases children's engagement and develops their communication skills.

2. Visual Component

This includes the use of visual aids, pictures, videos, diagrams, charts, and other illustrative tools to convey and receive information. It enhances children's visual perception, memory, and imagination. The educator should prepare visually appealing materials.

3. Emotional Component

This focuses on evoking emotions, empathy, and developing emotional intelligence during the learning process. It helps children understand and manage their feelings and build emotional connections. The educator must consider children's emotional states and foster positive emotions.

4. Non-traditional Component

This involves departing from traditional methods, promoting creativity, generating original ideas, and finding innovative solutions. It requires the educator to think creatively, approach problems unconventionally, and regularly update the educational process.

Methodology for Organizing Creative Exercises Aimed at Enhancing the Professional Skills of Future Educators Based on IVEN Technology

I. Exercises Oriented Toward the Interactive Component

These exercises aim to develop communication, collaboration, and problem-solving skills in future educators.

"Solving the Situation" Role-Play: Students are given challenging scenarios that may arise in a kindergarten (e.g., conflict between children, engaging a shy child in play, disagreements with parents). They play different roles (educator, child, parent) and seek effective solutions.

"Creating a Story Together" (Chain Story): Students form groups and create a children's story by adding sentences one by one. This enhances imagination, quick thinking, and collaborative creativity.

"Challenge Game": Students are assigned a didactic game (e.g., "Throw the ball and say a number") and must find interactive solutions to unexpected difficulties arising in the game (e.g., "the ball is lost," "a child refuses to play").

II. Exercises Oriented Toward the Visual Component

These exercises develop visual thinking, aesthetic sense, and skills in preparing didactic materials.

"Thematic Corner Project": Students create a visually attractive educational corner (e.g., "Seasons," "Space," "Professions") designed for a classroom, focusing on material selection, color harmony, and arrangement aesthetics.

"Story Through Pictures" (Visual Storytelling): Students receive a set of images and compose a story or fairy tale suitable for children based on those images. The sequence and emotional effect of the images are emphasized.

"Designing Didactic Materials": Students create educational cards, posters, domino or lotto games on a selected topic (e.g., "World of Letters," "Animals"), and justify their pedagogical value.

III. Exercises Oriented Toward the Emotional Component

These exercises develop empathy, emotional intelligence, and understanding of children's emotions.

"Gallery of Emotions": Students draw or express emotions (joy, anger, fear, surprise) through facial expressions and gestures. They then discuss each emotion and ways to teach children how to manage them.

"Empathy Exercises": Students temporarily act from a child's perspective (e.g., moving around the room at child height, playing children's games) and then reflect on the feelings and insights gained.

"Expressing Emotions Through Music": Students listen to different musical compositions and express the emotions evoked through words, colors, or movements.

IV. Exercises Oriented Toward the Non-traditional Component

These exercises develop innovative thinking and creativity in solving pedagogical problems.

"Creativity with Limited Resources": Students use simple materials (bottles, paper scraps, buttons, thread, fabric pieces) to create new, engaging didactic toys or teaching aids.

"Creative Solutions for Problematic Situations": Students brainstorm at least 5–10 creative solutions for common preschool issues (lack of attention, conflicts, behavioral challenges).

"Lesson of the Future" (Futuristic Lesson Design): Students design a lesson imagining what kindergarten education might look like in 10–15 years, incorporating virtual reality, artificial intelligence, or interactive technologies.

Practical Recommendations and Discussion

When implementing this methodology, the following recommendations should be considered:

1. **Integrative Approach:** Exercises should combine multiple IVEN components simultaneously (e.g., role play + emotional expression + visual materials).
2. **Play-Based Format:** Conducting exercises in a free, playful environment increases student engagement.
3. **Reflection and Discussion:** Students must analyze their experiences, solutions, difficulties, and emotional reactions after each exercise.
4. **Pedagogical Guidance:** The instructor should supervise the process, guide students, encourage creativity, and provide constructive feedback.

Professional Skills Improved through This Methodology

- **Innovative pedagogical thinking**
- **Communicative competence**
- **Emotional intelligence**
- **Visual-didactic skills**
- **Creative problem-solving**
- **Ability to work in teams**

CREATIVE EXERCISE SAMPLES BASED ON IVEN TECHNOLOGY AIMED AT ENHANCING THE PROFESSIONAL SKILLS OF FUTURE EDUCATORS

"Let's Solve the Situation" Role-Playing

Description: Educators are given various challenging situations that may occur in a kindergarten (e.g., conflicts between children, disputes over toys, engaging a shy child in play, difficult conversations with parents). They perform the roles of educator, child, or parent to find appropriate solutions.

IVEN Connection: Active communication, development of practical skills, formation of empathy.

Skills Developed: Problem-solving, communication, empathy, quick decision-making, conflict management.

“Let’s Create a Story Together” (Chain Story)

Description: Each educator in the group continues the previous participant’s sentence by adding their own idea or phrase, creating a collective story intended for children.

IVEN Connection: Collective creativity, communication, imagination.

Skills Developed: Rapid idea formation, active listening, connecting ideas, creative thinking, teamwork.

“My Favorite Game” (Game Creation)

Description: Educators work in groups to design a new, engaging, and developmental game for children. They then present their game and test it together with other groups.

IVEN Connection: Practical activities, learning through play, exchange of experience.

Skills Developed: Game design, forming rules, creativity, presentation skills.

“Thematic Corner Project” (Model Making)

Description: Educators prepare a visually appealing and developmental corner (model or sketch) for a kindergarten classroom based on a chosen theme (e.g., “Nature Corner,” “World of Books,” “Construction Area”). Material selection, colors, and arrangement are emphasized.

IVEN Connection: Practical design, developing aesthetic sense, working with colors and shapes.

Skills Developed: Design, organizing space, enhancing visual perception, creative thinking, considering children's needs.

“Story Through Pictures” (Visual Storytelling)

Description: Educators receive several pictures or cards and create a child-friendly story based on them. The arrangement and sequence of images are essential.

IVEN Connection: Expression through visual tools, imagination, logical sequencing.

Skills Developed: Using visual aids, creating creative stories, maintaining sequence, logical thinking.

"Designing Didactic Materials"

Description: Educators present didactic materials they have created based on a specific topic (e.g., "World of Numbers," "Fruit Garden," "Animals"), such as cards, posters, or domino games, and explain their pedagogical value.

IVEN Connection: Creation of visual-pedagogical materials, practical design.

Skills Developed: Pedagogical design, creativity, hands-on skills, material selection, considering age-specific needs.

"Gallery of Emotions"

Description: Educators draw or express through facial expressions and gestures a variety of emotions (joy, anger, surprise, sadness, fear). The group later discusses each emotion and how children can be taught to manage it.

IVEN Connection: Visual and expressive emotional representation, emotional awareness.

Skills Developed: Emotional intelligence, understanding one's own and others' feelings, empathy, helping children manage emotions.

"Empathy Exercises" (A Day as a Child)

Description: Educators spend a short time (15–20 minutes) imagining themselves in the position of a child—for example, walking around the room from a child's height, playing children's games, or imitating their voice. They then share the emotions and insights experienced during the activity.

IVEN Connection: Empathy, sensing emotions, entering the child's world.

Skills Developed: Empathy, deeper understanding of children's needs, improving pedagogical approaches.

"Music Therapy Moments"

Description: Educators listen to various types of music (calm, energetic, soothing, fast-paced). They express the emotions evoked by the music through words, colors, or movements. This also helps teach children how to choose and use music effectively.

IVEN Connection: Emotional expression, regulating feelings through music.

Skills Developed: Musical taste, emotional awareness, stress management strategies, applying elements of music therapy in children's education.

"Creativity with Limited Resources"

Description: Educators are given a certain amount of "unnecessary" materials (e.g., empty containers, paper scraps, buttons, thread, pieces of cloth) and must create new didactic toys or teaching aids for children.

IVEN Connection: Efficient use of resources, innovative approach, creative problem situations.

Skills Developed: Resourceful thinking, problem-solving, creativity, ecological awareness, cost-effectiveness.

"Creative Solutions to Problem Situations" (Brainstorming)

Description: Educators are presented with common issues faced in kindergartens (e.g., children unable to concentrate, not following routines, interpersonal conflicts). Working in groups, they must generate at least 5–10 non-traditional, creative solutions using brainstorming techniques.

IVEN Connection: Creative problem-solving, idea generation, innovative thinking.

Skills Developed: Creative problem-solving, idea generation, critical thinking, self-development.

"Lesson of Tomorrow" (Futuristic Lesson Design)

Description: Educators imagine what a kindergarten lesson might look like in 10–15 years and design a lesson plan (topic, methods, technologies) accordingly. They may incorporate future technologies such as virtual reality or artificial intelligence.

IVEN Connection: Innovative thinking, foresight, awareness of future technologies.

Skills Developed: Forecasting, innovative pedagogical approaches, technological literacy, lesson planning.

Conclusion

The methodology of using creative exercises based on IVEN technology represents an important and promising direction in enhancing the professional mastery of future educators. This approach helps them connect theoretical knowledge with practical activities, develop creative thinking, form emotional intelligence, and prepare for innovative pedagogical work. As a result, qualified and creative educators capable of ensuring the holistic development of children will emerge. Future research should further investigate the practical effectiveness of this methodology through empirical studies and evaluate its impact on the educational process.

REFERENCES:

1. Альтшуллер Г.С. Найти идею: Введение в ТРИЗ – теорию решения изобретательских задач. – М.: Альпина Паблишер, 2017.
2. Bruner, J. S. (1960). The Process of Education. Cambridge, MA: Harvard University Press.
3. G'oziyev E.G'. Umumiy psixologiya. – Toshkent: Noshir, 2010.
4. Madayev U.R. Pedagogik texnologiyalar. – Toshkent: Fan va texnologiya, 2018.

5. Omonov N.T. Pedagogik mahorat. – Toshkent: Fan va texnologiyalar, 2016.
6. Dewey, J. (1938). Experience and Education. New York: Macmillan.
7. Solso, R. L. (1998). Cognitive Psychology (5th ed.). Allyn & Bacon.