Theoretical Basis of Improving the Methodology of Developing the Creative Competence of Future Specialists in Preschool Educational Organizations

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Abstract: This article describes the creative qualities of future professionals in preschool education, the theoretical basis for improving the methodology of developing creative competence.

Keywords: preschool education, future professionals, science and education, creativity, professional competence, creative competence, creative potential.

Introduction. One of the global challenges of modern innovative development is to shape people’s creative thinking. Creativity refers to the ability of a person to come up with new ideas, to find solutions to complex, open-ended problems, to take risks, to take a creative approach to their professional activities, and to act professionally. In the process of globalization and the integration of science and education in the world, the issue of developing the professional training of future professionals is identified as one of the urgent tasks. Modern society demands that the education system educate highly qualified, ambitious, competitive, enterprising, spiritually and physically healthy individuals. The strategy of further development of the Republic of Uzbekistan for 2017-2021 sets the task of educating a highly educated and intellectually developed generation, creating a reserve of competent scientific and pedagogical staff in higher education institutions. Improving the capacity of quality educational services, continuing the policy of training highly qualified personnel in accordance with the capabilities of the labor market, improving the quality and efficiency of higher education [1], developing the creativity of teachers and future professionals, an important professional task of a teacher of a higher education institution is to bring up the young generation in accordance with the requirements of the times, who approach their lives with new ideas and views.

Literature analysis and methodology.

As a result of the analysis of pedagogical experience and scientific research around the world, it has been proved that 70% of all knowledge acquired during a person's lifetime can be acquired by the age of five. Indeed, during this period the child begins to understand the world, thinks, gets acquainted with the world around him, prepares the ground for the knowledge he will receive throughout his life. The role of specialists of preschool education institutions and preschool education organizations is invaluable in educating the young generation, which is the future of our country, as a harmoniously developed person.

President Sh. As Mirziyoyev said at a meeting on October 19, 2019 on the radical improvement of the preschool education system: “No matter what field we take, we can not achieve any change, a prosperous life without training modern mature staff. In this case, the training of personnel, a healthy gene pool of the nation, begins, first of all, with the system of preschool education”[2]. Among the requirements for education are a number of measures to increase the professional and creative competence of specialists in preschool education. The requirement for a teacher is, first of all, to conduct research on himself. Therefore, the most important need in the

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1 Speech by President of the Republic of Uzbekistan Shavkat Mirziyoyev on October 19, 2017 at a meeting on radical improvement of the preschool education system.
system of preschool education is not only the professional maturity of the specialists of preschool education, but also their creative competence. In recent years, much attention has been paid to our children, which is the foundation of our future, ie the preschool education system.


In 2018, the “First Step” curriculum based on the Korean experience has been introduced in preschool education in our country. Under the new program, classes with children in preschool organizations will be organized in five activity centers. This, in turn, requires educators working in higher education institutions, which train future professionals, to innovate in the content and form of the educational process, to bring creativity into the educational process.

Improving the methodology of developing creative competence in future professionals working in preschool education on the basis of an integrated approach shows the useful and necessary aspects of future professionals in demonstrating their creative and creative abilities in any process. Creating future professionals who will be able to fully meet the requirements of the new age, creative approach to any situation, understand the world with new perspectives and develop their creative abilities, the formation of creative thinking and thinking in them, first of all, educators working in preschools. requires creative competence in their professional activities. The development of creative competence of future educators and specialists of preschool education organizations, whose role in the development of a harmoniously developed person is invaluable, is primarily the responsibility of teachers of higher education institutions. According to the data (according to youth psychology), children under the age of six have 40% talent potential. From an early age, children are very prone to creativity. Therefore, this period is the time of formation of creative abilities in children. To do this, of course, the professionals in the preschool organization must have formed a creative quality and creative competence\(^ 3\). Given the modern educational process, it is safe to say that the inclusion of the subject "Fundamentals of Creative Pedagogy" in the training of future professionals in higher education will be a factor in the effective and quality organization of the educational process. Concerning the content and essence of creativity, analyzing the teaching aids of a number of pedagogical scientists in our country, we can say the following: Creativity - is a creative ability of an individual, which characterizes the readiness to produce new ideas and is an independent factor in talent.

Creative competence is a critical and creative approach to pedagogical activity, the ability to demonstrate their creative skills.

Creativity describes a person as a whole or as a whole. It is also reflected as an important factor of creativity. In addition, creativity determines the sharpness of the mind. According to P. Torrens, the concept of “creativity” is based on:

- to put forward a problem or scientific hypotheses;


\(^{3}\) The State Curriculum of the "First Step" preschool educational institution. The State Curriculum of the First Step Preschool was developed and published with the technical assistance of the United Nations Children's Fund (UNICEF) in Uzbekistan. – T. : 2018.
check and change the hypothesis;
identify the problem based on the formation of decisions and results;
knowledge and practical actions in finding a solution to the problem.

In the development of creativity in children should pay attention to:

Although creativity is often seen in children’s activities, this does not guarantee that children will achieve creative success in the future. Only encouraging them to ask more questions and supporting this habit, encouraging children’s independence and strengthening their responsibility, creating opportunities for children to organize independent activities and focusing on children’s interests, creative possibilities, skills need to be mastered. The article uses teaching aids prepared by pedagogical scientists of our country, including N. Muslimov, M. Usmonbaeva, A. Turaev, D. Sayfurov and others, to cover the theoretical basis for the development of creative competence of future specialists of preschool education organizations 4.

CONCLUSION

In conclusion, the introduction of an approach to the development of creative competence of students and teachers of higher education requires innovations and changes in the content of education, forms, methods, pedagogical technologies, methods of control and the relationship between students and teachers in education. In this regard, it is planned to update the content of lectures, practical, seminars and laboratory classes, which are existing forms of education in the training of future professionals in higher education. We believe that lectures in the form of creative and free-thinking problem-based learning, seminars aimed at the formation of creative qualities and the development of creative competence in practical training on the basis of an integrated approach are effective in achieving the expected result.

REFERENCES


