



Developing The Creative Abilities Of Future Preschool Education Pedagogues

Qiyosova Dilbar Uralovna

Student of the University of Information

Technologies and Management

Annotatsiya: Mazkur maqolada bo'lajak maktabgacha ta'lim pedagoglarining kasbiy faoliyatida kreativlikning ahamiyati, kreativ qobiliyatlarni rivojlantirish zarurati hamda bu yo'nalishda qo'llanilishi mumkin bo'lgan samarali metodlar va texnologiyalar yoritilgan. Kreativ yondashuv orqali pedagogik jarayonni zamonaviy talablar asosida tashkil etish imkoniyatlari tahlil qilinadi..

Аннотация: В данной статье освещается значение креативности в профессиональной деятельности будущих педагогов дошкольного образования, необходимость развития творческих способностей, а также эффективные методы и технологии, которые могут быть применены в этом направлении. При креативном подходе анализируются возможности организации педагогического процесса на основе современных требований..

Abstract: This article highlights the importance of creativity in the professional activities of future preschool teachers, the need to develop creative abilities, as well as effective methods and technologies that can be applied in this area. With a creative approach, the possibilities of organizing the pedagogical process based on modern requirements are analyzed..

Kalit so'zlar: kreativlik, kreativ qobiliyat, innovatsion metod, bo'lajak pedagog, maktabgacha ta'lim, kasbiy kompetensiya.

Ключевые слова: креативность, креативность, инновационный метод, будущий педагог, дошкольное образование, профессиональная компетентность.

Keywords: creativity, creativity, innovative method, future teacher, preschool education, professional competence.

Today, the requirements for the personality of a pedagogue in the education system are increasing. Especially in the field of preschool education, it is essential for a teacher working with children to be creative, innovative in thinking, adaptable, and initiative-driven. Preparing future educators based on such qualities is one of the pressing issues of our time.

In the Republic of Uzbekistan, special attention is being paid to the fundamental reform of the education system, particularly to the improvement of the preschool education stage. The legal and regulatory framework, government decisions, and presidential decrees being implemented in the country aim not only to improve the professional preparation of future preschool educators but also to foster and develop their creative abilities.

In particular, the document *"On Measures for the Radical Improvement of the Preschool Education System"* emphasizes the necessity of introducing innovative and creative approaches in preschool institutions. It highlights that having modern knowledge and skills, as well as demonstrating creativity and initiative in the educational process, are essential criteria for educators¹.

Moreover, the document *"On Measures for the Development of Education, Upbringing, and Science in the New Era of Development of Uzbekistan"* identifies the widespread implementation of innovative pedagogical technologies in the educational process and the development of creative thinking among teachers as one of the state policy's priority directions².

¹ 2017-yil 9-sentyabrda qabul qilingan PQ-3261-sonli qaror

² 2020-yil 6-noyabr PF-6108-sonli Prezident farmoni



An analysis of the above documents shows that the development of creative abilities in future educators working in Uzbekistan's preschool education system is a significant component of state policy. This contributes not only to increasing their professional potential but also to fostering the creative abilities of children.

Preschool education aims to prepare children both physically and spiritually for school in accordance with state requirements for preschool upbringing and education. In implementing such important tasks, the profession of a preschool educator plays a vital role. The principle that "a teacher is someone who learns continuously and improves their knowledge" equally applies to preschool educators. Only an educator who constantly engages in self-development and masters the science and art of upbringing can be considered a true teacher. An educator fulfills the important, honorable, and at the same time responsible task of nurturing the young generation to become worthy members of our society.

In particular, future educators working in preschool education play a key role in the early upbringing of children, shaping their thinking, and developing their interests and talents. Therefore, the development of creative abilities among professionals in this field is of special importance.

In pedagogical literature, *creativity* is defined as the ability to think in new ways, to approach existing problems from an unconventional perspective, and to find creative solutions. Creativity is characterized by the individual's ability to freely express thoughts, take initiative, propose creative ideas, and apply them in practice. These abilities are especially crucial in the activities of preschool educators, whose work directly influences the psychological, social, and emotional development of children.

There is a growing need for a modern, integrated approach to the upbringing of preschool-aged children. In this regard, updating teaching methods, offering new forms of pedagogical approaches, and improving the competencies of future preschool educators have become pressing issues. In particular, advanced pedagogical concepts such as CLIL technology, the STEM approach, the Montessori method, and the Reggio Emilia philosophy are encouraging preschool educators to enrich their professional activity and to approach the educational process with creativity and scientific thinking.

CLIL (Content and Language Integrated Learning) is based on the integrated teaching of subject content and language. It helps children not only develop linguistic competence but also gain a deeper understanding of the subject matter. By adapting this technology to preschool education, educators can spark children's interest in a second language, organize games and interactive dialogues around specific topics, and simultaneously develop both language and thinking skills. This approach requires the educator to demonstrate creativity, linguistic knowledge, and psychological adaptability.

The **STEM** approach (Science, Technology, Engineering, Mathematics) plays a crucial role in shaping scientific thinking, developing problem-solving skills, and fostering technical and innovative thinking from an early age. By using the STEM approach, a preschool educator can explain natural phenomena through simple experiments, enhance independent and creative thinking through building blocks, mechanical toys, and problem-solving tasks. This, in turn, elevates both the scientific and methodological level of the educator's work.

The **Montessori method** emphasizes respect for the child's personality, trust in their natural development, and promotion of independence. A preschool educator working within this approach encourages children to engage in activities and games based on free choice. This method transforms the educator's role from a controller to a guide, an environment creator, and a facilitator of the child's internal capabilities. Through the Montessori method, educators allow children to explore independently and learn from their mistakes, fostering confidence, initiative, and active engagement in the child.



The **Reggio Emilia** concept promotes project-based learning based on a child's individual interests. In this model, preschool educators demonstrate qualities such as supporting the child's initiative, learning collaboratively with the child, and viewing the environment as an educational resource. The Reggio Emilia model encourages the free and broad expression of children's thoughts, emotions, and creative modes of expression. Educators who apply this concept understand their work as a creative activity, build communication with children based on equality, and strive to unlock each child's internal potential.

In summary, all of the approaches mentioned above contribute to modernizing the educational activity of preschool educators, developing their professional creativity, and deepening their communication with children. This, in turn, provides a strong methodological foundation for enhancing the personal potential and professional motivation of educators, while ensuring the holistic development of children.

In the preschool education system, the professional activity of the educator directly influences the early development of children. Therefore, it is essential for educators to master modern pedagogical approaches and technologies and to apply them creatively. Organizing the educational process through CLIL technology, the STEM approach, the Montessori method, and the Reggio Emilia philosophy enhances educators' professional competencies in working with children, enriches their educational activity, and supports the development of children's independent thinking, aesthetic taste, initiative, and socialization.

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