

ON TOPICAL ISSUES OF TRAINING MODERN CREATIVE TEACHER OF PRESCHOOL EDUCATIONAL INSTITUTION

Aliyev Islambek Tursunbaevich¹, Mahkamova Muborak Yusupovna², Khakimova Mukhabbat Fayzievna, Alimova Nigora Sunnatullaevna⁴

¹Candidate of Pedagogical Sciences, Dean of the Faculty of Construction of Buildings and Structures, Department of Uzbek language and literature, Tashkent Institute of Architecture and Civil Engineering, Tashkent city, Uzbekistan.
E-mail: islambek730223@gmail.com

²Candidate of Pedagogical Sciences, Head of the Department of Uzbek Language and Literature, Tashkent Institute of Architecture and Civil Engineering, Tashkent city, Uzbekistan.
E-mail: m.maxkamova@mail.ru

³Doctor of Pedagogical Sciences, Head of the Department of Innovative Education - Professor, Department of innovative education, Tashkent State University of Economics, Tashkent city, Uzbekistan.
E-mail: m.hakimova@tsue.uz

⁴Associate Professor, Department of Uzbek Language and Literature, Tashkent Institute of Architecture and Civil Engineering, Tashkent city, Uzbekistan.
E-mail: n.alimova@mail.ru

DOI: 10.47750/pnr.2022.13.S07.473

Abstract

This article discusses the specific pedagogical and psychological features of the preparation of future preschool education professionals for innovative occupational activities. The semantic aspects characterizing the process of creativity in the work of a teacher, as well as the criteria that characterize this process, are highlighted. It also outlines the issues of pedagogical practice, advanced experiences and cooperation with parents to prepare future preschool education professionals for innovative career.

Keywords: preschool education, preschool education specialist, innovative career, pedagogical practice, competence, creative approach, pedagogical situations, scientific world outlook.

The problem of pedagogical creativity of a teacher of a preschool educational institution in the system of lifelong education is relevant today, requiring the search for various approaches, techniques and technologies to solve it.

In the context of the study, we define the pedagogical creativity of a teacher of a preschool educational institution as a developing personal quality, which includes the following criteria:

- installation on readiness for the chosen profession;
- love for children;
- pedagogical intuition;
- the desire for active creative activity in working with children;
- knowledge of the basics of pedagogy and child psychology;

- possession of innovative techniques and methods that contribute to the development of children's creative abilities;
- pedagogical communication;
- pedagogical tact;
- the ability to think creatively.

It is no secret that preschool education plays a huge role in the upbringing of children and the development of their personal qualities. The main goal of modern preschool educational organizations is not only to prepare children of primary preschool age for schooling, but also to develop their intellectual and creative abilities, lay the foundations of discipline, instill independence. Therefore, in the Republic of Uzbekistan, the government pays special attention to solving problems in this area.

As you know, all preschool institutions, both kindergartens and children's educational centers, are aimed at the social adaptation of children necessary for studying at school. And this is the main plus of preschool institutions, because in them children are psychologically and emotionally prepared for the fact that at the age of 7 they will go to school. Children who attend preschool institutions are still ready to communicate with their peers and receive information in the full scope of the curriculum. Because they begin to understand what society is, how to behave in it and gain knowledge. To develop a child's brain, to teach a child to gain knowledge, this is what preschool institutions around the world are preparing children for, this is the goal of these educational institutions.

Significant changes have taken place in the field of preschool education in Uzbekistan over the past years. For example, on February 7, 2017, such an important document as the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017–2021 was adopted. This strategy is aimed at expanding the network of preschool educational institutions and at radically improving the conditions for the integrated intellectual, aesthetic and physical development of children in these institutions, as well as a significant increase in the availability of these preschool educational institutions for all categories of the population of the Republic of Uzbekistan.

Implementing all the tasks of the Action Strategy in the Republic of Uzbekistan, a number of preschool institutions have been created that operate according to a special educational program, which is aimed at developing innovative programs to improve the development of infrastructure, systemic task management, special attention is paid to the development of scientific and methodological support for these preschool institutions.

Many tasks set by the government of the Republic of Uzbekistan in the field of preschool education relate to the professionalism and managerial potential of teachers. The main document in the field of preschool education, which was approved by the decision of the Ministry of Preschool Education of the Republic of Uzbekistan on July 7, 2018 No. 4, was the State Curriculum for Preschool Education - a legal document developed in accordance with the State requirements, which is aimed at solving all the problems of preschool educational institutions.

The actual problem of the modern preschool educational system is that it is necessary to organize a variety of activities for students, to train them so that in the future they become educated, reliable, hardworking people. Therefore, the Law of the Republic of Uzbekistan on preschool education and upbringing was adopted by the Legislative Chamber of the Republic of Uzbekistan on October 22, 2019 and approved by the Senate of the Republic of Uzbekistan on December 14, 2019. The purpose of this Law is to regulate relations in the field of preschool education and upbringing. As for the Preschool Education Reform Program in the Republic of Uzbekistan, it is large-scale and has great prospects: if today 33% of children attend kindergartens, by 2031 85% of children should study in preschool educational institutions according to the principles of student-centered learning.

Modern society sets new tasks for educational work in preschool institutions, federal standards are being introduced that require a new level of education and upbringing of the younger generation aimed at the quality of the process. Raising the educational level and quality of work of a modern teacher of preschool education, introducing into practice the principle of competitiveness of the educator and the entire educational institution,

the personal and individual criteria of the educator individually and the entire teaching staff as a whole come to the fore.

It should be noted that in the modern system, both secondary, higher education and preschool education, the requirements for the personal and professional qualities of the teacher are raised, much attention is paid to the creativity of the educator and the manifestations of this creativity in his pedagogical activity. The main part of the educational process in a preschool educational institution is the daily cooperation of the teacher with the child, demonstrating to him the norms of behavior and teaching various skills and knowledge, skills, and the leading role in this process belongs to the educator.

The research hypothesis of our work is that a modern teacher of a preschool educational institution should choose those innovative teaching methods and materials that would meet the world standards of preschool education. Specialists of a preschool educational institution are obliged to constantly improve the curriculum and the corresponding forms and methods of education in accordance with the changing needs of education. In groups where there are children with special needs, it is the responsibility of educators to select teaching methods and appropriate teaching materials that will help these children adapt to the learning process. And, of course, a creative approach to their teaching activities.

As stated in the Statement of Criteria for Early Childhood Education Curricula, teaching methods and materials should support the achievement of the set goals and cover the development of all the competencies necessary for the child, such as social, language, cognitive, artistic, medical and many others. All of these listed educational methods are recommended to achieve the following educational goals: стимулирование обучения;

- creation of a suitable environment;
- education by example;
- creative coordination of the child and the teacher;
- spontaneous learning;
- therapeutic education.

According to the available results, it can be argued that the creative activity of a teacher cannot exist on its own. There are several parties involved in this process. According to A. I. Shcherbakov (1966), pedagogical creativity is considered as a joint process of creativity of the teacher and the child, taking into account the characteristics of the creativity of each student, and the class as a whole. At the same time, the scientist noted that the creative pedagogical process simultaneously moves along parallel lines of development: on the one hand, it is a scientific search, which includes the logic of the teacher, his scientific skills and knowledge; and on the other hand, this process is subjective and emotional due to the psychophysiological nature of the teacher, his mastery of the art of communication, creative well-being, the ability to manage his mental and emotional state, with the ability to improvise and develop his intuition.

After conducting a series of studies in this area under consideration, we come to the conclusion that the introduction of mandatory criteria for a teacher that would meet the world standard for the organization of preschool education cannot take place without the very process of the teacher's creativity to their labor functions. Such as:

- Firstly, the teacher must be ready for creative interaction with children, but the basis of his creative potential, his abilities, his accumulated knowledge, skills, experience and self-realization in creative positions.
- The process of forming the creative potential of the educator is determined by the principles of competence, effectiveness, self-improvement and develops in the position of a mentor.
- the creative potential of the educator as a mentor is manifested in a pronounced desire for self-improvement, in the willingness to support the child in his development and be an example for him, in the development of tolerance, empathy, cooperation.

- The creative potential of the educator as game technology is realized in the development of gaming competence, in the desire to increase the game reserve, in the game activity, in the ability to create a play space for children.

- The creative potential of the educator as a director is realized in the ability to use the methods of fairy tale therapy to create a fairy tale dramatization or holiday.

The goals and objectives of the study determined the development and selection of methods and techniques by which they were achieved and solved. The analysis showed that the pedagogical workshop method is one of the innovative methods that provides the creation of wide opportunities for the full formation of the creative potential of a teacher of a preschool educational institution, through the use of interactive technologies of cooperation, the method of projects, brainstorming, role-playing trainings, methods of fairy tale therapy, including includes an additional range of various methods of creative development of the individual.

So, the activity of a teacher in a pedagogical workshop can be represented as an interconnected sequence of creative solutions to the tasks of different levels of complexity in a collective project activity, which has the goal of creative self-development of participants and obtaining creative results.

The structural components of the pedagogical workshop are:

- Pedagogical master classes, allowing to develop the professional competence of the teacher and his design abilities;

- trainings with the participation of teachers and children, creating the necessary conditions for experimental testing and correction of projects;

- creative research design associations, within the framework of which the development of methods for the development of creativity is carried out.

Thanks to the new fresh look of the leadership of our country on the situation of preschool education, the government is clearly aware that the state begins with children. Children are the future of our state and we should lay in them what we want from an early age. Because the success of children at school age is a reflection of the knowledge they received in childhood. Realizing the importance of all this, the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev not only introduced certain amendments to the legislation, but also changed the very approach to preschool education.

Improving the activities of preschool educational institutions is designated by the President as one of the priority areas of state policy. In the Republic of Uzbekistan, a separate Ministry of Preschool Education has appeared, which deals specifically with kindergartens. Since the establishment of the Ministry of Preschool Education of the Republic of Uzbekistan in September 2017, the regulatory and legal framework for the field of preschool education has been revised: new state requirements for the development of children of early and preschool age have been approved, a curriculum for preschool education based on a competency-based approach has been developed, and an open information management system for education has been launched Educational Management Information System (EMIS). Also, action plans were approved for the introduction of inclusive education and a policy for the development of teaching staff, a draft law "On the early development of preschool children" was developed based on a study of the experience of different countries, for example, Finland, Great Britain, Russia, Japan, Sweden, South Korea.

Together with UNICEF international experts, based on the best foreign practices and the experience of South Korea, the State requirements for the development of children of early and preschool age and the State curriculum for preschool education "Ilk Kadam" ("First Step"), which is already being implemented in all preschool educational institutions, have been developed and approved. institutions of the Republic of Uzbekistan. Its main specificity is that each children's educational institution has the right to develop and apply their own programs as well.

In the innovative system, which is positioned by specialists in the field of preschool education in our country, it is that the teacher should not be above the child, but with him, he should be inside the educational environment. All educational processes should take place in the form of games, that is, knowledge should be transferred in the

form of a game. This increases the child's motivation for learning, he feels comfortable, free. This is a student-centered education where the focus is on the child.

An important role in the continuity of pre-school and basic education is played by cooperation with parents. These are joint parent meetings with teachers of preschool educational institutions; round tables, discussion meetings, pedagogical "living rooms"; parent conferences, Q&A evenings; consultations with teachers of preschool educational institutions; open days; creative workshops; questionnaires, educational game trainings and workshops for parents of preschool children, business games, workshops. If earlier kindergartens were intended for the care and supervision of children, now they are becoming preschool educational institutions, where the emphasis is on learning.

Summarizing all that has been said, we can conclude that creativity in the work of a teacher is a special type of activity aimed at creating a new product. This is an innovative mechanism by which the teacher captivates children with new knowledge, allows them to teach the material already familiar to children in a wider, more interesting and meaningful way, without which it is impossible to be a professional in their field.

Thus, creativity should be present in the work of any teacher, regardless of his work experience or education, but only the most creative teachers are able to create a novelty of a global nature, an innovation in pedagogical science.

References:

1. Мирзиёев Ш. М. Концепция развития системы народного образования Республики Узбекистан до 2030 года. 29.04.2019.
2. Асаева И. Н. Основные проблемы и направления развития профессиональной компетентности воспитателей дошкольных учреждений // Современные проблемы науки и образования. 2008. №4. С. 36-41.
3. Указ Президента Республики Узбекистан 07.02.2017 г. №УП-4947 О стратегии действий по дальнейшему развитию Республики Узбекистан. <https://clck.ru/RtwJ3>
4. Государственная образовательная программа «Первая ступень» для дошкольных образовательных учреждений, утвержденная Коллегией Министерства дошкольного образования №4 от 7 июля 2018 года.
5. Педагогика: Энциклопедия. Т. 2 Ташкент. 2015. 368 с.
6. Лихачева Е. Н., Рымханова А. Р. Анализ вопроса управления качеством дошкольного образования на современном этапе // Современные проблемы науки и образования. 2014. №1. С. 60-60.
7. Абашина В. В. Опыт формирования профессиональной компетентности будущих педагогов дошкольного образования в вузе // Научное обозрение. Педагогические науки. 2016. №6. С. 7-12.
8. Соленова Р. И., Садым А. М., Рослякова Н. И., Кузнецова З. В. Интегральная оценка как эффективный метод определения уровня объема и качества деятельности дошкольных образовательных организаций города Краснодара // Ученые записки университета им. ПФ Лесгафта. 2020. №2(180). С. 362-369. <https://doi.org/10.34835/issn.2308-1961.2020.2.p.362-369>.