

# Pedagogical aspects of the development of creative abilities of pre-schoolers based on an innovative approach focused on the personality

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**Abstract.** This article discusses the development of creative abilities of preschoolers, which is the first and main stage of the system of continuing education, the role of teachers-educators of the organization of preschool education in the implementation of this task, their tasks and exceptional solutions. to solve the above issues. The purpose and objectives of the "Observation Notebook" to determine the creative abilities of preschoolers, which was developed in order to determine the degree of formation of the creative abilities of preschoolers and their development, and the order of its management are described by educators. When conducting an "Observation book on determining children's creative abilities" in their practice, educators approach each child individually, pay attention to achievements and problems in the areas of development, what qualities need to be maintained, what tasks each child faces, determines relevance.

## 1 Introduction

In the world, preschool education is recognized as an important part of preparing children not only for school education, but also for independent social life. Modern education involves educating young people intellectually, spiritually and morally, and achieving their manifestation as a comprehensively developed person. The implementation of this social requirement guarantees the right of every citizen to receive education, to show creative abilities, and to develop intellectually. Pre-school education is the initial link of the continuous education system, it ensures the formation of a healthy, developed personality of the child, awakens the passion for learning, and prepares for systematic education.

At the international level, systematic studies and researches are being carried out in the field of preschool education in the field of creating a free and creative environment focused on the individual, improving the quality of education based on parental and public control, and widely introducing pedagogical and digital technologies into the educational process. Based on the results of these researches, it is important to create a system of preschool education that meets international requirements, to introduce foreign best practices and innovative methods and forms aimed at developing the child's creative abilities into the education and upbringing process.

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In our country, special attention is paid to the fundamental reform of the education system, significant work is being done to ensure that our children acquire modern knowledge at the level of world standards, grow up to be physically and morally mature people, and develop their abilities and talents, as well as their creative and intellectual potential. To increase the efficiency of the preschool education system, "Creating conditions for comprehensive intellectual, moral, aesthetic and physical development of preschool children, increasing the coverage of children with quality preschool education, introducing innovations, advanced pedagogical and information and communication technologies into the preschool education system" such tasks are defined[1].

In the course of our study of the preschool education system of foreign countries, we witnessed that a large place was allocated to the development of creative abilities of preschool children. For example, the methods related to the theory of the early development of the child of the great Italian pedagogue Maria Montessori, who practically tested the early development and education of children, are considered relevant all over the world. Adhering to his ideas and principles, M. Montessori put forward the theory of free expression of the students in the activity as they want as the basis of the pedagogical system.

Studies show that creating a developing environment in a preschool educational organization, encouraging children's games in a group creates an opportunity to educate creative children. Active participation of children of preschool age in games and performing creative tasks will give rise to their creative abilities. Creativity in educational games develops the ability to imagine, understand, solve problems, think differently, experience emotions and make choices.

The analysis of scientific works showed that the rational use of new innovative educational technologies in pre-school education has been conducted in order to integrate the structure and content of the educational process, to embody the activity of the student, and to create favorable conditions for independent thinking. We also analyzed ways to organize classes in preschool education organizations based on an innovative approach, using interactive methods specific to the requirements of the time, which activate children in every way.

In our study, the organization of preschool education and upbringing process based on a person-oriented approach is carried out on the basis of self-assessment of the level of development of pupils and their readiness for general primary education, as well as their social, personal, emotional, speech, physical and creative development shown[2]. Differences and results between traditional approach and person-centered education are practically studied and analyzed.

During the analysis of psychological and pedagogical literature and scientific works, as well as in the process of studying the process of preschool education, the following problems were found:

- in the process of reforming preschool education, researches on the development of creative abilities of preschool children on the basis of new requirements and innovative approach by the state have been carried out;
- methods for developing the creative abilities of preschool children based on a person-oriented and innovative approach are insufficient;
- there are not enough methodological literature and developments related to the development of creative abilities of preschool children;
- the creative competence of a certain part of educators in carrying out activities aimed at developing children's creative abilities is at a low level[7].

## 2 Materials and methods

Our research work is aimed at solving the above problems to a certain extent.

In the course of our research, we determined the essence of pedagogical innovation in the development of children's creative abilities in preschool education as follows:

- maintaining coherence and consistency between the five areas of the current "First Step" state curriculum in the development of children's creative abilities in the educational process;
- introduction of a new game system for the development of children's creative abilities;
- to take into account that the main activity in preschool educational organizations in the formation of children's creative abilities in the educational process is play, and to develop their creative abilities through playful tasks;
- conducting seminars and trainings aimed at increasing the creative competence of educators on the development of children's creative abilities[2].

The following important conditions for the successful development of children's creative abilities in preschool educational organizations were defined: the first condition is to create conditions for the child's normal physical development; the second important condition is the creation of a creative environment in development centers; the third condition is to develop a set of creative tasks and games; the fourth condition is to provide the child with great freedom in choosing activities, performing creative work in changing situations, and the fifth condition is a warm, friendly atmosphere in the family and children's community.

Based on a person-oriented and innovative approach, the stages of education aimed at developing the creative abilities of preschool children were revealed (Fig. 1).

Indeed, in the process of developing the creative abilities of children of preschool age, creating a creative environment and supporting creativity by pedagogues-educators and parents play an important role in the formation of a creative personality.

The second chapter entitled "Methodology of development of creative abilities of preschool children based on a person-oriented and innovative approach" describes the content, model and methodology of developing creative abilities of preschool children based on a person-oriented and innovative approach. Also, educational methodical support is provided that allows children to develop their creative abilities.

This chapter analyzes the fact that the formation and development of children's creative abilities is an urgent educational requirement and the implementation of an individual approach in the educational process, taking into account the uniqueness and uniqueness of each child's personality, to support his personal interests and needs.

Researchers consider preschool age to be the golden age of creativity. The intellectual flexibility of preschool children directly depends on the degree to which their creative abilities are formed[5].

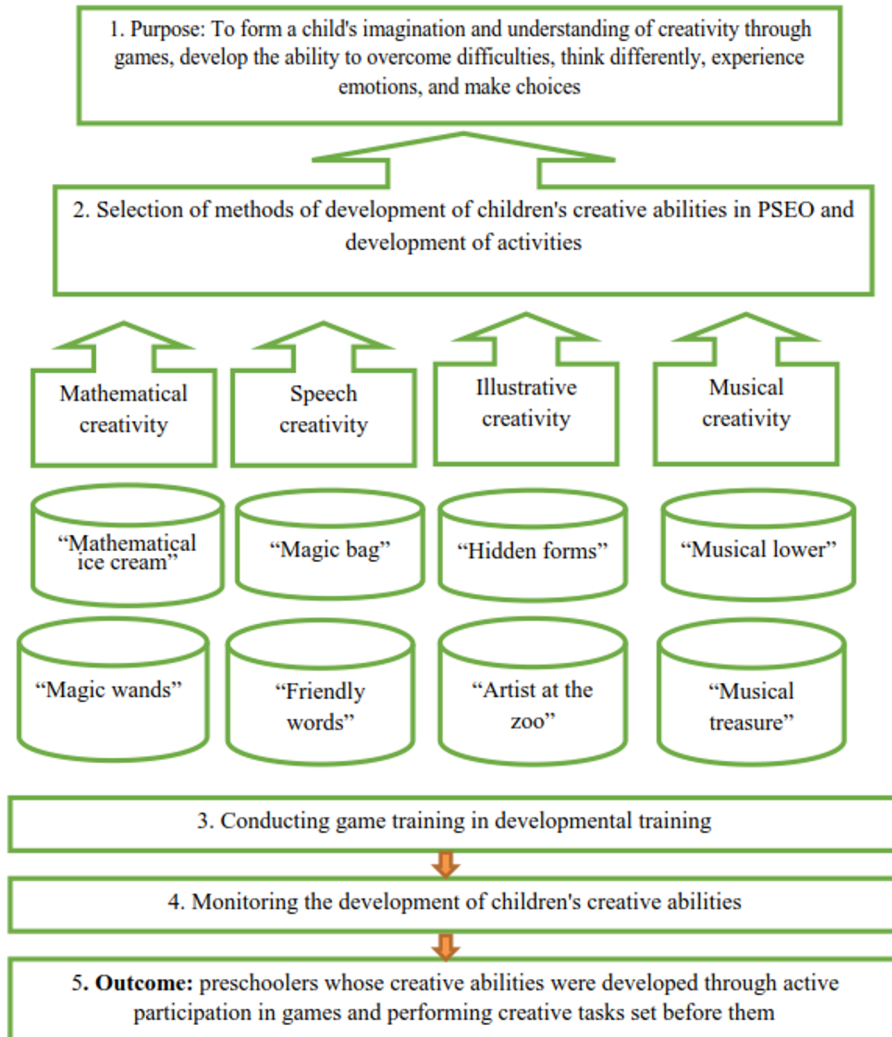
The development of children's creative abilities in pre-school educational organizations mainly depends on the creativity of teachers. The situation demands that pedagogues working in today's preschool education organizations be creative.

It is appropriate for educators of preschool education organizations to use educational activities and analysis based on the standards of preschool education and education in the process of applying the principles of developmental education in practice.

Psychologists have proven that personal identity, curiosity and motivation are the most important factors in the development of creativity of children of preschool age. After that, the child's creative ability is determined and developed depending on the children's imaginations, interests, approaches to the type of educational tasks. In this process, the educator must be observant and attentive, and approach each child individually[4].

Formation and development of creative ability in a person is considered a complex process. Therefore, the effective organization of this process requires its methodologically correct and rational organization.

Although creativity is often visible in children's activities, this situation does not guarantee that children will achieve creative achievements in the future. It only represents the possibility that they need to master this or that creative skill. In the development of creativity in students, it is necessary to pay attention to the following:



**Fig. 1.** Stages of development of creative abilities of preschoolers through game technologies

- encouraging and supporting the habit of asking lots of questions by children;
- encourage independence of students;
- creating an opportunity for students to perform creative tasks independently;
- focus on and develop children's interests.

### 3 Result

As a result of our scientific research, a pedagogical model of the process of developing the creative abilities of preschool children was developed based on an individual-oriented and innovative approach (Fig. 2). In developing this model, we followed the following principles:

*The principle of self-expression.* Every pupil has a need to demonstrate his intellectual, communicative, artistic and physical abilities. It is very important to encourage and support the student's desire to show and develop his natural and social abilities.

*The principle of individuality.* Creating conditions for the individual formation of the pupil's personality is the main task of the preschool educational organization. It is necessary not only to take into account the individual characteristics of the student, but also to contribute to his future development in every way.

*The principle of subjectivity.* Individuality is characteristic only of people who have subjective powers and skillfully use them to build activities, communication and relationships. It is necessary to create an opportunity for the student to become a real subject of group life, to form and enrich his personal experience.

*The principle of choice.* Without selection, it is impossible to develop the individual characteristics and subjectivity of the student, to show his abilities. It is for this that an open developmental environment is needed in preschool age groups.

*The principle of activity, creativity and success.* The principle of encouraging the student to succeed is considered. This is to introduce active life views of the student into the game. It is extremely important for the pupil to maximize creativity in his game and productive activities, and to gain experience in his creative activities.

*The principle of trust and support.* It is important to enrich pedagogical activity with humanitarian, person-oriented education and training technologies. It is necessary to support the student's aspirations for confidence, self-awareness and self-identity, without imposing excessive demands and excessive control. Internal motivation, not external influences, determines the success of education and upbringing of a student.

*The principle of a different approach.* Solves the tasks of effective pedagogical assistance in improving the personality of the students, helps to create special pedagogical situations that help to open the psycho-physiological, personal abilities and opportunities of the students. It is development depending on the nature of the student, his health, mental and physical structure, abilities and inclinations, perception[5].

The purpose of the developed pedagogical model is to improve the methodology of developing the creative abilities of preschool children based on a person-oriented and innovative approach in accordance with the "First Step" state curriculum and includes the following:

The purpose-oriented component consists of a set of pedagogical and innovative conditions aimed at implementing strategies aimed at developing the creative abilities of students based on an individual-oriented and innovative approach. It is based on the importance of developing children's creative abilities on the basis of educating children to think creatively, creating creative products, giving priority to increasing children's motivation for creativity. It is revealed that it is possible to develop the creative ability of children by performing playful didactic tasks based on the person-oriented, innovative, intellectual flexibility communicative approaches that affect the development of the child.

*The integrated component of teaching creative activity* reveals the main directions and content of its activity. The content of educational and educational activities using innovative methods is aimed at developing the creative abilities of preschool children, which is one of the main conditions for creating a creative environment, because only in creativity there is a change of activity that determines the self-development of all subjects of the educational process.

In the process of educational activity, the methods, forms and tools that allow the effective development of personal qualities by developing the child's creative abilities are shown[3].

*The monitoring component* includes the analysis of the results of the development of the creative abilities of the students, the monitoring of the development of preschool children was carried out, the level of development of the indicators of creative abilities was evaluated. In the process of educational activity, the gradual development of creative abilities ends with setting goals, searching for and choosing a single motivation, and analyzing the quality of the work performed.

In the course of our research, in keeping the "Observation Book for determining children's creative abilities", which was developed and put into practice by us, educators-pedagogues in their practice approach each student individually, pay attention to achievements and problems in the areas of development, what qualities to support the need for support determines what tasks are relevant for each child.

Observation is carried out in the areas of development of all creative abilities, and based on this observation, in cooperation with the educator, pedagogue-psychologist, speech therapist, music director, physical education instructor, etc., the child's achievements are highlighted and changes are determined. At the end of the school year, the final observation was carried out on the "Observation Book for determining children's creative abilities". This analysis component contains elements of a specific quality indicator, in which the child has the conditions for: passion for creative activity, formation of interest, mastery, development, improvement, and stabilization.

The final stage includes the analysis of the results of the development of children's creative abilities, recording in the observation notebook the level of development of the components of creative abilities of preschoolers, for example, flexibility of thinking, fluency and originality[3].

In the process of educational activity, it should be concluded with the determination of the levels of gradual development of creative abilities, the search and selection of a single motivation, and the analysis of the quality of the work performed.

On the basis of our individual-oriented and innovative approach, activities for the development of creative abilities of preschool children "Building and construction", "Role-playing games and staging", "Language and speech", "Science and nature" and "Art" development centers[2].

Development centers are very important for children of preschool age, and activities in properly and fully equipped centers help children to show their interests, explore the world around them, and creatively imagine the world.

As a result of the research conducted by us, it has been proven that the implementation of the following innovative educational methods in the field of development during preschool education gives positive results in the development of a child's creative ability and its effectiveness has been determined. During our research, we tested and recommended "Magic Wands" colored wands to practitioners as a method for developing logical thinking of preschool children[6].

**This method develops the following creative abilities in students:**

1. Distinguishes colors, classifies according to color.
2. Understands the concepts of size, length, height, width.
3. Children learn the sequence of natural numbers quickly and easily.
4. Easily learns to count forwards and backwards.
5. It acts precisely in differentiating the content of the number.
6. Develops creativity, imagination, fantasy, modeling and design skills.
7. Develops logical thinking, attention, memory[7].

Didactic game "Mathematical Ice Cream" is intended for students of senior and preparatory groups. The game helps to enrich students' knowledge about numbers and to easily learn new information. The game teaches the child to be quick, helps to concentrate, has a positive effect on the development of memory and logical thinking and creativity. The game "Magic bag" develops fine motor skills in children, develops the skills of feeling and perception. Various objects are placed in the "magic bag" - balls of various sizes, pencils, pyramids, boxes. The child should feel the bag and find the ball and take it out of the bag and perform various actions with it. The game "Magic bag" develops the process of creative and logical thinking in children, develops ingenuity, visual memory and intuitive skills. Children's attention, creative imagination and speech are developed through the game "Magic Box". The game "Artist in the Zoo" is aimed at developing children's creative imagination and identifying their abilities for visual activity. The purpose of the game "Musical flower" is to develop creativity and interest in musical activities in children, and the game is played in small groups. The purpose of the game "Musical Staircase" is to develop children's creative imagination and to determine their musical abilities. The goal of the "Happy Bees" method is to increase the interest of a large group of children in visual activities and teach children to draw[8].

Research has shown that creativity in educational games develops the ability to imagine, understand, strive for positive problem solving, think differently, experience emotions, and make choices.

"Experimental test works on the development of creative abilities of preschool children based on a person-oriented and innovative approach" identifies the factors influencing the development of creative abilities and personal qualities of preschool children and presents the results of the analysis of experimental tests. .

The development of creative abilities of preschool children was carried out in the following stages:

- *the organizational and practical stage* includes activities that ensure the process of developing the creative abilities of preschool, middle and older children.

- creating favorable conditions for the development of the child's creative abilities at the primary stage, general goals were formed at this stage, and work plans were proposed for the joint activities of educators and pedagogues of the preschool education organization.

- *the process stage* involves the organization of the activities of all subjects of the educational environment, i.e. the pupil, the pedagogue, the parents, for the development of the creative abilities of children of the middle and older age group before school. At this stage, the creative abilities of preschool children were gradually developed, taking into account their level of formation[7].

Within the framework of this research, experimental tests were carried out in three periods on the basis of an individual-oriented and innovative approach to improve the methodology of developing the creative abilities of preschool children: clarifying-emphasizing experimental tests; formative experimental work.

Experimental work was organized on the basis of mutual cooperation agreements concluded between preschool education organizations of Tashkent, Bukhara and Navoi regions.

The following methods were used to conduct the clarifying-emphasizing experimental tests: analysis of pedagogical-psychological and methodical literature on the research problem, study of foreign best practices; activities aimed at developing the creative abilities of preschool children in the centers of "Building and construction", "Role-playing games and staging", "Language and speech", "Science and nature", "Art" centers of preschool educational organizations analysis and observation, conducting interviews and questionnaires and drawing conclusions based on them[8].

In order to carry out the formative experimental work, it was envisaged to perform the following tasks: to familiarize educators with scientific and methodological recommendations regarding the methodology of conducting activities aimed at developing the creative abilities of preschool children based on an individual-oriented and innovative approach in preschool education ; putting into practice the developed scientific methodical manuals; selection of experimental groups; summarizing and analyzing the results of experimental groups during experimental work; improvement of the scientific methodical recommendations developed according to the results obtained in the process of experimental work; selection and analysis of diagnostics was carried out to determine the level of development of children's creative abilities in activities aimed at developing the creative abilities of preschool children based on an individual-oriented and innovative approach in preschool education. The results of observation in the control and experimental groups are presented in Table 1.

## 4 Conclusion

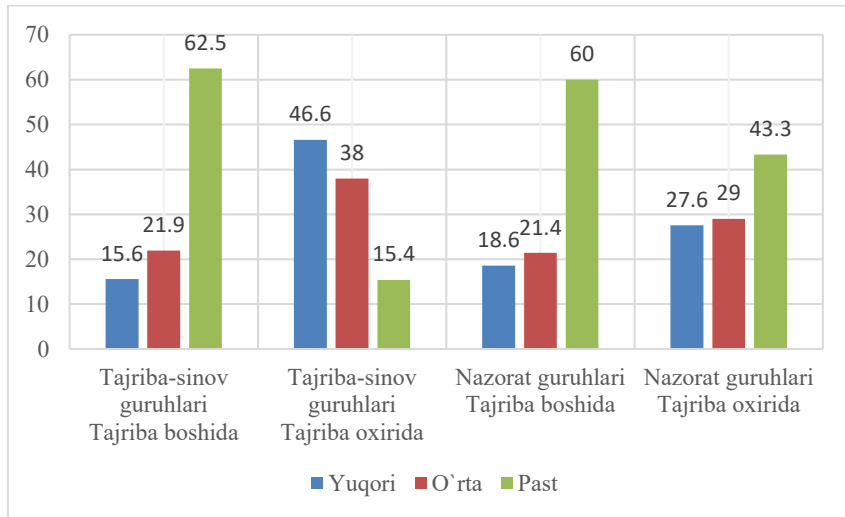
In the general analysis of the final experimental work, attention was paid to the following: educators of preschool educational organizations created methodical manuals aimed at the development of children's creative abilities, and the advantages of its implementation were justified. In the final experimental work, the scientific-theoretical and practical conclusions on the method of developing the creative abilities of preschool children based on the individual-oriented and innovative approach in the preschool education system were summarized.

**Table 1. Levels of development of creative abilities of students of experimental and control groups through observation**

15 PSEOs in Tashkent, Navoi and Bukhara regions	Performance rate	Trial - middle age groups Number of children-429				Control group-older age groups Number of children-420			
		Beginning	%	End	%	Beginning	%	End	%
		High (3)	67	16	200	47	78	19	116
Medium (2)	94	22	163	38	90	21	122	29	
Low (1)	268	62	66	15	252	60	182	43	
<b>Total</b>	429	<b>37.5</b>	429	<b>84.6</b>	420	<b>40.0</b>	420	<b>56.7</b>	

Mathematical-statistical analysis method was used in the analysis of the results of the pedagogical experiment-test based on the results of the experiment-test conducted with the students (Fig. 3). Based on these indicators, on the basis of the individual-oriented and innovative approach, the results of the experiment conducted to determine the effectiveness of the development of children's creative abilities in preschool educational organizations and analyzed using Pearson's  $\chi^2$  mathematical-statistical method[8].





**Fig. 3.** Diagram of the results of observation of children in groups selected for experimental work on the development of children's creative abilities

Mathematical-statistical processing of the results of the pedagogical experiment-test confirmed the correctness of the ideas put forward in the research and showed that the efficiency of the conducted experiment-test works increased by 12% on average.

The results obtained in the process of experimental work proved the effectiveness of the model and the improved methodology for the development of creative abilities of students in preschool educational organizations in our research.

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