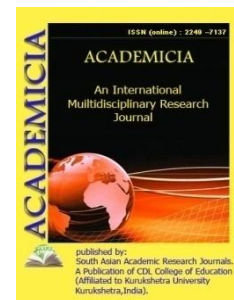




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MODERN DEVELOPMENT OF CREATIVE ABILITIES OF PRESCHOOL CHILDREN ON THE BASIS OF PEDAGOGICAL CREATIVITY

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ABSTRACT

This article discusses the existing problems in the education system, the lack of creativity in teaching staff, resulting in a decline in the quality of education and the elimination of these problems, the main forms of pedagogical creativity and the formation of creative qualities in the individual. The advantages and effectiveness of the organization of classes on the basis of pedagogical creativity in Pre-school Institutions are shown.

KEYWORDS: *Preschool Education, Pedagogue, Creative Activity, Creativity, Education, Intellect, Pedagogical Process, Independent Thinking, Creative Approach, Initiative.*

INTRODUCTION

Modern education requires the teachers and pedagogues to be creative in all types of educational institutions. The fact that the educator has the qualities of creativity or ingenuity directs his personal abilities, natural and social potential to the quality, effective organization of professional activity. The creative qualities of teachers working in the education system are the creation of new ideas that do not differ from the traditional approach to the organization of the educational process, non-uniform thinking, originality, initiative helps to avoid intolerance of uncertainty.

After all, a creative approach to the organization of professional activities of teachers with creative qualities, active in creating new, advanced ideas that serve to develop students' learning activities, personal qualities, independent study of advanced pedagogical achievements and experiences, as well as constant, consistent thinking about pedagogical achievements with colleagues focuses on having an sharing experience.

Typically, the creative ability of educators is ensured through the pursuit of pedagogical problems, the implementation of research work or research projects, and the achievement of mutual creative collaboration.

The Main findings and results

The educator does not become creative on his own. His creative ability is formed through consistent study and gradually improves and develops over a period of time working on his own. The creativity of future educators, as in any specialists, the foundation is laid during the academic years for their ability and is consistently developed in the organization of professional activities.

In this case, it is important that the teacher is self-directed to creative activity and can effectively organize this activity. In the organization of creative activity, the teacher should pay special attention to solving problems, analyzing problem situations, as well as creating creative products of a pedagogical nature.

Today's modern conditions require a teacher to have creative qualities.

In recent years, in the education system of leading foreign countries, special attention is paid to the formation of creative qualities in teachers and students. This was followed by Bronson, Merriyman (2010), Ken Robinson (2007), Fisher, Frey (2008), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008), and b. Many studies conducted by can be seen from their results.

Despite the fact that significant practical work is being done, many teachers still do not have the experience of how to effectively shape the qualities of creativity in themselves and in their students as a creative person.

The governing bodies of the education system annually focus on achieving high efficiency in educational institutions. For this purpose, curricula will be developed, new textbooks will be created. This effectively contributes to the professional growth of both students and teachers. The practical actions taken create a certain level of need for students to achieve success, to strive for progress, to help them develop their learning skills to some extent. However, by the end of the school year, there is no high level of positive results in the acquisition of subjects by students in educational institutions. Many students have lost interest in learning. As a result, teachers are no longer thinking of organizing professional activities with the same enthusiasm as before. Although new measures have been introduced by the governing bodies of the education system to change the activities of teachers who do not want to teach such students, the situation remains unchanged. What is the reason for this? Probably a factor as to why they're doing so poorly is **Creativity**.

To fully understand the general essence of the process of developing the qualities of creativity in a person, it is first necessary to understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas with their own value" (Azzam, 2009). Gardner explains the concept in his research: "Creativity is a practical action performed by an individual, which must reflect a certain innovation and have a certain practical value." In terms of Emebayl's (1989) approach, creativity means "having a high level of unconventional skills in addition to the thorough knowledge acquired in a particular field."

Many studies have differing views on the relationship between intelligence and creativity. While one group of researchers argues that there is no correlation between them, representatives of the second group argue that the level of creativity and intelligence are interrelated (Kim, 2005).

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is, in general, a novelty. They are focus on the existence of unconventionalism, curiosity, imagination, a sense of humor, and freedom based on creativity (Myordok, Ganim, 1993; Sternberg, 1985). Orientals, on the other hand, see creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997; Rudovich, Yue, 2000). Although Western and Eastern views on creativity are different, representatives of both cultures value this quality and possession of it (Kaufman, Lan, 2012).

Many educators believe that they do not have the ability to be creative. This can be justified for two reasons: first, even most teachers are not able to adequately explain what the concept of "creativity" actually means; second, they are unaware of what qualities are directly reflected in creativity.

It should be noted that each person is naturally creative. Well, how can teachers show that they have the ability to be creative. Patti Drapeau advises: "Even if you think you are not creative, I suggest you start organizing classes to develop creative thinking right now. In fact, it's not about whether you're creative or not, it's about organizing lessons in a creative way and trying to put new ideas into practice."

Based on the above, the concept of "creativity" can be interpreted as follows:

Creativity (Latin, "create" - to create, eng. "Creative" - creator, creator) - a creative ability that characterizes the readiness of an individual to produce new ideas and is part of the talent as an independent factor.

A person's creativity is manifested in his thinking, communication, emotions, certain types of activities. Creativity describes a person as a whole or its specific characteristics. Creativity is also reflected as an important factor of talent. In addition, creativity determines the sharpness of the mind, "ensures the active involvement of students in the educational process."

According to EP Torrens, the concept of "creativity" is based on:

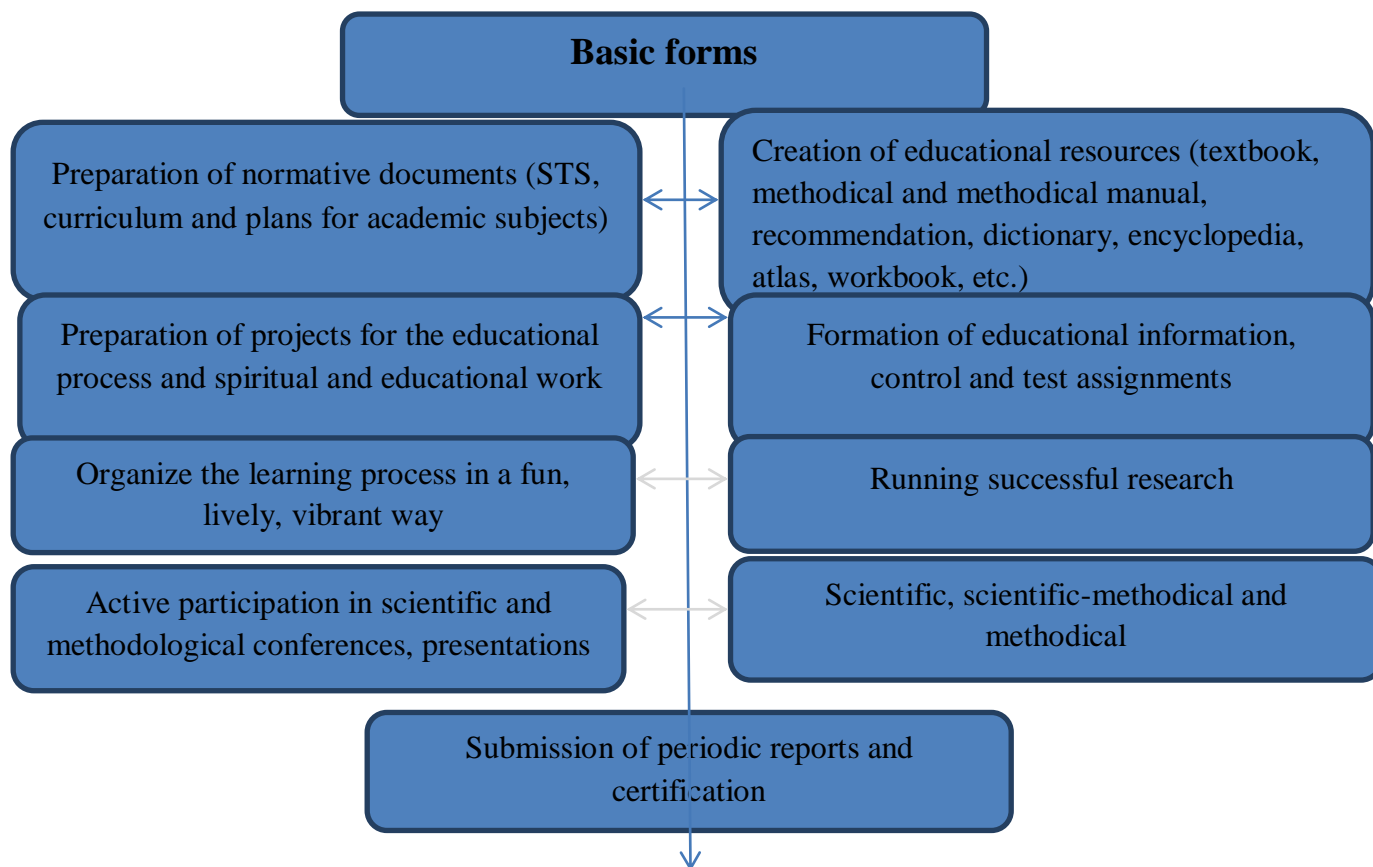
- advance a problem or scientific hypothesis;
- check and change the hypothesis;
- identify the problem based on the formation of decision results;
- Sensitivity to the interplay of knowledge and practical action in problem solving.

Pedagogical creativity is the ability of a teacher to create new ideas that serve to ensure the effectiveness of the educational process, as opposed to traditional pedagogical thinking, as well as to describe the readiness to positively address existing pedagogical problems.

Due to the educator's lack of creative qualities, students also have interesting and brilliant ideas, but still allow delays in expressing them. For this reason, the methods used in the educational process may not serve to form free, independent thinking skills in students.

The tools and strategies recommended by scientists are useful for teachers in developing creativity in students and develop students' interest and aspiration to study academic subjects.

In professional activity, the creativity of the teacher is manifested in various forms. They are:



The formation and development of creative thinking skills in a person is a uniquely complex process. Therefore, the effective organization of this process requires its methodologically correct and rational organization.

While creativity is often seen in children's activities, this does not guarantee that children will achieve creative success in the future. Only this or that creative skill by them represents the possibility that they need to master the skills. When developing creativity in children, it is necessary to pay attention to the following:

- Encourage them to ask more questions and support this habit;
- encouraging children's independence and strengthening their responsibility;
- creating opportunities for children to organize independent activities;
- focusing on children's interests.

Creativity in the learning process is reflected in the creation of creative questions that stimulate students' interest in reading, the use of various pictures, images, tables, symbolic expressions,

giving students tasks such as finding interrelationships between ideas and completely unrelated ideas, ensuring their work in small groups.

If a child has an unusual question or solution that is different from others, it is not necessary to try to return it rudely, but to encourage him to think, if he thinks wrong, to direct his thoughts correctly requires great pedagogical skills from the teacher.

CONCLUSION

In order to develop creative thinking skills in a person, first of all, it is necessary to form in them critical thinking skills. When presenting the teaching materials to the students, the question ‘If ...?’ ensures that they effectively master both objective and subjective thinking skills in the performance of tasks.

We can conclude that the creation of opportunities for students to solve the given task in several variants also gives an effective result in the formation of their creativity.

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