

## Topical Problems of Training Modern Creative Teacher of Preschool Educational Institution

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**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 currently relevant, requiring the search for various approaches, techniques and technologies for its solution.

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:

- an attitude to readiness for the chosen profession;
- love for children;
- pedagogical intuition;
- striving 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 the creative abilities of children;
- pedagogical communication;
- pedagogical tact;
- the ability to think creatively.

It's 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 school, but also to develop their intellectual and creative abilities, lay the foundations of discipline, and instill independence. Therefore, in the Republic of Uzbekistan, the government pays special attention to solving problems in this area.

And this is the biggest plus of preschools, because they prepare children psychologically and emotionally for the fact that at age 7 they will be going to school. Children who attend preschool are, after all, ready to communicate with their peers and receive information to the full extent of the curriculum. Because there 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 acquire knowledge, this is what preschool institutions all over the world prepare children for, this is the purpose of these educational institutions.

Over the past years, noticeable changes have occurred in the field of preschool education in Uzbekistan. For example, on February 7, 2017, such an important document as the Actions Strategy on 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 pre-school educational institutions and radically improving conditions for the comprehensive intellectual, aesthetic and physical development of children in these institutions, as well as significantly increasing the accessibility of these pre-school educational institutions to all categories of the population of Uzbekistan.

Implementing all the tasks of the Actions 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, systematic management of tasks, special attention is paid to the development of scientific and methodological support of 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 State requirements, which is aimed at solving all the problems of preschool educational institutions.

The urgent problem of today's 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 will 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 Program of reforms of preschool education 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 be enrolled in preschool educational institutions according to the principles of student-centered learning.

Modern society sets new tasks for educational work in preschools, federal standards are introduced, which 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 preschool teacher, introducing into practice the principle of competitive ability of the teacher and the entire educational institution, the personal and individual criteria of the teacher individually and the entire teaching staff in general 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 teacher's creativity and the manifestations of this creativity in his pedagogical activity. The main part of the educational process in a preschool educational institution is everyday cooperation of the teacher with the child, demonstration of the norms of behavior and teaching him 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 methods and teaching materials that would meet the world standards of preschool education. The specialists of the preschool educational institution are obliged to constantly improve the curriculum and the corresponding forms and methods of teaching in accordance with the changing needs of education. In groups with children with special needs, educators are required to select teaching methods and appropriate teaching materials that would 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 contribute to the achievement of the set goals and cover the development of

all competencies necessary for the child, such as social, linguistic, cognitive, artistic, medical and many others. All of these listed educational methods are recommended to achieve the following educational goals:

- stimulating learning;
- creating 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 a teacher and a child, taking into account the peculiarities 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 that includes the teacher's logic, his scientific skills and knowledge; 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 number of studies in this area under consideration, we come to the conclusion that the introduction of mandatory criteria for a teacher, which would meet the world standard for organizing preschool education, cannot take place without the very process of the teacher's creativity to his labor functions. Such as:

- First, the teacher must be ready for creative interaction with children, but based on his creative potential, his abilities, accumulated knowledge, skills, experience, and self-realization in creative positions.
- The process of forming the educator's creative potential is conditioned by the principles of competence, efficiency, 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 a willingness to support the child in his formation and to be an example for him, in the development of tolerance, empathy, cooperation.
- The creative potential of the educator as a game technique is realized in the development of play competence, in the desire to increase the play reserve, in play 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 a 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 method of pedagogical workshop is one of the innovative methods that provides extensive opportunities for the full formation of the creative potential of the teacher of preschool educational institution, through the use of interactive technologies of cooperation, project method, brainstorming, role training, methods of story therapy, including an additional range of various techniques of creative personal development.

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

The structural components of the pedagogical workshop are:

- pedagogical master classes to develop the teacher's professional competence and design skills;
- trainings with the participation of teachers and children, creating the necessary conditions for experimental testing and correction of projects;
- creative research design associations, within 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 acquired in childhood. Realizing the importance of all this, the President of the Republic of Uzbekistan Shavkat Mirmonovich Mirziyoyev not only made certain amendments to the legislation, but also changed the very approach to preschool education.

Improvement of the activities of preschool educational institutions is designated by the President as one of the priority directions of state policy. A separate Ministry of Preschool Education has appeared in the Republic of Uzbekistan, which deals specifically with kindergartens. Since the creation of the Ministry of Preschool Education of the Republic of Uzbekistan in September 2017, the regulatory framework of the sphere 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, an open information system for education management Educational Management Information System (EMIS) has been launched. Also, action plans were approved for the introduction of inclusive education and a policy for the development of pedagogical personnel, a draft law "On the early development of preschool children" was developed, based on the study of the experience of different countries, for example, Finland, Great Britain, Russia, Japan, Sweden, South Korea.

Together with UNICEF international experts, on the basis of the best foreign practices and the experience of South Korea, the State Requirements for the Development of Early and Preschool Children and the State Curriculum for Preschool Education "Ilkkadam" ("First Step") have been developed and approved, which is already being implemented in all preschool educational institutions Republic of Uzbekistan. Its main specificity is that each children's educational institution has the right to develop and apply its own programs as well.

In the innovative system that specialists in preschool education in our country are positioning, it is that the educator should not be above the child, but together 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 transmitted in the form of a game. This increases the child's motivation to learn, he feels comfortable and free. It is a personality-oriented education where the focus is on the child.

Cooperation with parents plays an important role in the continuity of preschool and basic education. These are joint parent-teacher meetings with teachers of preschool educational institutions; round tables, discussion meetings, pedagogical living rooms; parent conferences, evenings of questions and answers; consultations with teachers of preschool educational institutions; days of open doors; creative workshops; questionnaires, educational and play trainings and workshops for parents of preschool children, business games. Whereas earlier kindergartens were designed to care and look after 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 with the help of which the teacher captivates children with new knowledge, allows

them to teach 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.

Today, no one denies that preschool education is one of the main factors in the successful and versatile development of the future generation. But this is how it should be, this issue is actively discussed by many scientists around the world. Modern experts in the field of preschool education are more and more inclined not to the program as the main part of the educational process, but to raise the interests of the child at the forefront of this issue. It is the interests of the student, according to scientists, that are the basis for the formation of the goals and objectives of the preschool educational process. But the problem is that often young specialists in the field of preschool education are completely unprepared to work according to the principles of personality-oriented learning, where the child should be in the center of attention. With this form of training, the entire educational process must be carried out in the form of games, in which knowledge is transmitted through play. This increases the child's motivation to learn - without imposing, the child feels comfortable and free.

Today, we, teachers, are witnessing a new trend in the field of preschool education in the Republic of Uzbekistan. The experience of other countries, such as South Korea and China, which in a short time managed to create a network of modern kindergartens effectively functioning in all their countries became an example for our country's specialists in the field of preschool education.

In turn, great efforts were made to develop cooperation between Uzbekistan and China in the field of preschool education. The result of these efforts was the first Uzbek-Chinese forum on preschool education, which took place in May, 2019. It acted as a kind of platform for the exchange of experience between specialists in this field. The participants discussed the possibility of creating joint Uzbek-Chinese enterprises, got acquainted with the best practices of organizing the educational process used in China, considered topical issues in the field of preschool education. As a result of the forum, memorandums were signed with six Chinese companies to create a kind of experimental and scientific-practical platform for the development of the entire sphere of preschool education in the Republic of Uzbekistan, where advanced international practices will be applied.

Thanks to such events, studying the results of their work, we, teachers must create such innovative technologies and mechanisms that would ensure successful results and contribute to a new approach to the organization of the educational process, in particular, in preschool education institutions of our state. In this regard, the subject of our research is to consider the importance of pedagogical practice in the preparation of specialists in the field of preschool education. We have put forward the following hypothesis that pedagogical practice, with its correct organization, can become an effective tool for the modernization of pedagogical education and high-quality training of specialists in the field of preschool education.

As you know, the successful development of an early child is largely determined by the attitude of an adult towards him, the upbringing and education that is specially organized in kindergarten and family. In this case, the process of upbringing should be based on the teacher's deep knowledge of the natural mechanisms of the child's development, the disclosure of which leads to the fullest satisfaction of the child's specific needs: in his movement, communication, cognition, in his emotional acceptance, vigorous activity. It follows from this that in the system of training specialists in the field of preschool education, this type of practice should occupy a basic place.

Based on the results of our research, it was proved that for the preparation of a high-class specialist in the field of preschool education, only theoretical knowledge in the field of working with children is not enough, practical experience of professional activity with children is required. All this can be realized in conditions of well-organized pedagogical practice of students. Since,

the main goal of the practice is to ensure the unity of the theoretical training of the teacher of preschool education with his practical activities in educational institutions.

The key tasks of the pedagogical practice of a future specialist in the field of preschool education should be: the formation of a set of professional knowledge, skills and abilities necessary for work as a teacher in early age groups; familiarization with the peculiarities of the educational process, the main content, methods and techniques of working with young children; the ability to diagnose the individual characteristics of a young child; development of the ability to choose and use in practice those pedagogical technologies that would correspond to the goals and objectives of raising children and their individual characteristics.

At the beginning of the practice, students should observe the work of the teacher, and then work independently, organizing the activities of children, conducting open classes. In the process of practice, students are encouraged to study the features of the organizational and methodological activities of the senior teacher. At the end of the practice, the student must submit the following documentation: a practice diary, a summary of an open lesson, a weekly lesson plan for one age group, the timing of the child's independent activity with a written analysis, visual, didactic materials for working with young children, a report on the practice.

During the practice, students must collect and analyze the results of their observations, use their theoretical knowledge in pedagogy and psychology, improve their pedagogical skills. Pedagogical practice in a preschool educational institution allows the student to understand that one of the main goals of upbringing and teaching preschoolers is the full and timely mental and physical development of the child.

The practical experience of a future specialist in the field of preschool education should be aimed at developing his ability to choose those types of pedagogical technologies that would meet the priority requirements of raising children at a given age level and the individual characteristics of the child. In the process of practice, the student must actively participate in the educational process of a preschool educational institution, conduct practical exercises, organize games, children's leisure, draw up calendar plans for their work.

A survey of trainees showed that in the process of pedagogical practice, students were convinced that the research component in the structure of the teacher's activity is very significant, their early inclusion in research practical activity allowed them to quickly establish contact with children and teachers, feel more freely and confidently in the process. organizing educational activities directly. And most importantly, in the course of teaching practice, according to the students surveyed, they acquired the most important component of professional competence - experience. This is the experience of analyzing, planning, organizing and controlling a personality-oriented educational process, the experience of communicating with children and their parents, creating a favorable psychological climate in the children's team, participating in collective events.

It should be noted, based on the results of our research, that an important condition for the successful organization of pedagogical practice is the choice of a practice base, educators of preschool institutions, leaders who manage pedagogical practice. Emotional and constructive support of the teacher-mentor and the head of the practice was of no small importance for students who have difficulty in performing professional functions.

Thus, in the course of pedagogical practice, the following goal is achieved: the formation of special competence of students in the process of solving professional problems in the conditions of a real pedagogical process of a preschool educational institution. Moreover, practice is an effective tool that contributes to the formation of the main components of the professional competence of future teachers in students.

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