

## Improving the Methodology of Developing the Thinking of Pre-School Children Based on a Creative Approach

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**Annotation:** The article presents ideas about educational opportunities in developing the thinking of preschool children and the development of educational technologies for developing pedagogical skills and thinking of students.

**Key words:** children, innovation, thinking, creative, preschool, physical, personality, education, technology.

Special attention paid to the field of preschool education in the republic and a number of documents adopted in this direction to increase the regulatory and legal framework for education quality and quality improvement.

It is one of the efforts of pedagogues and educators to improve pre-school children in every way, and to create thinking young people.

In preschool educational institutions "Ilk kadam curriculum" in the implementation of the first and preschool development of the Republic of Uzbekistan in the state requirements for children, highly effective modern education and innovative technologies, education and training o "Continuous education It has been shown that the lowest level of the education system plays a very important role in the monitoring of the pre-school education system, the personal education of every physically and well-rounded child and the guaranteed preparation for school, and the education of mature personnel.

It should be said that we see that any global development of the society has its influence on the education of the young generation, today's children cannot be deceived by "tales and events of the past", they are rich in real events of their lives. the information is interesting. A modern educator working in a preschool helps to ensure educational activities, knowledge of daily changes and innovations, his tireless work, innovative readiness for practical training in constantly changing non-standard conditions, which is additional, non-traditional, parallel independent education. trying to start lim systems.

In our opinion, among the above problems, the most important ones are to modernize the issues of creative creation of preschool education teachers in the educational process, innovation and novation, innovative educational technologies, and provide competencies with new pedagogical technologies. Meaningful creation of the process of development of children's preschool thinking on a creative basis depends on the solid mastery of the basic curriculum.

We need to know that educational problems have undergone serious changes based on the innovations in preschool education and social sphere. Therefore, it is the need of the hour to review the stress of continuous education, creatively reassessing the problems of education.

It is necessary to ensure the implementation of a number of tasks indicated above, to develop the creative abilities of educators working in preschool educational organizations to the extent that they

can meet the requirements of the time, to fundamentally reform education, and to raise the updated continuous education to the quality level. efficiency is considered.

The originality of the process of developing the thinking of preschool children based on a creative approach is the didactic possibility of new educational subjects: educator-student-family cooperation, stylists, educator-professional, citizen-person; community of students; team of pedagogues-psychologists; is related to formation of public associations.

To create the necessary conditions for a new modern approach to the process of developing the thinking of preschool children, to improve innovative technologies, to arouse interest in independent activities related to the educational opportunities of preschool educational organizations and the development of pedagogical skills and thinking of children. 'support; problems are solved by ensuring the participation of the team of educators in the development of socially significant educational projects, programs, educational technologies, and by implementing the tasks of expanding foreign cooperation.

It is worth saying that technical and human resources that determine the tasks of developing creative abilities and thinking of employees of preschool educational organizations, diversifying educational services, introducing quality economy, mutual integration of new pedagogical technology and educational strategies, facilitating educational forms and A systematic method of creating, applying, evaluating and defining "whole" processes of teaching and learning, taking into account their interaction, was specially recognized by UNESCO.

Development of creative technologies of educational content in the development of thinking of preschool children, improvement of education quality, modernization of curricula and programs, formation of creative thinking of pedagogues, exchange of experience with leading higher education organizations of developed foreign countries the time demands the need to develop measures.

of the Minister of Preschool Education of the Republic of Uzbekistan

July 4, 2011 Order No. 144 "On the improvement of the continuous methodical service system".

Based on the essence of our research, it can be said that today in the dictionary of pedagogical terms, we often find the terms "creative", "pedagogical creativity", "creative skills", "creative competence". A natural question arises, what is the role of a creative approach in the development of thinking of students of preschool educational organizations? What is the need for this? Before answering these questions, let's talk about the terms "creative", "pedagogical creativity", "creative skills", "creative competence". The concepts of "creativity" and "creative competence" are used in scientific literature.

Creativity - (lat. "sreativi"; visual. "sreativite" "to create", "build") is the level of creative ability, the ability to create, which is considered a stable quality of a person, and it is related to creative thinking . Creative thinking is a person's ability to solve non-standard tasks and find new, more effective ways to achieve their goals. That is, creativity is basically coming up with unique ideas, avoiding conventional thinking, and knowing how to solve problems quickly and efficiently. Creativity consists of the unity of individual qualities and thinking abilities that create the basis for the formation and development of creativity in a person.

Creative competence (eng. «sreative» creativity). This type of competence is related to the pedagogue having skills such as innovation, creativity and organization. Creativity is important not only for creating new ideas, but also for improving a person's lifestyle and spirituality.

The concepts of "creative", "pedagogical creativity", "creative abilities", and "creative competence" have been thoroughly explained in the analysis of a number of literatures and the research works carried out in recent years. Many definitions of the concept of "creative approach" can be given, expressed in scientific, philosophical, literary or ordinary language.

Based on the analysis of the literature, we can say that the term creativity appeared in Anglo-American psychology in the 60s, in which the issues of creativity's connection with intelligence and the psychological aspects of creativity and its dependence on the individual characteristics of each person were studied. M.N. Gnatko analyzed the mechanisms of creativity by dividing them into two types. These are:

- potential creativity is a necessary condition for creativity, and it means that pedagogues are ready for creativity, regardless of the circumstances, and as a result, implement their ideas.
- creativity in activity is creativity in a specific field.

Creativity does not appear spontaneously in pedagogues. The active use of epistemological, axiological and creative technologies (technological tools of education) in the educational process creates a basis for developing the potential of creativity. This is a social requirement of the time, and the effective organization of pedagogical activities in line with the development of society requires pedagogues to work on themselves, to enrich themselves creatively, to be aware of the achievements of science, and to incorporate them into their work. is enough.

B.Kh. Khodzhayev in his scientific research "the teacher's desire for innovations, overcoming the difficulties encountered in the process of mastering them and being able to use them in his pedagogical activities, being able to actively and creatively apply innovative innovations in his work, o "requires to have creative competence related to having original ideas and the ability to heuristically find positive solutions in various pedagogical situations."

In the research of S.S. Rakhimova, preschool educational organizations focused on improving the content of training of pedagogues, aspects related to their creative competence.

Based on the opinions of our above scientists, we can say that raising creative potential is the first step to achieving ideal creative competence. Accordingly, the potential of creativity is a changing process, and developing the potential of creativity of educators is a social demand of the time. Because the pedagogue working in preschool education organizations, which is considered the initial link of the continuous education system, the effective organization of pedagogical activities in line with the development of society requires pedagogues to work on themselves, enrich themselves creatively, he is aware of the achievements of science and demands to apply them to his work.

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