

INHALT DER ENTWICKLUNG KREATIVER FÄHIGKEITEN VON VORSCHULKINDERN AUF DER GRUNDLAGE EINES INDIVIDUELLEN UND INNOVATIVEN ANSATZES

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Zusammenfassung: Der Artikel befasst sich mit der Rolle von Aktivitätszentren bei der Entwicklung der kreativen Fähigkeiten von Kindern im Vorschulalter, der Ermutigung von Schülern, durch Lernspiele auf neue Ideen zu kommen, und Möglichkeiten, ihre kreativen Denkfähigkeiten zu verbessern. Das während der Recherche erstellte „Beobachtungsheft zur Bestimmung der kreativen Fähigkeiten des Kindes“ und die Methoden, die helfen, die kreativen Fähigkeiten zu entwickeln, werden besprochen.

Schlüsselwörter: Vorschulische Bildung, kreative Fähigkeiten, Komponenten kreativen Denkens, Wissen, Fähigkeiten, Kompetenz, pädagogische Aktivität, Neugier, Motivation, individuelle Herangehensweise.

CONTENT OF DEVELOPMENT OF CREATIVE SKILLS OF PRESCHOOL CHILDREN BASED ON INDIVIDUAL AND INNOVATIVE APPROACH

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Abstract: The article deals with the role of activity centers in developing the creative abilities of children of preschool age, encouraging students to come up with new ideas through educational games, and ways to improve their creative thinking skills. The "Observation notebook for determining the child's creative abilities" created during the research and the methods that help to develop creative abilities are discussed.

Keywords: preschool education, creative abilities, components of creative thinking, knowledge, skills, competence, educational activity, curiosity, motivation, individual approach.

INTRODUCTION

As a child is born and grows up, it is important to create physical, social and psychological opportunities for communication, learning and development in a social environment. Pre-school children's knowledge of the world develops and improves from opportunities created at the right time, which is of great importance for the development of society. Such conditions are created in preschool educational organizations, where regular educational activities with children continue and are the basis for the development of abilities.

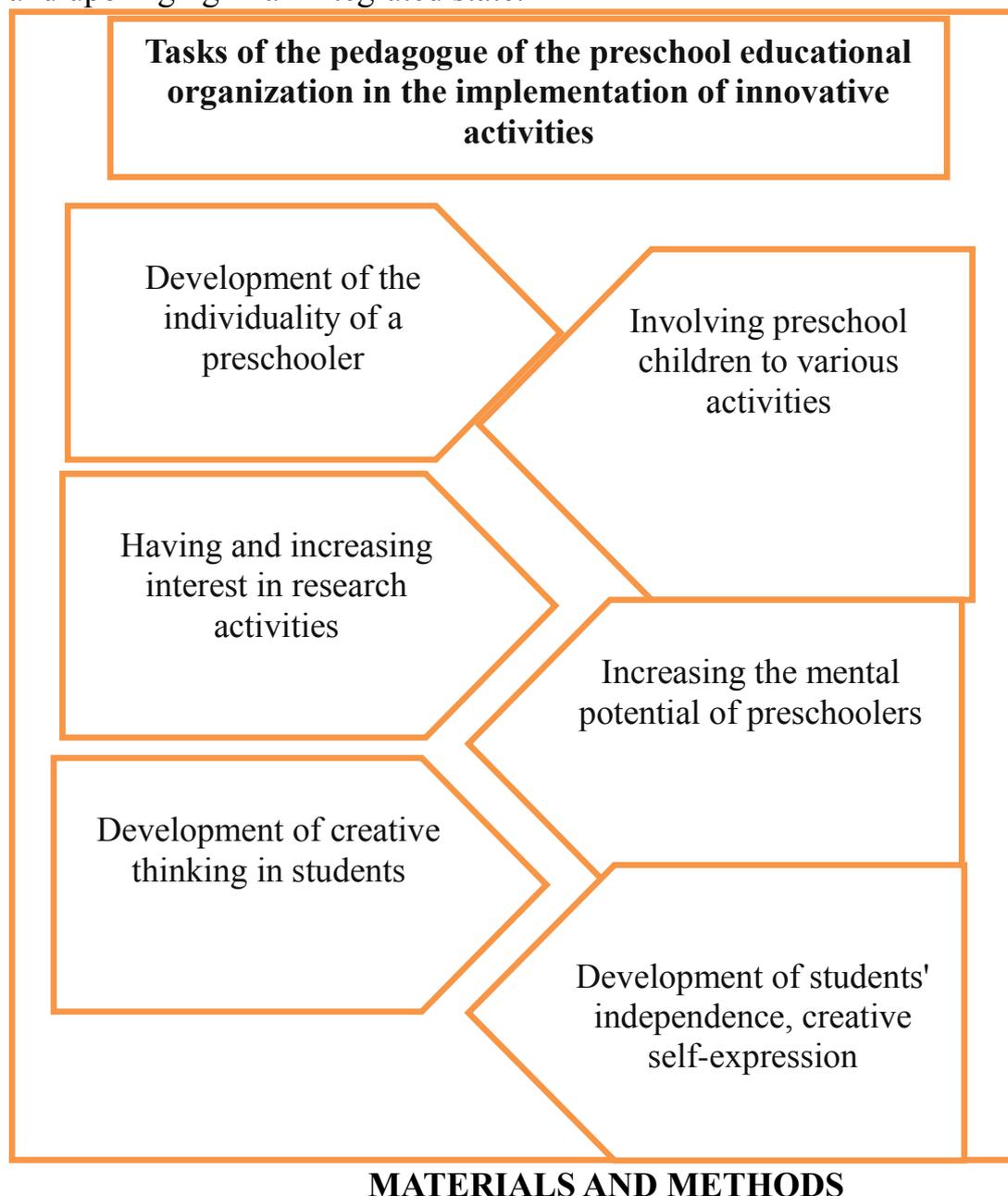
Researchers believe that preschool age is the golden age for directing in creativity. The intellectual flexibility of preschool children directly depends on the degree to which their creative abilities are formed.

The components of creative thinking are:

- positive thinking

- active learning
- self-expression
- wide range of rights for selection
- creative approach to situations and finding new solutions to problems.

Creative individuals are usually hardworking and active, striving to achieve high results without much effort. Therefore, it is important to develop educational strategies aimed at the creativity of children of preschool educational organizations. The development of children's creative abilities in pre-school educational organizations mainly depends on the creativity of educators. The current situation demands that pedagogues working in modern preschool education organizations be creative [Fig. 1]. In the process of applying the principles of developmental education in practice, the educators of the preschool educational organization should use educational activities and evaluation based on the standards of preschool education and upbringing in an integrated state.



It is clear that pedagogues face various oppositions in the process of educational activity, because measuring and evaluating preschool children's learning is contrary to the existing paradigm.

"The teacher's ability to be creative directs his personal abilities, natural and social energy to quality and effective organization of professional activity. Having creative qualities of pedagogues working in the preschool education system will help them to create new ideas based on an innovative approach, unlike the traditional approach to the organization of educational processes, not to think in a single mold, being original, initiative and not tolerating uncertainty.

Psychologists have proven that individuality, curiosity and motivation are the most important factors in the development of creativity of children of preschool age. After that, the creative ability of the student is determined and developed depending on the approaches according to the children's imaginations, interests, and the type of educational tasks. In this process, the educator should be observant and attentive, and approach each child individually. Formation and development of creative thinking skills in a person is a complex process. Therefore, the effective organization of this process requires its methodologically correct and rational organization.

In the course of our research, when keeping the "Observation notebook for determining the child's creative abilities", which was created by us and put into practice, educators-pedagogues approach each child individually in their practice, pay attention to achievements and problems in the areas of development, determines what qualities are required to be supported and what tasks are relevant.

The extent to which the preschool child's creative abilities are formed and the goals of the further pedagogical process are determined.

Observations should be based on the following principles:

- observation is carried out in the usual conditions for children and is aimed at helping the child;
- observation is conducted for at least two weeks (or within a month) to get an objective picture of the student's creative abilities;
- the tutor can get information about the child by talking to parents and other employees of PEI;

The tutor should pay attention to the student's interest, inclination, unique characteristics in the process of communication and cognition.

Observation is carried out in the areas of development of all creative abilities, and on the basis of this observation (educator) in cooperation with a pedagogue-psychologist, speech therapist, music director, physical education instructor, etc., sheds light on the achievements of the student, defines changes.

Primary observation is carried out at the beginning of the academic year (September). At this stage, the creative abilities of each child and his achievements during this period are determined.

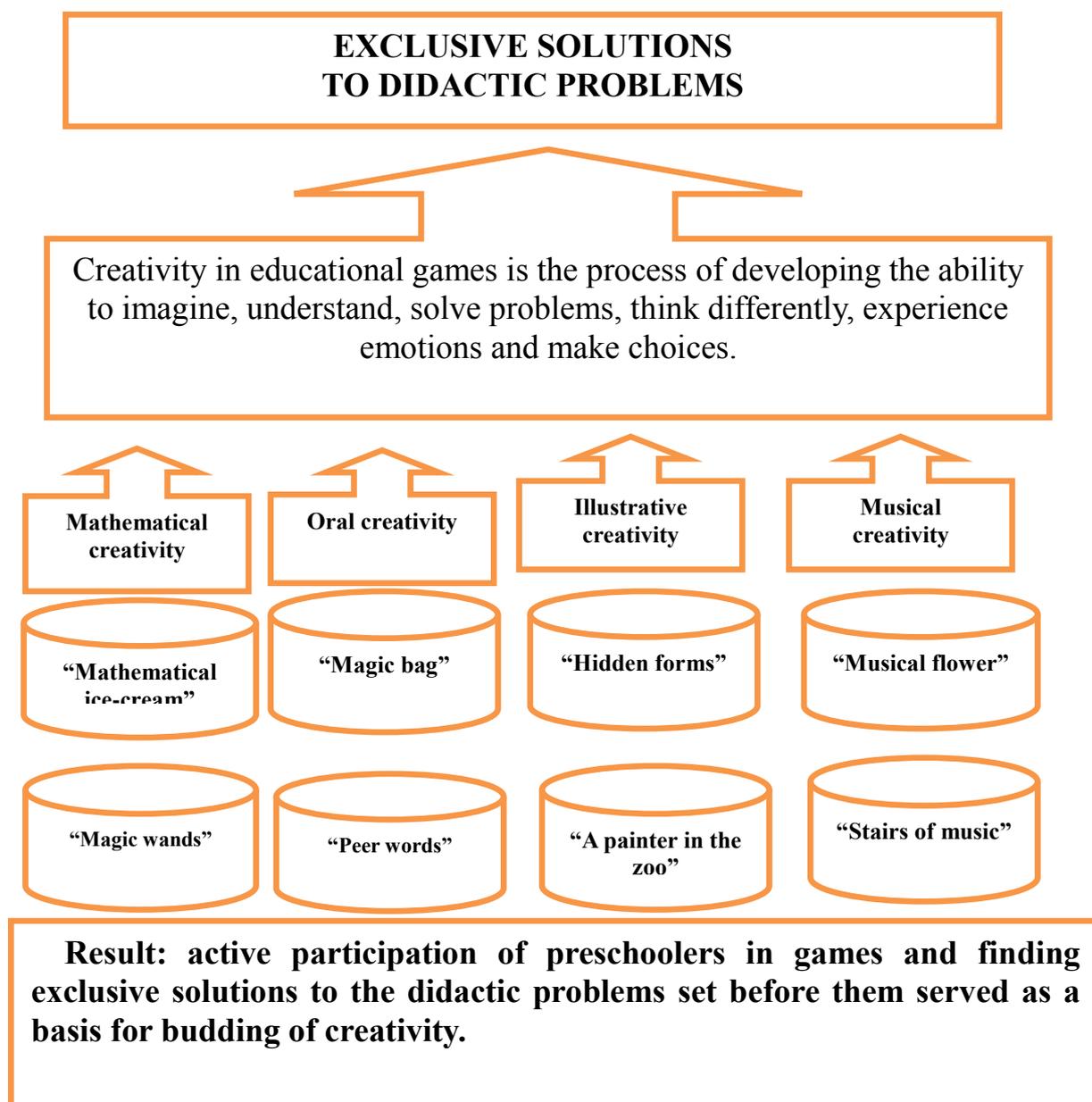
RESULT AND DISCUSSION

The educator has an individual approach to each pupil, pays attention to achievements and problems in the areas of development, determines what qualities are required to be supported, what tasks are relevant for each child.

Intermediate monitoring is conducted at the end of the first half of the year (December, January). The purpose of this observation is to determine the correctness of the methodology chosen for each pupil and to determine the dynamics of development. According to the results of this observation, the educator can make changes to the pedagogical process together with other specialists.

At the end of the academic year (usually in May), the final observation is carried out according to the "Observation book for determining the child's creative abilities".

The organization of the following interactive methods used by the educator during educational activities to increase the interests of the students as well as to satisfy their needs serves as an important basis for improving the quality of preschool education [Fig. 1].



The above-mentioned educational games encourage students to keep coming up with new ideas and increase their creative thinking skills.

The simplest manifestations of interest in creativity begin to appear in children of preschool age. But due to the lack of social and communicative experience of the students, if such situations occur episodically, in the process of gaining experience, striving to understand the world, as a result of acquiring certain knowledge, creativity begins to have a clear meaning. This indicator is evident in the creative activity of the students. That is, the creative activity of a preschooler, which in most cases is primitive, especially their pictorial activity, gradually acquires content and essence based on certain laws. The formation of creative skills is reflected in their activities in the process of educational activity.

CONCLUSION

As a result of our studies, it became clear that the problem of children's abilities has always aroused great interest in mankind. However, in the past, society did not feel a special need to master the creativity of people.

Talents appeared as if they created masterpieces of literature and art by themselves: they made scientific discoveries, made inventions, and thus satisfied the needs of the development of human culture. By our time, the situation has changed radically. Life and development in the age of science and technology are becoming increasingly diverse and complex. This requires from the society not standard, usual actions, but mobility, flexibility of thinking, quick orientation with a creative approach to solving big and small problems, adaptation to new conditions, creative ability.

We have come to the conclusion that the main task of our research is to create a model for developing creative abilities of preschool children based on an individual-oriented and innovative approach. It became clear from our studies within the framework of our research work that it is necessary to form the most important and particularly important creative abilities in the students.

Based on the above, it can be concluded that preschool age is a period of great opportunities for the development of creativity. Every child is born with innate creative abilities, but they can be hidden and certain conditions must be created to reveal them.

Active participation of preschool children in games and finding exclusive solutions to the didactic problems set before them is the basis for the budding of creativity.

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