

Creativity in the work of an educator

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Abstract: This article analyzes the importance of creativity in the activities of educators and the methods used with children in this regard.

Key words: Creativity, methodology, educator, education-education pedagogue, plot drawing, TRIZ technology.

In modern times, teaching children of preschool age, developing their creativity, requires great skill from the pedagogue, dedication to his profession, creative approach to education. Of course, creativity is not formed by itself in the educator and pedagogue. For this purpose, the educator and pedagogue should constantly work on himself, think creatively, and organize creative activity processes. In addition, it is necessary to be able to use new approaches to solve problems, form, methods, and innovation in the activity of a pedagogue. Must be a person who is ready to accept and implement innovation, an innovator who constantly seeks innovation in his personal practice.

The concept of creativity (lat, eng. "kreate" means "creativity" when translated from English). So, since it means to create creativity, it is assumed that educators should be able to teach children to have a creative approach to their profession, to create a creative environment, to solve problems in non-standard ways in the process of educating a creative person.

A teacher is not only a person who gets along easily with everyone, but also a person who chooses the most suitable innovative pedagogical methods in order to reveal the potential of children. Creating an opportunity for children's creative, creative development, children feeling free to express their feelings depends on the pedagogical skills and creativity of the teacher. The creative potential of the educator pedagogue can be defined as follows: First, a goal-motivated approach (in which the interests and motives of the pedagogue are seen in the effort to organize educational activities).

Second, the quick approach (movements related to logical thinking are seen in the use of practical activity methods).

Third, reflexive evaluation (where self-analysis is seen in self-evaluation). A teacher educator should pay attention to the following when developing creativity:

1. Use of non-standard methods in the organization of educational activities .
2. Formation and development of critical, creative thinking .
3. Creative thinking, striving to come up with new ideas, striving to innovate.
4. Encourage children to succeed.
5. Maximize children's creativity
6. To pose a problem or create a problem situation.
7. Ability to create a creative space .
8. Communicate more with creative people .

In order to embody such qualities in himself, it is necessary for the teacher to work tirelessly on himself . Because in today's age of development, old - fashioned training does not meet the requirements of the time . Modern pedagogy requires creativity .

In developing children's creativity , it is necessary to pay attention to the following .

1. Correctly answer the questions asked by the children . We know that as children get older, their horizons expand and they have many questions about what they see and hear. Taking this into account, it is necessary to pay attention to each and every question of the children and give a full answer .

2. Not demanding realism, allowing the child 's fantasy . By the children create an opportunity for independent activity . A child can create performances based on a favorite fairy tale or a cartoon he has seen. Taking into account the interests and capabilities of children. Seeking to build trust. In the educational process, teachers select and arrange material using the most effective opportunities for creative development of children . Whether children feel free to express their feelings also depends on the educator's creativity and approach to his profession.

3. The educator should not deny the individuality of the child, should bring up topics that encourage children to discuss, which are suitable for the organized playful educational activities . If attention is paid to these aspects, the creativity of children of preschool age will develop well .

of creative approaches , it is possible to solve the tasks set in the process of speech development in preschool children from all kinds of methods and methods . For this purpose, we have recommended several game-based educational activities and managed to conduct them in cooperation with educators. Up to the age of 3-4 is a very important period in the development of preschoolers. The child is distinguished by high speech activity; its vocabulary contains all parts of speech. He memorizes several poems and songs and repeats them with pleasure. The child is very interested in those around him, his ideas about the environment are constantly replenished. He carefully looks at the actions of adults and imitates them .

which of the tasks is easier for children of junior school age, several options of tasks that differ in complexity were given . In the tasks, it was aimed to create a story based on the pictures, and the second task was to determine the ways to increase their vocabulary by reading the story "Oijon" to the students . In the initial training, the children were divided into two groups. The first group is shown pictures of spring on the monitor. The second group was shown pictures depicting the spring season in a paper version. The teacher told the children that they should write a text about spring scenes . The educator explained that each child in both groups should look at the picture and say one sentence . "We don't repeat what one of us said," the teacher explained. A photo of the first spring season was shown on the monitor. Today , "A picture of Navroz holiday was shown. In the third, he shows a picture of a swallow and her children. The same pictures were shown to the second group. When each picture was shown, the teacher asked questions based on the pictures , and the children made sentences in turn to the given questions . Children in the group that saw the pictures on the monitor compared to the pictures that showed pictures of the spring season made sentences using semantic connectors in the sentences. Now , if we pay attention to the creative potential of the teacher in this method , first of all, the pictures shown on the monitor should be suitable for the child 's age, and the scenes should reflect a certain meaning . At the same time, the questions asked by the educator should be aimed at making the child think and then speak . Of course, it is more important that the teacher does not demand realism from the children should pay attention to the construction of the sentence . In the second group, where the pictures were shown in paper form , most of the children made a speech based on the questions given by the teacher during the task .

In the second session, the children were read the story "Oijon" by Nasiba Erkhonova . By reading the story, it was aimed to increase children's vocabulary and develop speech, improve pronunciation , and teach them to be present. In this case, children were divided into two groups. The story was read to the first group by the educator in a simple way . In the second group , the educator first showed a video of mother and child's mutual love through the monitor . Pictures based on the story were shown on the monitor while the story was being told . After the end of the story, the monitor was asked to retell the story based on the pictures based on the story . Children retold the story based on the pictures on the monitor . When the story was read in a simple way, the children confused the conjunctions (ni, ning, ga) when using plural conjunctions in the retelling . Cases of saying the present tense verb in the future tense were observed.

of 4-5, the period of "what for" begins. At that age, children begin to classify objects into groups. They can distinguish the size of the items by their color. Pronunciation of sounds and diction will go smoothly . Children begin to form words based on grammatical rules. They can also weave stories on a topic independently . Showing pictures on a monitor is a good way to develop speech , because speech is more visual and easy to understand. That's why it's good to show the story and talk about the picture . Approaching from this point of view, we tested a number of tasks aimed at developing children's speech and thinking with middle age children . Tasks aimed at activating children's vocabulary based on conducting conversations with children on a given topic, enriching monologue speech and improving communication, as well as deepening their knowledge about nature were given . The monitor shows images of farmers and gardeners harvesting crops in autumn e language. Children's answers about what they saw on the monitor were listened to one by one. The teacher summarized the children's answers and offered to make a whole story about the autumn season. In the process of creating a story, attention was paid to children's use of words . In the process of children's dialogic communication, a new form of speech - monologue is created and formed. It arises due to the child's desire to share his thoughts, feelings, and knowledge about the world around him . In this case, the speech takes place in the form of a short story . Children of preschool age like to tell familiar stories, to tell the contents of cartoons , to tell what they have seen .

In the following methodology , it was aimed to form a dialogical speech in the activities of 5-6 year old children with story pictures . A large group was selected for this. If the teacher did not show the pictures with the story to the children before starting the activity , the group brings it to the mother and hangs it on the board with the right side . Activating children before starting the educational activity, holding a short conversation so that they understand the content of a new story picture will form the child's primary ideas about a certain topic. For example: Before showing children a picture with a plot called "Mother Chicken and Her Children", in order to determine the children's imagination: Who has a chicken in the house? Do you like raising chickens? What do you feed the chickens ? Do chickens and chicks sound the same ? questions like _ After that, he shows the picture to the children: "Mother hen and her children" and gives time for the children to understand the meaning of the story picture . After seeing the picture, the children activate some words in the children's vocabulary by asking questions based on the picture . The questions were asked taking into account the age and individual characteristics of the child , taking into account the purpose of the state requirements for the development of children of primary and preschool age . In the process of looking at the pictures, the students' attention was directed to some details : What is the mother hen lying on?

What color are the feathers of the chicks that are around the mother hen with their beaks on grain ? How do chicks sound? Who scattered the straws? After the children answer the questions given by

the teacher , the teacher himself speaks about the picture : "This is a mother hen. He has several chicks . A mother hen is lying on the straw and watching her children. The yellow-yellow chicks are walking around the mother hen making a clucking sound. The yellow chick playfully scattered the straws . The rest of the chicks They are standing under the mother hen's wings and chirping. A mother hen is lovingly looking at her chicks and making a "coo-coo-coo" sound . During the training, the meaning of new words was explained to the children. Words that are difficult to say are repeated together with the children. Poems were recited together with the children during the educational process .

My chicks have yellow feathers

yellow eyes is millet

I feed them grain and water every day

to count if there is any

telling the story of Zamira Ibrahimova "The chick in search of her mother" based on the story picture and staging the story , children can feel about pets, how their children are named, what sounds they make in the process of performing the given roles. At the same time, the pronunciation of the "J" sound has been strengthened. The special feature of viewing pictures and staging is that, together with new information, children develop a sense of love for pets and birds, as well as the development of speech and thinking .

of TRIZ technology is effective in the development of children's speech . The main tool for working with children is pedagogical research. The teacher should not reveal ready-made knowledge and truth to the children, on the contrary, he should first interest the children in the problem and then direct them to find its solutions . On the basis of the TRIZ method, for the purpose of experimenting with children of the school preparatory group, the teacher suggested retelling a familiar fairy tale in a different interpretation . For this purpose, 20 children were selected from the group. 10 children were invited by the teacher to retell a familiar fairy tale in a different interpretation . The story was told to the remaining 10 children by the educator . For example; the turnip grew small . Continue the story . First, the original version of the turnip fairy tale was told to the children . Pictures based on the story were shown. After that, the children created a fairy tale in a new interpretation . Some words in children's vocabulary were activated when describing the development of events in the fairy tale . In the newly invented fairy tale , the acquisition of new words in the children's vocabulary was emphasized. " The little grown turnip" starts the adventures together with the old man 's nephew . Children used pronouns, nouns, and verbs in the process of telling the story . Logical thinking has developed in children. During the creation of the fairy tale, there were processes of the hero falling into difficult situations, and children tried to find a way out of such situations. The purpose of this is to develop thinking processes in children, to enrich children's speech with new words, to develop thinking skills . We have achieved our goal .

was told to the remaining 10 children by the educator . The children retold the story , but only the story told by the teacher . In the process of telling, they allowed x atolics. Asking a child to retell a story told in a normal way is not a motivational trait . He just tells the story like a child . In the TRIZ method , the child does not use ready-made materials . The task itself makes the child interested.

In small groups, the game "What color is the sun" was played using the TRIZ method . The teacher addressed the children while playing the game with the children: Children, find out what I am talking about .

When it comes out, I will spread my roses, I will grow day by day from its warm warmth (the children answered with plants)

I am very afraid of him, if he comes out, I will freeze immediately (the children answered with ice)
I also like her very much , I will sprout , bloom, and do things from her tuft (the children answered the tree)

I see it very well, when it comes out, I look in the direction it flew (the children answered with ash)
Asking such questions and children's answers show the importance of TRIZ games in the all-round development of children.

The preschool period is a wonderful period when a child develops motivation, self-expression, self-actualization, and the desire to do something. Therefore, this field requires an approach to children's readiness for education based on the needs of the times, from parents to all those who are responsible for this field.

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