

EFFECTIVE WAYS TO ORGANIZE THE CREATIVITY OF FUTURE EDUCATORS IN MOBILE KINDERGARTENS.

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Abstract: This article presents effective ways and methods for effectively organizing the activities of future educators in mobile kindergartens and preparing them for their professional activities, taking into account foreign experience and the results of modern development.

Keywords: Continuing education, mobile group, motivational education, cognitive education, creative-activity education, personal-reflective education, pedagogical skills.

In recent years, our country has completely abandoned old approaches to education, relying on new principles, national values and traditions, and modern advanced experiences of world countries, radically renewing our way of life, and in the implementation of long-term goals, priority is being given to the education and upbringing sector. In particular, special attention is paid to the gradual improvement of the preschool education system and the implementation of a number of reforms, taking into account advanced foreign experience, improving the quality of education for the comprehensive intellectual, moral, aesthetic and physical development of the younger generation, introducing modern, innovative educational programs and technologies widely used in the practice of foreign countries in the development of the sphere of education and upbringing, and improving the professional training and pedagogical skills of future educators of preschool educational organizations.

The Development Strategy of Uzbekistan, adopted together with a number of reforms for the further development of the Republic of Uzbekistan, sets out priority tasks such as "Further improvement of the system of continuous education, increasing the opportunities for quality educational services, supporting and realizing the creative and intellectual potential of the younger generation." Accordingly, it is of great importance to further develop the activities of future educators based on effective methods and technologies that meet modern demands and needs. In addition, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further develop the system of providing preschool education services based on mobile groups" also provides for a number of measures aimed at fully covering preschool children throughout the country, and so far they have yielded results, and from the 2024-2025 academic year, the number of mobile groups will be organized on a large scale in remote areas throughout our Republic, and the education and upbringing of children involved in mobile groups will also require a number of additional professional competencies and many responsibilities from educators. Therefore, regardless of the preschool educational environment in which the younger generation is educated and raised, the comprehensive and effective organization of the activities of future educators who create the foundations of their future is considered an important task of each educational stage.

Mobile groups are groups organized in special mobile buses in neighborhood citizens' assemblies located in remote and remote areas of the country, where it is impossible to build preschool educational organizations, and are attached to state preschool educational organizations located near these areas, and are organized to include preschool children in preschool education.

First of all, the following tasks are

important in organizing mobile groups. to organize mobile groups in remote and remote areas where it is impossible to build preschool educational organizations;

to form mobile groups from children not covered by preschool education; to introduce innovative pedagogical technologies, effective forms and methods of education into the educational process in mobile groups ; to provide mobile groups with educational and methodological, didactic materials, developing games and toys, fiction that reflects national cultural and historical wealth and increases interest in reading from childhood;

to create conditions for the comprehensive development, intellectual, spiritual-aesthetic and physical development of children not covered by preschool education in accordance with state requirements for the development of children of early and preschool age, taking into account advanced foreign experience; to ensure the social adaptation of children who do not attend preschool educational organizations and prepare them for primary education;

to provide practical assistance to parents by providing advice and recommendations on the development of children, their education and upbringing, and methodological guidelines;

to provide mobile groups with highly qualified pedagogical personnel, as well as to organize free short-term training courses to improve their qualifications in physical education and first aid, and to develop alternative forms of preschool education.

The purpose of the newly established mobile groups is to further expand the coverage of children with preschool education, to provide educational services to children who do not attend preschool educational organizations. The main

tasks of the mobile groups are: to create conditions for the comprehensive development, intellectual, spiritual-aesthetic and physical development of children who are not covered by preschool education in accordance with state requirements for the development of preschool children; to ensure the social adaptation of children who do not attend preschool educational organizations and prepare them for primary education;

to protect and strengthen children's health; to acquaint children with national culture and universal human values; to form the foundations of the child's personality, develop his interest in acquiring knowledge;

to introduce innovative pedagogical technologies, effective forms and methods of education and upbringing into the educational process; to provide parents with advice and methodological assistance on the issue of the early development of children and their education and upbringing.

As for the organization of the educational and upbringing process in mobile groups, the educational and upbringing process in a mobile bus is fundamentally different from the educational and upbringing activities of state preschool educational organizations.

In this case, educators carry out their activities not from morning to evening with one group at fixed hours, but in short-term groups in 2 or 3 shifts, trying to achieve their pedagogical goals. The educational and upbringing process in mobile groups does not last more than 3 hours, and this means that the educator has to work with 3 groups in 3 shifts a day, which requires a lot of responsibility and additional pedagogical skills from the educator and the educator's assistant. Based on the above

procedure, mobile groups are being established as a project for children aged 3-7 in remote areas throughout our country.

It is also important to organize the activities of mobile groups that have been widely established in our country at a high level.

The organization of mobile groups under the auspices of the state

preschool educational organization is organized in a way that is characteristic of our foreign experience and mentality. Having become closely acquainted with the educational and upbringing activities in mobile groups and having studied foreign experience, we would like to present a number of effective ways to ensure more effective organization of the educational and upbringing process and the activities of educators in mobile groups.

The following criteria are considered the basis for the effective organization of the creative activities and self-development of future educators in mobile preschool educational groups :

motivational - striving for positive dynamics at the level of readiness for creative self-development; cognitive - deep mastery of pedagogical and psychological knowledge; creative-activity - acquisition of knowledge, skills and qualifications in pedagogical activity, the ability to use innovative technologies, develop children's creative abilities, organize effective communication with the community of remote areas;

personal-reflective - positive self-perception, creativity, willpower, moral qualities, self-analysis, self-esteem, etc., which are mastered not only by future educators of the mobile group, but also by educators of preschool educational groups that meet state standards, will lead to an increase in efficiency in work.

In preparing educators for the educational process in various environments, we will get acquainted with the above criteria in more detail:

Motivational education is a process that forms a student's interest in learning, goals and internal needs, and encourages them to acquire knowledge. Motivational education consists of supporting and stimulating the student's internal and external motivation.

Internal motivational education consists of teaching the student that "studying is personal development" and giving them the opportunity to test their abilities and conduct independent research.

External motivational education consists of encouraging them through evaluation, praise, scholarships or participation in competitions, recognizing the student's work in front of the team, explaining the impact of the study results on future career and life success. For example: "What you learn today will make you a competitive specialist tomorrow."

It is advisable to use several effective methods in motivational education . For example: Interactive methods (discussion, project, role-playing, case studies), inspiring individuals (showing the experience of famous teachers or successful specialists), Personalized approach (giving tasks that suit the interests and abilities of each student), being a teacher-mentor not only as a provider of knowledge, but also as a guide, advisor, psychological support (creating a positive environment, forming a spirit of not being afraid of mistakes), etc. Through motivational teaching, it arouses interest in independent learning in students, develops creativity and initiative, ensures a solid assimilation of knowledge, and prepares them for future professional activities.

Cognitive education is a type of education aimed at developing a person's mental activity in the process of acquiring knowledge, such as thinking, perception, memory, attention, analysis, and problem solving. That is, in this approach, a student learns not by "memorizing ready-made knowledge", but by "understanding, searching, analyzing, and applying knowledge in practice".

Cognitive education directs the student to independent learning, to find solutions through questions, cases, and real-life situations, without depending on the teacher. For example, close acquaintance with literature on child rearing and constant discussion will help the future educator to foresee his/her activities, apply the theoretical knowledge gained in

real life and adapt to this process, as well as to self-evaluate himself/herself in the learning process, and see his/her mistakes. Education through creative activity is a method of providing knowledge by involving the student in the process of “creating innovation, thinking freely, expressing his/her own ideas”. In this approach, the student not only receives ready-made knowledge, but also “transforms, enriches and looks for new ways to apply it in practice”. Developing the creative thinking of the future educator will help to form the skills of free thinking and independent decision-making, develop practical skills and the ability to create new ideas, and make the educational process interesting and effective.

The following methods and forms are useful in developing the creative activities of future educators:

1. Creative tasks: writing a poem, story, article, drawing, making models .
2. Project-based learning: future educators develop an independent project on the topic and present it.
3. Role-playing and dramatization: training educators through creative staging of situations in professional activities.
4. Brainstorming: free promotion and selection of ideas in a group.
5. Interactive technologies : creative work using multimedia, digital tools. Through the above methods, future educators develop professional creativity, innovation and initiative, the ability to think independently and find solutions to problems, team cooperation, and the knowledge gained becomes solid and viable, and the student's self-confidence also increases. Therefore, this method is considered one of the most effective approaches to modern education.

Personal-reflective learning is the process of acquiring knowledge through the student's self-awareness, analysis of his/her own activities, seeing his/her mistakes and correcting them. “Reflection” is derived from the Latin word “reflexio” and means to go back, to look at oneself. In education, it is a person’s thinking about himself and evaluating his own learning activities. Personal reflective education helps future educators to work on themselves and strengthen their desire for personal development, to understand goals and results in the learning process, to form responsibility and independence. In providing personal-reflective education to future educators, the “What have I learned?” method is used - after each lesson or activity, the student records the knowledge he has acquired, the student writes down his thoughts and conclusions, and the students analyze each other’s work and their own activities.

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