



THE ROLE OF PEDAGOGICAL TECHNOLOGIES IN THE DEVELOPMENT OF CHILDREN'S CREATIVITY IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract: This article describes the issues of organizing the creative activities of preschool children in preschool education organizations based on a modern approach.

Key words: modern approach, center, development, STEAM, critical thinking, independent thinking, active communication, individual order

INTRODUCTION

The cognitive process in a preschool child occurs as a result of creative activity. In order for the child to search for and manifest his creative activity in the process of completing a given task, there is a need for purposeful, planned, norm- and criterion-based, self-aware activity. This requires the child to master the objects of the surrounding world and knowledge about them; to create educational effectiveness, and to rely on previous types of activity.

In particular, the urgent problem of "How to cultivate creative qualities in a person?" has not arisen today. The issue of developing creative abilities in a person, which has been the beginning of creativity since time immemorial, has been of interest to both educators and researchers directly involved in the education of children to this day. Education and upbringing, the formation of a person in society, and the development of abilities still remain the most pressing issues of pedagogy. The problem of developing technologies for the formation of creative activity in preschool children is one of the multifaceted pedagogical, psychological and social tasks, and one of the urgent tasks for the social development and progress of society.

LITERATURE ANALYSIS

The educator conveys educational material to children in an appropriate manner, taking into account their age characteristics. The role of the pedagogical team of a preschool educational organization is that they should set appropriate goals, taking into account the interests, abilities and needs of each child, support the natural interests of children, and form in them the skills of joint mastery of existence. This approach will help children solve life problems in the future. In many developed countries, including the USA, Japan, Israel, Singapore, and Russia, preschool educational institutions are effectively using the methods of this approach to develop children's creative and inventive abilities. Taking into account the uniqueness of child development, it is first of all important to understand that all children go through certain stages of development, but each child is unique and unrepeatable. In order to provide children with exactly the same, similar things and types of activities, educators need to have a complete picture of their unique,

distinctive developmental indicators. Experts also emphasize that educators should be attentive to the differences in the abilities and interests of different children of the same age. This refers to the specifics of child development, activities that respond to children's interests, that is, their level of mental, social and spiritual maturity. Such activities are aimed at children's interest in nature, satisfaction with experience, and the desire to test their ideas in practice. In the process of education in development centers, children themselves begin to voluntarily choose the appropriate development center. When working in independent groups, individualizing children, the educator comes up with such types of activities that, although everyone is given the same instructions, each child is allowed to independently achieve success based on them. The level of individualization can be optimized. Having chosen a type of activity that requires dexterity and resourcefulness and carefully observing the children, the educator can change or adapt the tasks and materials if necessary.

- Based on the "First Step" curriculum, the following development centers are envisaged in preschool educational institutions:

- Construction and design center
- Plot-role-playing games and dramatization center
- Language and speech
- Science and nature center
- Art center

METHODOLOGY

Creativity appears in various situations of activity. Interest, inspiration, aspiration, etc. include the process from the highest emergence of creativity in the human mind to its manifestation. The need for creative activity of a person indicates a desire for new, previously unattained creative activity in activity. Any buds of creative activity in children cannot mature outside of education and upbringing, activity.

In the process of education and upbringing, revealing hidden talents in children, creating opportunities for their activity from preschool age, developing their creative abilities is a guarantee of raising competitive personnel who will be highly capable, socially active, sharp-witted, and able to demonstrate inventive abilities in the future.

This corresponds to one of the priority areas of our state - the idea of raising a comprehensively developed person. The formation of creative activity in children in preschool education is considered an important component of the educational process. The age and psychological characteristics of children, who are active and leading subjects of preschool education, as well as the specific aspects of fine arts, labor, music and physical education, require a creative approach from the teacher. The development of the "State Requirements for the Development of Children of Early and Preschool Age" and the "First Step" curriculum have created broad opportunities for the effective implementation of preschool education in the continuous education system. The curriculum notes that when organizing a developing environment in a preschool educational institution, it is important to take into account the age-related characteristics and needs of children with specific characteristics. At the same time, the following are indicated in the content of the developing environment: - the content of the visual and developing environment of a preschool educational organization should correspond to cultural and historical values: national and regional traditions; characteristics arising from nature, climate; - the content of the environment should form the foundations of a primary worldview, contribute to the successful social adaptation of the child. Of course, such innovations aimed at updating preschool education both in form and content require all educators, from parents to children, to approach the upbringing of the child, his readiness for education, based on the requirements of the time. The processes in development centers organized in groups of preschool educational organizations help children constantly master and consolidate new knowledge. The main goal of development centers is to teach children to independently supplement their

knowledge and adequately adapt to the ongoing renewal processes. Development centers organized on the basis of the program develop the following in children:

- acceptance and implementation of changes;
- critical thinking; - making choices;
- ability to solve problems;
- manifestation of creative, imaginative and inventive abilities;
- caring for people, society, country, and the environment.

Today's world is not the same as yesterday, and tomorrow will not be the same as today. Dynamically developing technologies are being introduced in all areas of human activity. 65% of modern children occupy professions that do not exist today. Future specialists will need comprehensive education and knowledge from various fields of technology, science and engineering. STEAM allows our children - the future generation of inventors, discoverers, to conduct research as a scientist, to form technology, to design as an engineer, to create as an artist, to think analytically as a mathematician through play. Today, STEAM education is developing as one of the main trends in the world and is based on the integration of five areas into a single educational scheme using a practical approach. The conditions for such education are its continuity and the development of children's ability to communicate in groups, in which they collect and exchange ideas. Therefore, the main educational program includes modules for the development of logical thinking, such as Lego-technology, children's research.

- STEAM (S-Science, T-Technology, E-Engineering, A-Crafts, M-Mathematics)
 - a modern approach that combines science, technology, engineering, art, and mathematics.
- STEAM helps children develop the following important characteristics and skills:

- A comprehensive understanding of problems;
- Creative thinking;
- Engineering approach;
- Critical thinking;
- Understanding and applying scientific methods;
- Understanding the basics of design.

Thanks to the STEAM approach, children understand nature and systematically study the world, thereby developing their interests, engineering thinking, the ability to overcome critical situations, teamwork skills and the basics of leadership and self-expression, which, in turn, provides a fundamentally new level of children's development.

In the approach to building self-confidence, children "launch" bridges and roads, airplanes and cars created by their own hands, "develop" and test underwater and air structures, each time they get closer to the goal. They repeatedly test and improve the "product" that did not give good results. As a result, solving all the problems themselves, achieving the goal brings inspiration, victory, adrenaline and joy to children. Each victory instills more confidence in their abilities. Active communication and teamwork. STEAM programs are also characterized by active communication and group work. During the discussion phase, they learn not to be afraid to express their opinions. Often, they do not sit around the table, testing and developing "products" based on their own designs. They are constantly engaged in communication with educators and their friends in a team that ensures cooperation.

Developing interest in technical sciences. The task of STEAM education in preschool and primary school age is to create the initial conditions for the development of interest. For children, it is the basis for developing interest in natural sciences and technical sciences, love for what they do. STEAM is very interesting and dynamic for children, preventing them from getting bored. They do not notice the passage of time, but they do not get tired either. Building rockets, cars, bridges, skyscrapers, electronic games, factories, creating logistics networks, submarines, increasing interest in science and technology. Creative and innovative approaches to projects. STEAM education consists of six stages: question (task), discussion, design, construction, testing and improvement. These stages are the basis of a systematic project approach. In turn, collaboration or the joint use of various opportunities is the basis of creativity. Thus, the

simultaneous application of science and technology in children can create new innovations. A rationally organized healthy socio-spiritual environment encourages children to explore, take initiative and demonstrate their creative abilities. In this case, educators need to have a clear idea of how the child is developing, and for this they need to constantly monitor them.

CONCLUSION

Development centers provide children with the opportunity to independently individualize the educational process based on their personal skills and interests. For example, in an art center, one child cuts paper, while another child cuts out a shape he or she has imagined from the same paper with scissors. In a tabletop game center, one child makes a shape from four wooden cubes, while another prefers to create a picture from twenty-five pieces of cardboard. The educator observes the children in the process and writes down thoughts relevant to their development. After a while, he or she offers the children materials that complicate the task or, depending on the situation, directly helps the child in completing these tasks. Thanks to this approach, the child can grow and develop at a good pace. Educators play the role of children's assistants in development centers, providing a wide range of opportunities in the place where the activities are held and planning activities that take into account the individual level of development of each child. The daily routine should include different types of activities: together in small groups and individually in collaboration with the educator (individual) or independently (time should be allocated to activities chosen by them, as children learn to make conscious choices, realize their interests and abilities). Children should be able to make their own choices, solve problems, work together with others, set individual goals and achieve them.

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