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FORMATION OF CREATIVE COMPETENCE OF STUDENTS OF PRESCHOOL EDUCATION

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ABOUT ARTICLE

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Abstract: this article describes research on the formation of creative competence among future teachers of preschool educational organizations. The process of formation of creative competence was based on approaches: competence, system-activity and hermeneutic. The process of formation of creative competence was carried out within the framework of studying the "fundamentals of research activity". The main method of forming creative competence is scientific cooperation, which describes in detail the organization of lessons using scientific creativity to form creative competence.

INTRODUCTION

Considering that pre-school education is the first level of education, as stated in the Law on Education, at the current stage of society's development, the teaching profession plays an important role in educating the next generation of children. The need to form the creative competence of future teachers of preschool educational organizations is related to the specific characteristics of professional activity, in which a creative approach to the organization of educational activities, all aspects of educational activities in a preschool educational organization interacting with subjects, developing and implementing individual programs of child development, solving educational and research problems, taking into account the requirements of the state educational standard. In addition, students are required to work on their own pedagogical research.

Let's turn to the regulatory documents. "Teacher (pedagogical activity in the field of preschool, primary, general secondary education) professional standard, one of the teacher's labor actions is to organize constructive interaction of children in various types of activities, for children to freely choose activities it is necessary to create conditions, participants of joint activities, collect materials. Development of creativity, activity and initiative of students graduating from pedagogical education (bachelor's level) according to the state educational standard of higher education, competences including solving research problems in the field of education, solving problems of raising children and moral and moral

development, organizing the cooperation of their children. Thus, in modern preschool educational organizations, special training of teachers is carried out and the need to form creative competence in them is determined, which will "... develop the abilities and creative potential of each child as a subject of relations with himself, other children, adults and the world" state education allows solving one of the tasks of the standard.

Please note that by the creative competence of the future teacher, we mean real creative, communicative, collective competences and personal characteristics (motivation to achieve success, curiosity, risk-taking) aimed at adopting and creating a new pedagogical product, generating ideas, solving pedagogical problems, initiative we understand the complex. Further formation of students' creative competence is a complex process.

In carrying out this work, we relied on the following approaches: competence, systematic activity and hermeneutics. Competence-based approach, which includes the formation of certain powers and competencies in a person (in our study of creative competence), makes graduates of higher education not only specialists in a certain field, but also individuals, team members and modern society. as means comprehensive preparation. This approach strengthens the component of knowledge from the point of view of practical direction and thus helps the development of the individual, his self-awareness, which is of particular importance due to the specific characteristics of the competence formed in our activities. We developed creative, communicative, team competencies and personal qualities (motivation to achieve success, curiosity, tendency to take risks, initiative) among students, which are part of creative competence, in teamwork, generating ideas, solving various problems, creating new products. we enriched their experiences.

Within the system-activity approach, it is based on the rule that the knowledge process should be carried out in the course of his active activity, not through the transfer of information to students. We carried out the activity in every way, monitoring the compliance of the purpose, content, methods, forms, means, evaluating the results and reflecting the activity. Using a creative approach to organizing, individualizing and differentiating curricular and extracurricular activities, we have given each student the opportunity to choose their own development trajectory through a variety of activities. Each student was an active participant in the activity and tried on different roles: "leader", "realist", "idea generator" and others. In relation to the hermeneutic approach, we carried out the process of creation, which is understood as a combination of "I and the other", as a result of which a new meta-activity of its own appears, that is, the activity of organizing the activity of the other.

Actualization of the role of the scientific-research component in higher education, orientation to the creation of special cooperation within the humanization of education, as well as the fact that the use of creativity is possible in all types and genres of activity is a problem of modern requirements for the future teacher. analyzing the above, as one of the options for the organization of the educational process, we proposed scientific creativity, which means the method of interaction of the subjects of the pedagogical process in scientific and research activities, the implementation of which involves passing through stages includes: monitoring and dialogue and sequential ("meeting", understanding, thinking, activity), methodologically based on hermeneutic positions.

Thus, these approaches made it possible to organize the process of formation of creative competence of students of preschool education, taking into account all modern requirements for the training of specialists and the specific characteristics of professional activity, where the teacher can form the same qualities and competencies in a person and should develop.

The process of forming the creative competence of students of the specialty of preschool education was carried out meaningfully within the framework of the study of specialized subjects, within which students should know the logic of psychological and pedagogical research:

- concepts of pedagogical research and educational and research activities of students (students of preschool educational institutions); forms and methods of organizing such activities, etc.;
- independently determine the task of research in the field of preschool education;
- implementation of experimental activities in the field of preschool education;
- planning and organization of educational and research activities of students (students of preschool educational institution) and others;
- to have a pedagogical thesaurus within the selected private methodology, pedagogical research methods;
- methods of designing and presenting research works;
- design, design methods and technologies of educational and research programs based on the analysis of scientific research results;
- Technology of organization of classes on educational and research activities of preschool children, etc.

In the process of organizing this type of work, we used heuristic, research, reflection methods, used creative methods, exercises to develop creative thinking, mutual understanding, artistry, motivation to achieve success, curiosity, risk-taking and initiative. Particular attention was paid to the method of projects, as a result of which students created a pedagogical product, implemented it during pedagogical practice.

Thus, the content of specialized subjects allowed us to effectively develop each competence and personal qualities included in creative competence, to use creative techniques and exercises in each lesson, to involve students in working on their own research.

As we mentioned above, the organization of the process of formation of creative competence of future teachers was carried out with the help of scientific creativity, which includes transition and successive stages. First, we constantly changed the composition of microgroups so that students could experience different teams. The first stage of scientific cooperation - the "meeting" was carried out, which is based on the creation of an emotional experience in the process of joint activity, where there is an open expression of one's opinion, which has the right to be present and is accepted as another option for solving the problem. received with pleasure. Such interpersonal interaction was accompanied by the manifestation of various emotions, including collective emotions.

Through their inner experiences, subjects felt motives, aspirations, meanings, ideas, that is, they generally tried to understand the other, to stand in the place of the other (understanding stage). In addition, students worked with already formalized ideas, conclusions, scientific concepts and texts. They made a plan for future activities along with agreeing, rejecting or accepting; they also interpreted the scientific text, analyzed the opinions of team members and came to a general conclusion. Students began to understand each other, because a common topic of communication was found, scientific terms, which are understandable to everyone, were introduced into the dialogue, which help in the effective construction of scientific communication, solving problems quickly and efficiently.

At the same time as the understanding stage, the thinking stage began, in which students actively worked with information of a scientific nature, continued to work on creating the text of their scientific research. In the next stage (activity), students worked on the design of a new pedagogical product, which can then be presented at various levels of conferences and competitions, grants, etc.

In the process of scientific creation, the final steps (monitoring and dialogue) were carried out. Taking into account the results of monitoring, we predicted the development of each competence (self-creative, communicative and collective) and personality quality (motivation to achieve success, curiosity, tendency to take risks, initiative) that are part of the creative competence of each student. In addition, we introduced the students to the monitoring results and offered to build their own development trajectory. During the research, the format of communication was a dialogue, and the teacher worked as a scientific advisor, a tutor, a creator of the subject position not only between the teacher and students, but also between the students themselves. Thus, we tried to create a creative environment, which on the one hand includes all stages of scientific creativity, and on the other hand, includes conditions for the individual formation of creative competence for each student.

In our opinion, the work carried out made it possible to solve a number of modern tasks of training future teachers of preschool educational organizations:

- directing the existing standard to the creative formation of students who can ensure the continuity of the formation of creative competence of students at different levels of education;
- implementation of new methods and forms of educational process organization;
- development of the scientific component of higher education, etc.

Nevertheless, ways of forming students' creative competence do not require a complete solution to the problem, but are one of the possible options for solving the problem presented in the educational context.

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