



IMPROVING THE PEDAGOGICAL MECHANISMS OF DEVELOPING THE CREATIVE ABILITIES IN FUTURE PRESCHOOL EDUCATORS

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Abstract: This study focuses on improving pedagogical mechanisms aimed at developing the creative abilities of future preschool educators in Uzbekistan. Modern education requires teachers who possess not only professional knowledge but also creative thinking and the ability to apply innovative approaches in their work. The paper analyzes current problems in preschool teacher training and highlights effective methods such as project-based learning, reflective practice, and the use of modern technologies to enhance students' creativity. Practical recommendations for university instructors are proposed to improve the quality of professional preparation and increase the competitiveness of future specialists in preschool education.

Keywords: creative abilities, pedagogical mechanisms, preschool education, future educators, professional training, Uzbekistan, pedagogical university, creativity, educational process.

Introduction

Modern society has high demands with respect to the quality of education in general and in the sphere of training specialists that work with preschool children in particular. In this respect, development of professional competencies of future educators of preschool age acquires a special significance in Uzbekistan, where active improvement of the education system is underway. Among the most important tasks of pedagogical universities, the formation of not only basic knowledge and skills but also creative abilities that will enable students to effectively cope with professional challenges should be included. Creativity in a pedagogue's work is determined by the ability to find non-standard solutions, devising individual approaches to teaching and upbringing, and creating favorable conditions for child development. Traditional approaches to the training of specialists need reconsideration and improvement in the context of rapid technological development and changing social expectations from education.

Preschool education is considered an important stage in the formation of a child's personality in Uzbekistan, which underscores the necessity for highly qualified specialists. However, the current practice analysis shows that during the process of teaching students in pedagogical universities, not enough attention is





paid to developing their creative potential. Such a situation is caused both by the limited use of innovative methods and by the insufficient orientation of curricula toward practical implementation of creative skills. As a result, university graduates often can't adapt to real working conditions, where flexibility, initiative, and an ability to improvise are demanded.

The purpose of this work is the consideration and development of pedagogical mechanisms that contribute to the development of creative abilities in future educators. Pedagogical mechanisms are understood as a set of teaching methods, forms, and tools aimed at stimulating students' creativity. It should be underlined that creative abilities cover not only the ability to generate new ideas but also the skills to implement them in practical activity. In the context of preschool education, this can be expressed in creating original educational programs, using play-based technologies, or developing artistic projects for children.

It is based on the theoretical grounds of pedagogy and the psychology of creativity, as well as practical experience in training preschool educators in Uzbekistan. Particular attention is given to the analysis of educational programs that are currently in place and to finding opportunities for their modernization. The use of new approaches in the training of students will improve not only the quality of their preparation but also strengthen the position taken by the preschool education system in the country. The work is intended for lecturers of pedagogical universities, students, and specialists in the field of education who seek to improve the professional training of educational personnel. Thus, the relevance of the topic is обусловлена by the need for an adaptation of the educational process according to the requirements of contemporary reality and the demand for educators capable of carrying out their work in a creative vein. It is precisely the development of creative abilities among students of the universities of Uzbekistan that, in the future, can serve as the main guarantee for the successful formation of a harmoniously developed child's personality even at the preschool stage. The introduction of new pedagogic mechanisms into the process of training opens up prospects for increasing the effectiveness of specialist training and their competitiveness in the labor market.

Main Part

The development of creative abilities in future preschool educators needs to be systemic and involve the theoretical grounding and practical implementation of pedagogical mechanisms into the educational process. In Uzbekistan, training specialists for preschool education is carried out within pedagogical universities,



where students study a wide range of disciplines-from child development psychology to methods of educational work. However, traditional approaches focused on knowledge transfer and reproduction of ready behavioral models often do not contribute to revealing students' creative potential. The content of educational programs needs reevaluation, and methods should be implemented that can evoke creativity.

One of the main directions of pedagogical mechanisms improvement is active forms of learning: project activities, case methods, business games, and creative workshops. Within the framework of project activities, students can build their own educational programs for preschoolers, taking into consideration age specifics and interests. This approach provides not only the practical application of theoretical knowledge but also the development of skills of independent problem-solving. In conditions when great importance is attached to national traditions and culture, like in Uzbekistan, students can include elements of folklore, traditional games, and handicrafts in their projects, which will make this work unique and relevant.

Another significant point is the development of reflective skills among students. Without the ability to reflect on their experience and analyze the outcomes of their activity, creativity cannot be fulfilled. Here, discussions can be included in the educational process, during which students, together with teachers, consider their achievements and areas for further improvement. Such an approach will allow the future teacher to understand the strengths in them and teach them how to overcome creative obstacles. In preschool education, it is particularly necessary because work with children requires readiness for adaptation to the changes in situations and finding new approaches to communicating with children. Integration of modern technologies also greatly contributes to the development of creative abilities. The use of digital tools, like interactive platforms, animation creation programs, or virtual excursions, gives students a chance to try and realize their ideas in some absolutely new formats. For instance, future teachers can create multimedia fairy tales or educational games for children, which simultaneously develops their technical skills and creative thinking. In Uzbekistan, where access to technologies is gradually expanding, such methods can become an important tool for modernization in personnel training.

However, a number of problems are characteristic for the very process of implementation of new approaches. Such difficulties include not only the insufficient readiness of teachers to apply innovative methods but also the limited





resources of universities. It is necessary to organize training courses for teaching staff and provide modern educational materials. Taking into account regional specifics, it should be borne in mind that in rural areas of Uzbekistan, where preschool institutions often operate in conditions of limited financing, teachers have to rely on their own ingenuity. Students should be prepared for the realization of such realities, including training in how to apply minimal but effective creative solutions. Prerequisites for practical usage of these mechanisms consist in testing them in real-life conditions. For instance, within the frames of pedagogical practice, students could carry out creative work with children under the supervision of an experienced mentor. That would allow assessing the effectiveness of the elaborated means and making all necessary adjustments. In this connection, the main part of the work is focused on the development of the unified system including the theoretical base, practical skills, and consideration of regional peculiarities of Uzbekistan. The enhancement of pedagogical mechanisms has to become the groundwork for training educators capable not just of following norms but also contributing to preschool education elaboration.

Conclusion

The development of creative abilities is a priority in modern pedagogy in Uzbekistan, especially in the context of ongoing educational reforms. Traditional teaching methods in pedagogical universities no longer fully meet current demands, as future educators are required not only to be professionally competent but also to think creatively when solving problems. Therefore, improving pedagogical approaches through active learning, reflective practices, and modern technologies is essential. These methods help students apply knowledge in real situations and develop their creative potential, which is particularly important in preschool education, where a child's personality is formed. However, successful implementation requires updated curricula, improved resources, qualified teachers, and consideration of regional characteristics. The development of students' creative abilities ultimately contributes to improving the quality of preschool education and supporting national educational goals. Further research, including large-scale experiments and analysis of cultural and social factors, is needed to refine and expand these approaches. Investing in students' creative potential will strengthen the education system and contribute to the development of future generations.

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