

Development Of Creative Competence In Preschool Children

Inobatkhon Toshpulatova

Namangan State University

2nd year basic doctoral student

inobat9806gmail.com

Abstract

This article covers the pedagogical foundations and methods of forming and developing creative competence in preschool children. Creative competence is important in forming new thinking, creativity, non-traditional approaches to problems and independent decision-making skills in children. During the study, modern pedagogical technologies, interactive games, creative exercises and project-based activities that serve to develop creativity were analyzed. The article also developed methodological recommendations and indicated the possibilities of their application in preschool education practice. It was noted that the results serve to develop children's thinking, form independent thinking and strengthen their communicative competence.

Keywords: preschool education, creative competence, creativity, innovative technologies, creative approach, interactive methods, creative activities, project-based learning, independent thinking, pedagogical technologies.

In today's globalization environment, one of the most urgent tasks facing the education system is to educate the younger generation as creative thinkers, able to find an unconventional approach to problem situations, and capable of independent decision-making. As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted: "Our main task is to educate our children as independent thinkers, possessing modern knowledge and skills, and most importantly, as initiative and creative people." [1] This idea is also reflected in the "Development Strategy of New Uzbekistan for 2022–2026", adopted on January 28, 2022, which sets as priority tasks improving the quality of education, developing creativity, and providing education based on an individual approach. The preschool education stage is a crucial period in the formation of thinking, creativity and personal competencies in a child. Therefore, the "Measures to further improve the preschool education system" [2], approved by the Resolution of the President of the Republic of Uzbekistan No. PQ-4556 dated December 16, 2019, pays special attention to the development of a creative approach in children and the widespread introduction of innovative methods in the activities of teachers. Also, the UNESCO 2023 report recognizes creativity as a key component of the 21st century competencies and emphasizes the need to develop creative thinking in educational programs [3]. In modern society, creative competence is considered not only a factor of personal development, but also an important factor of future competitiveness. The number of professions requiring creativity in various fields, in particular, in digital technologies, design, engineering, education, etc., is increasing. Therefore, the development of creative competence in preschool children is becoming a priority not only of national education policy, but also of international trends. The use of interactive methods, a project-based approach, STEAM education elements, creative games and art tools in the formation of creative competence gives effective results. These methods serve to develop children's free thinking, search for unusual solutions, and communicative skills. This article analyzes the theoretical foundations and practical application of these methods, and develops methodological recommendations.

The preschool education system in Uzbekistan is being strengthened by international and national efforts aimed at developing new pedagogical approaches and creative competence. Important initiatives are being implemented to improve the quality of preschool education and strengthen the skills of teachers through the "Enhancing Access to Quality Early Childhood

Education Project” implemented in cooperation with UNICEF, IsDB and the Ministry of Preschool and School Education of the Republic of Uzbekistan[6]. In 2024 and 2025, more than 6,500 teachers were retrained in the republic and 11 regional Training Centers were established; This creates a wide opportunity for the introduction of creative pedagogy. Educational innovations within the framework of the project carried out with UNESCO and IsDB have a positive impact on the formation of creative thinking and independent decision-making skills in children. Creative thinking is also a central topic on international platforms, and the “Creativity in Education Summit 2025”, jointly organized by OECD and UNESCO, also confirms this global trend[5]. It discusses the assessment of creative thinking and its integration into teaching - this is a key step in the development of innovative pedagogical practices in preschool education. The importance of creativity is also growing in global assessment systems: according to the results of PISA 2022, countries with high levels of creative thinking - such as Hong Kong, Korea, Singapore - also have high indicators of academic quality[7]. At the same time, an interesting fact: girls outperformed boys in creative thinking. This central trend requires a reconsideration of the approach to the system of assessment and development of preschool children in terms of creative competence. In one of the national scientific studies, Yuldasheva and Masharipova show that the practice of achieving quality and creativity in preschool education in Uzbekistan through improving curricula, training teachers, and developing infrastructure is not abstract, but is being implemented in a real way[8]. Yunusov also points to the systematic introduction of STEAM and digital technologies into preschool education as a necessary direction for the country's pedagogical development[9]. At the same time, the professional creative competence of teachers is also of particular importance - Akramova and Khasanova note in their articles that teachers continue to actively self-renew, integrate creativity into pedagogical activities[10]. To summarize, the analysis of the literature shows that the development of creative competence requires a clearly grounded approach from national and international sources, implemented in harmony with current innovative pedagogical methods and state programs. Therefore, within the framework of the article, methodological points, integration strategies in practice, and recommendations related to updating the learning environment are of priority.

It is appropriate to express the use of integration in preschool educational organizations as follows: - taking into account the age and level of knowledge of group pupils in the spiritual and moral education of preschool children based on an integrated approach in preschool educational organizations; - considering preschool children as a means of spiritual and moral education in the organization of integrated activities; – to put the child's personality at the center of all educational systems; – to approach the upbringing of spiritual and moral qualities in children on the basis of humanity and to form universal human values in them; – to develop the child's creative abilities, his individuality; – it is necessary to take into account individual and collective education. The spiritual and moral qualities formed in preschool children are directly related to their age and individual characteristics. From infancy to 3-4 years of age, initial spiritual and moral qualities such as greetings, farewells, expressions of gratitude, initial ideas about good and evil, concepts of what is possible and what is impossible, spiritual and moral skills, habits, love for the home where one was born and raised, family members, the environment, work, and people are formed. In the period up to 5-7 years of age, love for the homeland where one was born and raised, parents, and friends is formed. The system of spiritual and moral education, which includes such high qualities as discipline, self-control, modesty, honesty, generosity, hard work, humanity, the ability to feel beauty, the ability to express one's reaction to various negative threats, courage, determination, ingenuity, courage, beauty, nobility, kindness, and nobility, is being improved.

Each lesson was planned in accordance with the First Step program and state requirements. During the experimental study, methods developed to develop creative competence in preschool children (creative games, project-based activities, STEAM elements, dramatization,

"Brainstorming") were put into practice. The results show that the methods used significantly increased children's creative thinking, problem-solving, communicative cooperation, and independent decision-making skills.

The results of the study confirm that an integrative approach aimed at developing creative competence in preschool children is effective. High results are achieved when several methods are used together in this process: Game-based methods (creative role-playing games, dramatization) developed creativity in children through fantasy, emotions and imagination. Project-based education taught children to independently solve problems, work in a team and present ideas. STEAM-education elements developed children's creativity, as well as technical and logical thinking, which is consistent with modern global competencies. Interactive methods such as brainstorming, clustering, Venn diagrams increased children's ability to approach the problem in an unusual way and think from different points of view.