

PEDAGOGICAL AND CREATIVE APPROACH TO THE EDUCATIONAL PROCESS

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Annotation

This article describes a creative approach to the educational process today, organizing the training process on the basis of cooperative pedagogy, which is a part of the new pedagogical technologies, aimed at developing children's independence, organizing training at the level of modern requirements.

Keywords: educational subject, intellectual, thinking, imagination, mental methods, game, interest.

Today, forming the readiness to primary school, raising the morale of pupils, developing their personal characteristics, forming the skills necessary for their successful studies in elementary school, adapting them to the new conditions of life and activity are among the main tasks of preschool education.

As the President MIRZIYOEV Sh. M. states "We will mobilize all the strength and capabilities of our state and society so that our youth can become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field, and be happy."

It is known that any educational process requires a creative approach from the pedagogue. In particular, it is necessary to properly organize the child's cognitive activities, to teach them to think independently, taking into account the characteristics of their learning.

Thinking is the process of reflecting reality directly with the help of words. The external expression of the phenomenon in the environment is reflected in the processes of intuition, perception, imagination in a vivid image, in various symptoms, location and description. And in thinking, a person realizes their complex connections.

It is known that any thinking process is aimed at solving a specific theoretical or practical problem and is expressed in the search for answers to questions that arise in the human mind. The emergence of intellectual feelings such as surprise, excitement, and passion in children indicates the growth of thinking. The type of thinking that consists of thinking only about imagined things and events, not objects directly perceived by a person, is called visual-image thinking.



Children of preschool age, do not have scientific concepts, rely mainly on visual images in their cognitive activities to think, express opinions, and make judgments. Therefore, they pay more attention to the visible signs, features, and external signs of things and events, bodies and objects.

In the process of making a sentence, mental methods are performed. These methods may not be theoretically understood. "... mental methods are psychological mechanisms underlying the formation of regular actions." What prompts a question that prompts intellectual inquiry? Such a need, according to psychologists, arises in a situation where information is scarce.

In fact, the process of understanding begins when the feeling of "information deficit" grows into a question. The habit and skill of questioning develops sensitivity to contradictions and gaps in one's knowledge, develops the ability to see a problem - the ability to make discoveries and inventions that advance human thought. These are the factors that make the child interested in learning about language phenomena. Curiosity also depends on the interesting subject.

Interest, and a related concept - curiosity, have another important aspect in education. It creates purpose. As Urivaev Y.V. and Babenkov G.I. pointed out, the goal is born in the brain and subdues the body. Special mobilization is observed in a child born with the goal of practical acquisition of the Uzbek language. He wants to ask a question or answer based on the sentence constructions he can make, to ask something, to know something. Desire, therefore, creates interest in him, interest arouses the motive to speak.

This process is carried out not only in training, but also through various games that are organized correctly and consistently. When learning the pronunciation of certain sounds, children can say the names of games such as "Happy tongue" and "Mystery box". If the consonant ZZ is passed, children are offered to study it based on the fairy tale about the fly.

Children participate in the games with special enthusiasm, they are happy that their words are accepted, and they actively participate in the next training. These circumstances further increase their independence.

When the child becomes an educational subject, it is necessary to strive to maintain a cooperative situation in the educator-child relationship. For example, it is permissible for a teacher to ask children questions and not get answers as usual, but to invite them to ask questions as well. If playing a "yes-no" game, you can put a container on the table, cover it with something and ask them to ask questions to find the name of the container.



Educator: I hide a dish. You ask me what this dish is used for, and I answer yes or no.

Children (in turn): Can something be eaten in it? Does it contain flour? Does it brew tea? Is it made of porcelain? Is it round in shape? Can you put boiling water on it? Is it playable? Is it a teapot?

In addition to increasing children's independence, such games also help improve their speech.

On the basis of pictures depicting different professions, pictures of equipment, it is possible to organize a question-and-answer session in order to develop children's thinking, develop their speech, orient them to the profession. The teacher explains to the children how to ask questions related to the professions based on the pictures.

Educator: Children, imagine that you are the owner of the profession depicted in the picture in your hand. For example, a child holding a picture of a chef should ask: I am a chef. What will I cook today?

Children play the role of a driver, builder, teacher, doctor and other professions and ask questions like above. Such activities make them active and develop their creative abilities.

Therefore, organizing the training process in preschool educational organizations on the basis of cooperative pedagogy, which is part of the new pedagogical technologies, ensuring children's independence, and gradually turning the child into a subject of education and training, opens a wide way for the training to be at the level of modern requirements.



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