

**MECHANISMS FOR THE DEVELOPMENT OF CREATIVITY OF TEACHERS-
EMPLOYEES OF THE PRESCHOOL EDUCATION SYSTEM**

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Abstract: this article addressed the importance of the development of creative thinking of educators in preschool educational organizations. The most important features of the content of upbringing, innovative approach and cultural diversity of pedagogical issues in the concept of "creativity" itself.

Keywords: personal life, self-awareness, innovative approach, civic, professional and moral aspect, behavior, teacher skills, creative activity, creativity. Individual characteristics of the personality,

One of the most important features of the content of upbringing is the vital self – realization of a person, his personal life and activities are characterized by recognition as a subject of the environment in which he lives. In human maturation, self-awareness in civil, professional and moral terms is important. The process of upbringing gives effective results only if the teacher teaches students, self-education, that is, conscious, battered work on themselves. The formation of skills in the methods of self-education of students depends on the skill of the teacher, the correct Organization of educational activities. Students usually imitate the behavior of their loved ones, sometimes teachers. Therefore, the teacher, relying on his pedagogical skills, should be able to instill in the reader feelings of self-confidence, affection in his soul. Students monitor how the teacher behaves in class and in life, how he dresses, treats, interacts with people. This is also an effective tool in self-education of students and is an important way to increase their social status. Students in the process of education and upbringing under the direct supervision of a teacher, in damolish, in public affairs, form skills in methods of self-education, these methods encourage students to take initiative, to conduct independent feedback.

The concept of "creativity" reflects cultural diversity in itself. For Western People, creativity, in general, is considered a novelty. They draw attention to the fact that on the basis of creativity there is unconventional, curiosity, imagination, a sense of humor and freedom (Myordok, Ganim, 1993.; Sternberg, 1985.). The Orientals, on the other hand, understand creativity as the process of rebirth of goodness (Hui, Sternberg, 2002.; Rudovich, Hui, 1997.; Rudovich, Yue, 2000.). Although the views of Westerners and Easterners on creativity vary, however, representatives of both cultures highly value this quality and its possession (Kaufman, Lan, 2012.). Many pedagogues believe that they do not have the capacity for creativity. This can be justified by two different reasons: firstly, even most pedagogue-educators cannot adequately explain what actually means the concept of "creativity"; secondly, they are unaware of what qualities are directly reflected on the basis of creativity. In order for a student (student) to teach children creative thinking, to be able to form creative thinking in them, it is first necessary that the educator himself be a creative, creative person. Go and see how, if he himself does not have the qualities of creativity, then the student (student) will be able to encourage children to creative thinking. It is necessary not that the educator is creative and creative or not, but that he organizes classes in the spirit of creativity, creativity, seeks to test new ideas in the educational process. In the lessons, the educator, according to the "creative road map", moves in the following 4 directions, and the actions in them are considered signs that represent the creativity of educators (Patti Drepreau :

- * Show creative thinking skills;
- * Being able to use strategies that encourage the student (student) to master the academic subjects with interest;
- * Innovative approach and creative approach to finding solutions to pedagogical issues;

The pedagogical potential of creativity is a multi-level process, and it relies on the following principles.

1. The priority principles of the potential of pedagogical creativity a vivid manifestation of creativity is reflected in:

2. Individual characteristics of the personality and in life activities
3. Achieving individuality
4. Increase productivity, consistency, systematicity and capacity
5. Creative orientation and problematic character ownership

The pedagogue-educator does not remain creative in itself. His ability for creativity is formed over a certain period of time through consistent reading and learning, work on oneself, and he gradually improves and develops. As in any specialist, the foundation is laid in student years and is consistently developed in the organization of professional activities in order for future educators to have creative abilities. In this case, it is important for the educator to orient himself in creative activity and be able to effectively organize this activity. In the organization of creative activity, the educator should pay special attention to the creation of products of creativity of a problematic nature. Self-creative activation-it is necessary that the individual fully manifests and develops his capabilities in creative activity, and not be creative and creative, but organize activities in the spirit of creativity, creativity, strive to test new ideas in the educational process. Self-creative activation-it is necessary that the individual fully manifests and develops his capabilities in creative activity, and not be creative and creative, but organize activities in the spirit of creativity, creativity, strive to test new ideas in the educational process. In training, according to the “creative path map”, the following 4 directions are moved, and the actions in them are considered signs that represent the creativity of educators (Patti Drapeau:

- 1) show creative thinking skills;
- 2) be able to use strategies that encourage the mastery of training with interest;
- 3) innovative approach and creative approach to finding solutions to pedagogical issues;
- 4) expected result

It is known that among the qualities and characteristics that form one or another of the individual's abilities, one individual plays a leading role, while others act as assistants. The leading role in pedagogical activity is played by the characteristics of a person associated with the exchange of views. First of all, perceptual, that is, those properties that relate to the sphere of perception (the most important of them is observability) play a leading role, allowing the reader to perceive the psychology of the reader, his mental state in a similar way, to correctly assess the behavior of the class team as a whole in a particular pedagogical situation. As a component of the characteristics of the teacher's personality associated with the exchange of views, one can calculate the preparation for empathy, that is, understanding the mental state of the ogres and pity for them. A necessary condition for this is the for children.

Contracts, which are considered a specific type of legal facts, occupy an important place in the emergence, change and termination of civil legal relations.

As a result of the analysis carried out, the article will develop proposals for improving the legislation on the legal regulation of the activities of microloan organizations.

The article reveals the prospects for the development of civil society in Uzbekistan and analyzes the problems of the development of legal consciousness and legal values in modern society, identifies important structural and material differences between law and law, which is one of the main components of law.

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