THE ROLE OF MUSIC CLASSES IN THE FORMATION OF CREATIVE COMPETENCES OF PRESCHOOL EDUCATIONAL INSTITUTIONS

Hulkar M. Mizamova
Independent researcher
Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Education Institutions
Tashkent, Uzbekistan

Durdona K. Amanova
Independent researcher
Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Education Institutions
Tashkent, Uzbekistan

Foziljon U. Pulatov
Independent researcher
Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Education Institutions
Tashkent, Uzbekistan

Abstract: The article is devoted to the formation of creative competence among teachers of preschool educational organizations. The authors also claim the uniqueness of music lessons in the formation of creative competencies in preschool children.

Key words. Creativity, competence, music, best practices, creativity, modern technology, innovation, intelligence, quality.

Introduction

In our country, comprehensive reforms are being carried out to radically improve the system of preschool education, to organize an innovative system of preschool education, aimed at the introduction of quality forms and methods of education, taking into account the best international practices. Adoption of the Law of the Republic of Uzbekistan "On Preschool Education and Upbringing", the concept of development of preschool education in the Republic of
Uzbekistan until 2030 to further improve the system of preschool education, strengthen the material and technical base, expand the network of preschool education, radical improvement of training, introduction of modern educational programs and technologies in the educational process, radical improvement of conditions for comprehensive intellectual, moral, aesthetic and physical development of preschool children, innovations in the preschool education system, as well as the most advanced pedagogical and informational the introduction of communication technologies has been identified as a priority.

**The main results and findings**

Let's get acquainted with the scientific interpretation of the concepts of "competence" and "competence", "creativity", "creativity" and "creative competence", taking into account the formation of creative competence in preschool education, the implementation of a competency approach to preschool education.

A.N. Bolotov, V.S. Lebedev, N.D. Nikandrov, M.V. Ryjakov and others use the terms "competence" and "competence" as synonyms, including a number of authors who use the concepts of "competence" and "competence". talented and up-to-date (I.A.Zimnyaya, I.A.Subetto), private and general (N.A.Almazova, V.I.Zvonnikov, M.B.Chalyshkova, I.A.Subetto, Yu.K. Chernova) [1], classified as relationships given in addition to individual quality requirements (K.Velde, D.S.Ermakov, A.V.Khutorsky, O.N.Yarygin). In her research, O.V. Chirkova cites more than 15 different definitions of the concepts of "competence" and "competence" [2]. After studying them, we came to the conclusion that the interpretations of K. Velde, D.S. Ermakova, I.A. Zimnyaya, A.V. Khutorsky and others in the interpretation of the concepts of "competence" and "competence" reflected in the state educational standard are consistent. is coming.

Involving a growing and evolving individual in creativity has always been and still is one of the most important tasks facing society. Scientists and practitioners, teachers and psychologists, parents work tirelessly to solve it. One of the main conditions for the development of children's creativity is the priority
given to such types of activities as playful, educational, artistic-speech, theatrical, musical. Musical education, musical activity as one of the main components of aesthetic education is one of the leading directions in the upbringing of a harmoniously developed generation. Its role in the upbringing of children is determined, firstly, by the specificity of music as an art form, and secondly, by the specificity of the child's age.

Thus, creativity is a productive form of human activity. The constructive changes of the environment, the Universe, and the individual are the result of it. At the same time, creativity itself is the essence of various human activities, including professional activity.

In our view, creativity is important in the activities of the educator, it has its own characteristics, because the development of the individual is its product.

The words "creativity" and "creative" came to us from the English language in the 80-90s of the twentieth century ("creativity", "creative" ability, creative) and were used first in business, and later in other spheres of social life.

The first use of the term "creativity" was made in 1922 by A. Simpsontamoni, who stated that the ability of a person to break the same stereotypes in thinking [3]. The work of S. Kaplan, J. Renzulli, R. Sternberg, D. Sisk, A. Tannenbauma, J. Feldhyusena, K. Heller and others can be included in the research abroad.

American psychologist Alice Paul Torens first described creativity in 1974 as "Creativity is an individual's non-standard, creative thinking ability, an individual's passion for problem-solving and change-rich thinking, the ability to come up with new ideas, and the sensitivity to inconsistencies with existing knowledge." gave the definition [4]. This definition can be compared with the definition of creativity given in the psychological dictionary: "A person's creative abilities are determined by his intellectual variability, creative development of imagination and intuition, ability to overcome stereotypes, high motivation to seek innovation, personal demand for self-formation" [5].

Since our study focuses on the formation of students' creative abilities during the learning process, we substantiate the concept of educational activity, that is,
"the activity of student self-development and mastery of methods based on the
solution of specific problems posed by the educator through educational work" [6].

In any activity, as well as in creativity, a teacher’s ability to take into account
his or her personal abilities to carry out that activity is important.

Therefore, we can define children's creative competence as an integrative
dynamic feature of the personality, which is manifested in the ability to memorize,
recite, find original ways of singing, find new problems and solve them using
musical methods..

According to researcher Patti Deppatu, the creativity of one person, especially
a trainee, inspires others (trainees) to organize the creative process.

"Creativity", says the author, "is contagious; to be creative, one has to
communicate with more creative people and be constantly on the lookout. Just as it
is possible to form any skill, it is also possible to develop a creative thinking ability
or skill. This also applies to foster children, and working on creativity helps foster
children think in an unusual way. However, inspiring and encouraging learners to
be creative depends on how competent the educator is. Research on creativity and
the work of creative theorists serve as a guide in the formation of creative skills in
students. It includes elements of the environment in the educational institution, the
formation of a way of thinking for students, the approach and strategies of the
teacher-educator. Indeed, the creative environment in the classroom, interactive
teaching methods and technologies, creative collaboration and the creative process
play a special role in the development of students' creative abilities.

Creativity describes a person as a whole or its specific characteristics.
Creativity is also reflected as an important factor of talent. In addition, creativity
determines the sharpness of the mind.

According to P. Torrens, creativity: the advancement of a problem or
scientific hypotheses; test and change the hypothesis; identify the problem based
on the formation of decision results; represents the sensitivity to the
interdependence of knowledge and practical actions in finding a solution to a
problem.
Like any other quality, creativity does not form all at once. Creativity is consistently shaped and developed at certain stages. So when do the features of creativity appear in a person’s activities?

Although creativity is often seen in children’s activities, however, this does not guarantee that children will achieve creative success in the future. Only this or that creative skill on their part represents the possibility that they need to master the skills.

The following conditions should be considered in the development of creativity in children:

1) encourage them to ask more questions and support this habit;
2) to promote the independence of children and strengthen their responsibility;
3) creating opportunities for children to organize independent activities;
4) focus on children's interests.

The following factors hinder the development of creativity in an individual:

1) avoidance of risk;
2) allowing rudeness in thinking and behavior;
3) underestimation of a person's imagination and imagination;
4) submission to others;
5) In any case, think only of success.

Creativity: The ability to create new ideas that serve to ensure the effectiveness of a particular behavior, activity, or process, as opposed to traditional thinking, as well as to describe a person’s readiness to solve existing problems in a positive way.

An individual’s creative potential is reflected as a common feature of him. It is the first condition and result of creative activity. This quality represents the possession and readiness of an individual for the ability to express himself. In addition, on the basis of creative potential, the individual abilities, natural and social potential of each person are manifested as a whole.
Creative potential is closely related to the process of cognitive creativity, which, unlike traditional thinking, reflects the speed and flexibility of thinking, the ability to create new ideas, as well as personality traits - not thinking in a stereotype, originality, initiative, tolerance of uncertainty, intelligence. reaches

Trainees do not become creative on their own. Their creative abilities are formed through consistent study, working on themselves over a period of time, and it gradually improves and develops. As in any individual, music education lays the foundation for children to have creative abilities in the same period of education and is consistently developed in the organization of professional activities. At the same time, it is important that children are self-directed to creative activities and are able to organize these activities effectively. In the organization of creative activity, a person should pay special attention to solving problems, analyzing problem situations, as well as creating creative products.

Thus, the creative thinking of preschool education organizations provides the necessary foundation for them to successfully form the skills that will serve to effectively apply the theoretical knowledge acquired by them in practice. Having creative thinking allows children to put forward various initiatives in the learning process, to consistently demonstrate their creative abilities, and to demonstrate that they are creatively active and inquisitive. Therefore, it is advisable to pay serious attention to the formation of creativity in children in preschool education institutions.

Creative development is a process organized taking into account all the individual characteristics of the individual, the purpose of which is to direct the child to search, observe, discover independent sound solutions. Applying the elementary music playing method in the early stages of education helps to develop the student’s musical thinking, even if these creative endeavors are very modest. Children become creative easily and naturally, they happily take the opportunity to think independently. Complexes such as "I don't know", "I was not taught" disappear. The role of light, non-authoritarian communication allows for change, involving humor in complex situations. A free, friendly communication
environment is its essence - it allows children to carry out active creative activities. The results of such play activities will consist of elements of elemental impoverishment as increasingly natural creation for children.

What determines the musical activity of a pupil of a preschool organization? BM Teplov emphasizes that a person's musical activity is "the result of development, upbringing and study, although it depends on his innate individual talent." This is confirmed by other researchers. For example, KV Tarasova [7] writes: "The process of musical formation is mainly determined by the system of educational influences."

Studies show that a child's musical activity begins to appear much earlier - from the age of two. Signs of early childhood musicality include the following:

- The child begins to show musical experiences;
- The nature and degree of expressiveness (reaction to music) of musical activity, which is manifested by the fact that the child's attention is focused on the music being played or on the violently active actions;
- needs for musical experiences;
- Manifestation of musical activity: the presence of musical desires in the child's life and the preferred types of musical activity (singing, playing music, listening to children's musical instruments, writing and improvisation).

The emergence of a leading role of music in a child’s life is a key sign of early musical activity. In the third year of a child's life, his musical consciousness develops, his interest in music and the desire to hear it, to take something from it, to distinguish one piece of music from another, his musical memory develops, the child is now ready to actively remember music. The more vivid, emotional, and multi-figurative a piece of music is, the faster and more firmly it will take root in a child’s memory. Children of this age are also attracted to the performance as an expression of their impressions of the musical experiences they have heard. This is a sensitive period for the development of general and special musical skills. By the age of four, the child has accumulated a variety of musical experiences. For preschoolers of this age, it will not be difficult to compare music in terms of
registers, timbre, sound of several musical instruments, uncomplicated rhythm, different parameters (high-low, frequent, etc.) in simple verses. In this way, their musical activity is actively developing.

Due to significant leaps in the development of cognitive mental processes and much more extended individual experiences, the child begins to focus on more complex musical activities at the age of five. The focus of the preschool child on solving new tasks and the effectiveness of these solutions is an indicator of his musicality at this age. At the same time there is a musical inclination, the emergence of intelligence. At the age of five, the child is now ready to distinguish sounds that are complex enough, to be able to explain the emotional nature of a piece of music, to interpret a musical image, and to express it in different forms of artistic activity.

The next six years of a child are characterized by the manifestation of musical movements and musical activity. He is no longer interested in music, but he is beginning to demand musical experiences. Understanding music, understanding it becomes goal-oriented and creative, creativity begins to penetrate into all areas of the child's performance, the child begins to consciously strive to convey the musical image through emotional-expressive means. The child's cognitive activity grows: he becomes interested in the history of the creation of a musical work, its author, the life and work of the composer, the possibilities of using a musical work in musical narration, self-understanding and self-expression. The general and special abilities of the child reach a high level in their development with complexity. In terms of the nature of musical activity, its process and outcome, it is now possible to talk about the musical ability of a preschool child.

Finally, another aspect of the theory is that musical activity can be viewed not only as a separate structure in which certain abilities are distinguished, but also as a gypsum connection with which they are interconnected. By complementing or replacing each other, one of them becomes the main, the leader, and the other enters into mutual contact and now manifests itself in a new way. is created or created in the process of activity itself. This is the interesting and conditional
nature of this law. Therefore, many educators include the ability to understand music, the ability to expressively sing and move, the ability to play musical instruments, the ability to engage in musical creativity in the term "musical activity". This means that the more active a child's communication with music is, the more musical he or she will be, and the more joyful and joyful his or her encounter with new music samples will be, and the stronger will and desire he or she will express himself or herself in music.

One can see a general trend in modern concepts of music education in preschools - the desire to unlock the creative potential of the preschool child.

If children do not achieve fluency and freedom in the formation of creativity, they rely on the idea that first came to their minds during the lessons, although such an idea does not differ from the ideas of others and does not indicate the child's broad thinking. In addition, the more ideas found in finding a solution to a problem, the greater the chance of choosing the right answer or option. For example, the more details a question in a music lesson contains, the more likely the children are to try to find an answer.

The more broad-minded preschoolers are, the more and different solutions they will find to the situation and problem. Flexibility in children can be observed when they consider and analyze different perspectives and opinions, when different opinions are compared with each other and when they find similarities and differences, and when they finally succeed and show good results.

Creativity recognizes the importance of team spirit in music lessons, constantly changing groups, and develops in children the ability to work as a team, respecting the abilities and skills of others. Although individual work is effective in certain situations, it is advisable to work in small groups in creative classes, because creativity is a social phenomenon.

**Conclusion**

New approaches to music education require the use of generally unique and more effective pedagogical technologies in the development of children’s musical
abilities. Although manifested as a specific type of human thinking, music serves a special function - the function of human communication.

It is important to develop in the child all the best aspects of nature: to form a special musical ability, taking into account the propensity for a particular type of musical activity on the basis of different natural talents, to promote general development. not only to teach them to sing and dance to the rhythmic movements of music, but also to teach children to play musical instruments.

References:


