FOREIGN EXPERIENCES IN DEVELOPING THE CREATIVE SKILLS OF FUTURE EDUCATORS

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Abstract: This article analyzes the experience of developed countries in developing the creative abilities of future educators. Approaches aimed at forming creativity in the pedagogical education systems of Finland, Singapore, Japan, Germany, and Canada have been studied. According to the research results, it was determined that project-based learning, reflexive activity, innovative pedagogical technologies, and practice-oriented education play an important role in the development of creative competencies. Recommendations have also been developed for integrating foreign experience into the preschool education system of Uzbekistan.

Key words: creativity, creative ability, future educator, preschool education, foreign experience, pedagogical innovations, creative competence.

In the global education system, creativity is recognized as one of the most important competencies of the 21st century. In particular, the creative thinking of educators working in the field of preschool education, the application of innovative approaches, and the ability to develop children's individual abilities are considered important criteria for the quality of modern education. In international educational concepts developed by the OECD and UNESCO, creative thinking is defined as a key component of educational outcomes.

In preschool educational organizations, the creativity of the educator directly influences the formation of independent thinking, problem-solving, imagination, and innovative activity in children. Therefore, in the process of training future educators, the issue of developing their creative competencies is emerging as an urgent scientific problem.

The aim of the research is to study foreign experiences in developing the creative abilities of future educators and to identify opportunities for their implementation into the national pedagogical education system.

The research process utilized methods of scientific and pedagogical literature analysis, comparative-pedagogical analysis, systematization, and generalization. The experience of higher pedagogical educational institutions in Finland, Singapore, Japan, Germany, and Canada regarding the formation of creative competencies was studied.

International scientific articles, OECD recommendations, scientific research on pedagogical education, and foreign sources on the training of preschool educators were used for the analysis.

Analysis has shown that in developed countries, the development of future educators' creativity is carried out based on special pedagogical technologies.

In the Finnish pedagogical education system, great attention is paid to the independent research activities of students. Future educators develop creative thinking skills through project work, problem-solving, and reflective analysis. In the educational process, students conduct research integrated with practical activities.

In the system of pedagogical education in Singapore, special attention is paid to the development of creative and critical thinking based on the principle of "Teach Less, Learn More". Students develop creative competencies by applying innovative methods in practical classes. This approach serves to increase the pedagogical flexibility of the educator.

In the Japanese education system, collaborative learning and reflective activity are considered the primary tools for developing creativity. Students regularly participate in the processes of observing, analyzing, and improving lessons. This forms a creative approach to pedagogical activity.

In Canada, design thinking, STEAM technologies, and innovative projects are widely used to develop the creative potential of future educators. Students acquire the skills of creating pedagogical innovations by performing tasks aimed at solving creative problems.

Practice-oriented education, pedagogical experiments, and the application of innovative technologies are identified as the primary factors for developing creativity in German higher education institutions. Students implement independent pedagogical projects in educational and practical centers.

Based on the studied experiences, the following effective mechanisms for developing the creative abilities of future educators have been identified:

- project-based training;
- problem-based learning technologies;
- reflexive activity;
- STEAM and digital technologies;
- creative laboratories;
- practice-oriented trainings;
- collaborative educational activities.

These mechanisms significantly increase the indicators of students' creative thinking, innovative activity, and pedagogical adaptability.

The research results showed that in developed countries, the development of future educators' creativity is organized based on continuous, practice-oriented, and innovative educational technologies. An analysis of foreign experience confirmed the high effectiveness of project activities, reflection, the research approach, and STEAM technologies in forming creative competencies.

The application of these experiences in the higher pedagogical education system of Uzbekistan serves to improve the professional training of future educators, increase their readiness for innovative activities, and improve the quality of preschool education.

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