

# Improvement of Pedagogical Technologies of Comprehensive Development of the Personality of Preschool Children on the Basis of Cultural and Creative Approach

**Bekmanova Zh.A.**

Director of preschool №32 of the city of Nukus

**Abstract:** The article is devoted to the problem of the comprehensive development of preschoolers on the basis of the improvement of pedagogical technologies of a cultural and creative nature. The purpose of the work is to develop and practically test the pedagogical system of innovative technologies that contribute to the comprehensive development of children in the process of their involvement in cultural and creative activities.

**Key words:** all-round development, preschoolers, cultural and creative approach, system, technologies, improvement, integrative approach, diagnostics, criteria, creative activity of preschoolers, parental participation.

## Introduction

Modern world trends in the training of worthy members of society and professionals cause the transformation of educational systems, where the priority is the orientation towards the formation of a comprehensively developed personality while filling this concept with modern meanings. Such a person should be capable of self-determination in a rapidly changing world, qualitatively solving emerging problems, understanding the consequences of their own actions, possessing purposefulness, organization and composure, creatively modifying the principles and rules of behavior in accordance with changes in the surrounding world.

Modernization of preschool education in accordance with the Resolutions and Decrees of the President of the Republic of Uzbekistan Sh.M. Mirziyoev puts forward new requirements for the content of the process of education in kindergarten and focuses it on the full comprehensive development of the child's personality, his preparation for school, the development of his creative abilities, the creation of conditions for the comprehensive intellectual, moral, aesthetic and physical development of children, the development of innovative technologies for classes and educational potential of the subject-developing environment, raising the level of artistic, aesthetic and musical education and education of children of preschool and primary school age, developing a child's social and emotional skills as the basis for his future successful self-realization [1,2].

## Literature and review

Despite the fact that pedagogical science has recently paid considerable attention to the theory of a harmoniously developed personality [3,4,5], today the problem of the relationship between the comprehensive formation of personality and its cultural and creative development has not been studied enough, especially in relation to the field of preschool education. The priority of the task of preschool education in Uzbekistan at the present time and the importance of this period in the development and formation of the personality dictates the need to solve this problem in line with modern approaches to the organization of educational activities in kindergartens of the republic.

Based on the definition of culture and its pedagogical and humanistic interpretation as the basic culture of the individual, the essence of the cultural and creative approach was determined as a pedagogically organized realization of the creative potential of the individual through its introduction to culture in the process of creative activity.

With the help of a comprehensive study of the problem in the practice of preschool institutions of the republic, identifying gaps in the selection and application of adequate pedagogical means for organizing the comprehensive development of preschoolers, various practices, methods and technologies of a cultural and general nature were tested - a cultural school, cultural practices, art pedagogical technologies, irradiating training[6,7].

We believe that cultural practices are a new effective means of the comprehensive development of the personality of a preschooler through the transfer of experience of creative activity to children, the formation of an emotional and value attitude to the world around them.

The implementation of the cultural and creative approach was carried out on the basis of an integrative approach as a method aimed at developing a special set of knowledge and skills, acquired both on the basis of life and aesthetic impressions as well in the course of practical activities, including games, communication, collective affairs, various types of individual creativity. - crafts, dancing, singing, drawing, etc.

The integrative approach was implemented through a) a complex system of diagnostic methods; 2) a set of criteria for the level of development of preschoolers; 3) variability of cultural and creative technologies and practices; 4) a variety of forms, types of games, situations, activities of a search-creative, motivating nature; 5) the development of cooperation between the preschool educational institution and the family in several areas - informational and educational, supportive, joint activities, family-cultural, developing.

The improvement of technologies consisted in the complex application of new modern technologies - cultural practices, art therapy and art pedagogy, irradiating education on a scientific and pedagogical basis - indicating their features, principles, stages.

Comprehensive development (taking into account preschool age) - cultural, creative, intellectual, social, communicative, value, moral - was achieved by specially organized cultural and creative activities. The effect of using technologies was enhanced through the implementation of fruitful cooperation between the preschool and the family in the form of parental participation (a special supportive, emotionally empathic attitude towards the child and communication with him), thanks to which the most complete coverage of the child's life is ensured and his successful all-round development is carried out.

It has been proved that the use of technologies of a culture-creative school, cultural practices, art pedagogy, parental participation form an effective pedagogical system for the comprehensive development of preschoolers based on a cultural and creative approach, which is confirmed by the data of a qualitative and quantitative cut at the final stage of the experiment.

## Conclusion

Thus, in the course of the study, it was found that the cultural and creative practices and technologies applied in the experimental work, based on artistic and creative activity, contribute to the emergence of new ideas concentrated in art as a special sphere of the spiritual life of society. There is an activation of the intellectual, motivational, socio-communicative, spiritual, ethical and creative potential of preschoolers, which has a significant impact on the development, and in the future - on the self-development of the individual.

## References

1. Закон Республики Узбекистан № ЗРУ-595 "О дошкольном образовании и воспитании" от 16.12.2019
2. Постановление Президента Республики Узбекистан "О мерах по дальнейшему стимулированию и развитию системы дошкольного образования" N ПП-3651 от 05.04.2018 г.
3. Буторина И.Н. Развитие личностной культуры ребёнка-дошкольника в воспитательном пространстве праздника.. Дисс. ...канд. пед. наук. 2009. - 291 с.
4. Крылова Н.Б. Ребенок в пространстве культуры. М., 1994. – 97с.

5. Шинкарёва Н.А., Карманова А.В. Педагогические условия развития творческого воображения детей старшего дошкольного возраста. Молодой ученый. 2016. № 9 (113). С. 1210-1213.
6. Груняхина Н. В., Саранцева Л. Х. Применение культурных практик с целью расширения творческих возможностей дошкольников  
<https://urok.1sept.ru/articles/667851>
7. Столярова Т. Б. Культуротворческий подход в образовательном процессе лица как инструмент формирования метапредметных умений//Электронный научный журнал «Инновации: поиски и исследования». РОНО. 2012. Вып.15. [http://www.erono.ru/art/?ELEMENT\\_ID=1413](http://www.erono.ru/art/?ELEMENT_ID=1413)