

Foreign Experiences In Developing Creative Competence In Preschool Children

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ABSTRACT

This article is devoted to foreign experiences in developing the creative competence of preschool children. The theoretical foundations of foreign and national education, the importance of modern teaching as an important condition for the quality of education, the role and importance of national education and values in the formation of the teacher's pedagogical skills, are highlighted based on the theories of scientists from the world, the CIS countries and our Republic, and the author's personal thoughts within the framework of the topic are presented in a consistent and sequential manner.

Keywords: Training, creativity, competence, student, competitive, activity, game activity.

INTRODUCTION

Modern society places demands on the education system to educate highly qualified, ambitious, competitive, enterprising, spiritually and physically healthy individuals. In recent years, our republic has identified priority areas of reforms aimed at improving the quality of education and developing high knowledge and talent in young people, as well as forming an active civil society: Based on the tasks of "establishing an open and high-quality education system for young people, ensuring excellent education for young people at all stages of education, supporting and encouraging gifted and talented students," opportunities have been created to find new theoretical solutions aimed at deepening scientific research on the development and improvement of self-activation in the individual in educational activities .

The problem of professional training and competence of teachers and educators was studied by NA Muslimov, Sh.E. Qurbonov, F.R. Yuzlikayeva, A.R. Khodjaboyev, X.F. Rashidov, Sh.S. Sharipov, O.X. Tora'kulov, D.O. Immataliyev, and O.A. Koysinov.

Today, when the effective use of human capital, abilities and potential based on the introduction of innovations,

digital management systems and information and communication technologies is widely practiced in the world, problems in the training of pedagogical personnel are causing a slowdown in the growth of the quality of human capital. A graduate of the Pedagogical University is not only responsible for educating citizens and forming the human capital of the country, but also for the

is also an important link in preserving, developing and transferring pedagogical values to the next generation. At the same time, in recent years, a shortage of highly qualified pedagogical personnel has been observed in a number of countries of the world (including economically developed countries) at all stages of the education system. Filling the personnel gap in our republic, including meeting the needs for pedagogical personnel in general education preschool educational organizations and schools, is an objective necessity. The need to develop mechanisms for solving these issues based on advanced foreign experience is the main goal of the research.

Determines the relevance and served as the basis for choosing this work as the research topic. As a result of the lack of a scientifically based system of specialization in education, the insufficient level of the material and

technical and innovation system in educational sectors, and the emergence of certain problems in the integration relations of higher educational institutions (HEIs) that train professional pedagogical personnel with higher education with advanced training and retraining institutions, the need for teachers in some subjects (preschool education, primary education, Russian language and literature, English language, mathematics, computer science and information technologies, chemistry, physics and astronomy) in the public education system remains unmet. As is known, currently in our country, great importance is attached to reforming the education system, in particular pedagogy, in accordance with the new requirements of society, rapidly changing socio-economic conditions, and changes in the educational paradigm in general. A potential pedagogical education system has existed in Uzbekistan for a long time. At the same time, one of the positive aspects of the Uzbek pedagogical education system is that, in the conditions of the developing economy of Uzbekistan and the unstable labor market, a graduate of a pedagogical educational institution has a wide range of opportunities to continue his work in another field with this diploma, even if he does not work in his profession. In foreign universities, including in the United States, there are problems in adapting a narrow range of specialists from graduates of higher pedagogical educational institutions to the needs and changes of the labor market, as well as in training teachers-specialists in certain disciplines. Accordingly, the high general and professional qualifications of graduates of pedagogical educational institutions in Uzbekistan have become favorable for the economy in the transition period. In European countries, there are no specialized higher pedagogical educational institutions, but large universities that include pedagogical institutes operate. According to European standards, mobility between different sectors and professions within education is provided through numerous postgraduate education programs, which provide a sufficient level of qualification for future teachers.

The Swedish experience: The preschool education system is a key element of modern society is one of the most important factors in its identity and development. That is why

Developed countries pay special attention to the development of the preschool education system, as it contributes to the sustainable involvement of the population in the labor force, as well as to the appropriate physical and mental development of children.

Kindergartens in Sweden accept children from 1 to 6 years old and are open from 6:00 to 19:00. Education in a Swedish preschool is aimed at developing knowledge and values in children and a lifelong desire to learn. The main emphasis is on values such as joint play, tolerance and consideration for others. Gender pedagogy is becoming increasingly relevant - work is being done to combat gender stereotypes in the educational process so that children, regardless of gender, have equal opportunities. In addition, about 5 percent of kindergarten teachers in Sweden are men. Although this is a small number, it is still a much higher figure than in other countries. Childcare workers have secondary education and take responsibility for daily routines. Children are allowed to go outside as much as possible, even in the cold of winter.

They also play in open-air preschools. are famous for allowing children to be outside almost all the time, regardless of the weather.

Finnish experience: At the parents' request, children can stay in the family circle until the age of 3, but in most cases, due to their busy work schedule, parents send their children to preschools at an early age. In Finland, the continuous educational journey for children begins in Finnish preschool institutions. Homework or mandatory standardized.

Without tests, they spend their time playing, exploring, and learning how to learn. As a result, Finland has a 100% literacy rate, the highest scores in the Program for International Student Assessment (PISA), and children who love going to school.

China is the country with the largest population in the world, the government has developed a program to develop the education system in order to reduce poverty. As a result of the reforms carried out, the Chinese education system has made great progress in the past 10 years. Until the middle of the 20th century, the Chinese economy was mainly specialized in agriculture, and people were engaged in manual labor-based farming. The majority of the population lived in villages, and education was more focused on the humanities, philosophy, history, and social sciences. The Chinese education system mainly consists of preschool education, primary education, secondary education, and higher education. The adoption of the Law of the People's Republic of China "On Compulsory Education" formed a system of compulsory secondary education for all. According to the new law, 9 years of

education were declared compulsory and free. Pedagogical education in China is now reaching international levels.

Based on the experience of Russia, Japan and the United States, national traditions should be taken into account.

Its own system is being created taking into account its specific characteristics. In recent decades, the development of the system of pedagogical personnel training in China has been much faster and more intensive than in other countries. One of the guiding ideas focused on strengthening the connection of professional pedagogical personnel training with the economy and society as a whole, urbanization and industrialization. The country is striving to increase the openness of pedagogical personnel training: a pedagogical education system with the participation of other higher educational institutions is gradually being formed on the basis of existing educational institutions. The general trend in pedagogical personnel training in a number of countries in America, Europe and Asia is to increase the prestige of the pedagogical profession, provide and retain professionally qualified teachers, improve personnel policy, attract teachers to work on themselves, and direct efforts to increase professional competence through the development of professional teams and modern pedagogical technologies.

The next stage of reforms in the education system in Uzbekistan is the introduction of advanced foreign is the transition to training a narrow range of specialists-pedagogues based on experience. This, in turn, makes it an objective necessity to conduct the training of pedagogical personnel based on the identification of specific needs in each area. According to IDFrumin, it is necessary to use the successful experience of foreign countries or look for a unique method of developing the pedagogical system of training and advanced training of pedagogical personnel.

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