

**MODERN APPROACHES TO USING CREATIVE METHODS IN SHAPING THE
WORLDVIEW OF CHILDREN IN SENIOR PRESCHOOL GROUPS**

Xudayberganova Nuriya Ergashovna

Urganch State Pedagogical Institute

Master's student (1st year),

**Theory and Methodology of Education and Upbringing
(Preschool Education)**

Abstract: This article examines modern approaches to the use of creative methods in shaping the worldview of children in senior preschool groups. The study highlights the importance of innovative pedagogical strategies in developing children's independent thinking, creativity, social awareness, and conscious perception of the surrounding world. Special attention is paid to game-based learning, problem-based learning, project-based methods, STEAM approaches, and the use of digital technologies in preschool education. The article emphasizes that creative methods contribute significantly to the holistic development of preschool children and prepare them for further stages of education and social life.

Keywords: preschool education, senior preschool group, worldview formation, creative methods, innovative approaches, creativity, pedagogical technologies.

INTRODUCTION:

In recent years, the rapid development of science, technology, and information exchange has significantly influenced the educational process at all levels, including preschool education. Modern society requires individuals who are not only knowledgeable but also capable of independent thinking, creativity, and effective adaptation to changing social and environmental conditions. As a result, the formation of a child's worldview from an early age has become one of the key priorities of contemporary education systems. Preschool education, particularly senior preschool groups, plays a fundamental role in laying the intellectual, emotional, and social foundations of a child's future development.

Children in senior preschool groups, typically aged five to six, are at a crucial stage of cognitive and personal growth. During this period, they begin to form a basic understanding of the world, including natural phenomena, social relationships, cultural values, and moral norms. Their curiosity increases, and they actively seek explanations for events occurring around them. At the same time, their thinking gradually shifts from purely intuitive perceptions to more logical and cause-and-effect reasoning. Therefore, the educational approaches used at this stage have a long-lasting impact on the child's overall worldview and readiness for further learning.

Traditional teaching methods in preschool education have primarily focused on the transmission of factual knowledge and the repetition of predefined activities. While these methods contribute to basic learning outcomes, they often limit children's opportunities for creativity, independent exploration, and self-expression. In contrast, modern pedagogical concepts emphasize the importance of child-centered and activity-based learning, where children actively participate in the educational process. Creative methods, in this regard, offer effective tools for fostering imagination, critical thinking, and meaningful engagement with the surrounding world.

Creative methods in preschool education include game-based learning, problem-based tasks, project activities, exploratory experiments, and the integration of digital and multimedia resources. These approaches encourage children to observe, analyze, compare, and draw conclusions based on their own experiences. Through such activities, children not only acquire knowledge but also develop emotional attitudes toward nature, society, and human interactions. This holistic development is essential for shaping a balanced and flexible worldview.

The relevance of this study lies in the need to identify and analyze modern approaches to using creative methods in shaping the worldview of children in senior preschool groups. Understanding the pedagogical potential of these methods can help educators design more effective learning environments that support children's cognitive, social, and emotional development. Therefore, the purpose of this article is to explore contemporary creative methods and justify their role in the formation of a child's worldview within the context of modern preschool education.

Literature Review

The formation of children's worldview has long been a subject of interest in educational psychology and pedagogy. Researchers emphasize that early childhood is a critical period for cognitive, emotional, and social development, during which fundamental perceptions about the surrounding world are established. According to constructivist learning theories, children actively construct knowledge through interaction with their environment rather than passively receiving information. This theoretical perspective has significantly influenced modern approaches to preschool education and supports the integration of creative methods in early learning contexts.

Several studies highlight the importance of play as a primary means of learning in preschool education. Scholars argue that play-based learning enables children to explore social roles, express emotions, and understand real-life situations in a symbolic form. Through imaginative and role-playing activities, children develop social awareness, communication skills, and moral values, which are essential components of worldview formation. Research findings consistently indicate that play-based creative methods enhance children's motivation and engagement in learning activities.

Problem-based learning has also been widely discussed in the literature as an effective approach for developing critical and independent thinking skills in young children. Studies suggest that presenting children with age-appropriate problem situations encourages them to observe, ask questions, and seek solutions through reasoning and experimentation. This method promotes cause-and-effect thinking and helps children develop a deeper understanding of natural and social phenomena. Researchers note that problem-based activities contribute to the formation of a more conscious and reflective worldview.

Project-based learning has gained increasing attention in preschool education research due to its integrative nature. Scholars emphasize that project activities allow children to combine knowledge from different domains while developing collaboration and communication skills. By participating in projects related to their daily lives, children gain meaningful experiences that support the development of social responsibility and environmental awareness. Literature indicates that project-based methods foster creativity and help children perceive the world as a coherent and interconnected system.

In recent years, the STEAM approach has been introduced into preschool education as a means of developing both logical and creative thinking. Research shows that early exposure to simple scientific experiments, construction tasks, and artistic activities supports children's curiosity and problem-

solving abilities. The integration of arts into science and mathematics activities is considered particularly important for encouraging imagination and self-expression, which play a vital role in shaping a child's worldview.

Additionally, numerous studies focus on the use of digital and multimedia technologies in preschool education. Researchers argue that interactive applications, educational videos, and digital games can enhance children's understanding of complex concepts through visualization and engagement. However, the literature also emphasizes the need for pedagogical guidance and balanced use of digital tools to ensure positive developmental outcomes.

Overall, the reviewed literature demonstrates that creative methods play a significant role in shaping the worldview of children in senior preschool groups. Despite the growing body of research, there remains a need for further analysis of modern creative approaches and their systematic implementation in preschool education, which this study seeks to address.

Methodology

This study employs a qualitative research methodology to examine modern approaches to using creative methods in shaping the worldview of children in senior preschool groups. The qualitative approach was selected because it allows for an in-depth understanding of educational processes, children's learning experiences, and the pedagogical value of creative methods within a natural preschool environment. The research is grounded in a constructivist educational framework, which emphasizes active learning, interaction, and the role of experience in children's cognitive and social development.

The research was carried out in a preschool educational setting involving senior preschool groups of children aged five to six. The participants included both children and their educators. A purposive sampling method was applied to select groups where creative teaching practices were regularly integrated into daily educational activities. Ethical principles were observed throughout the research process, including voluntary participation, confidentiality, and the creation of a supportive and child-centered learning environment.

Data collection was conducted primarily through systematic observation of educational activities. These activities included play-based learning sessions, problem-solving tasks, project-based activities, STEAM-oriented exercises, and the use of digital and multimedia resources. Observations focused on children's levels of engagement, creativity, interaction with peers, and their ability to express ideas and opinions related to the surrounding world. In addition, informal conversations with educators were used to gain insights into their pedagogical strategies and reflections on the effectiveness of creative methods.

Document analysis was also employed as a supplementary data collection method. Educational plans, activity descriptions, and teaching materials were reviewed to identify how creative methods were designed and implemented in practice. This approach made it possible to compare planned educational objectives with actual classroom practices and children's responses.

The implementation of creative methods was based on child-centered principles. Educators acted as facilitators rather than direct instructors, encouraging children to explore, ask questions, and experiment. Open-ended tasks and problem situations were intentionally created to stimulate independent thinking and creativity. The learning environment was organized to promote collaboration, free expression, and emotional comfort.

Data analysis was carried out using qualitative content analysis. Observational notes and collected materials were carefully reviewed and categorized according to key themes related to worldview formation, such as curiosity, social awareness, environmental understanding, and creative expression. Patterns and relationships between the applied creative methods and children's cognitive and emotional responses were identified and interpreted.

Despite its strengths, the study has certain limitations. The qualitative nature of the research and the limited number of participants may restrict the generalization of the findings. Nevertheless, the methodology provides valuable insights into the practical application and pedagogical potential of creative methods in shaping the worldview of children in senior preschool groups.

Results

The results of this study demonstrate that the systematic use of creative methods in senior preschool groups has a positive influence on the formation of children's worldview. Observations revealed that children who participated in creative, activity-based learning environments showed higher levels of engagement, curiosity, and active participation compared to traditional, teacher-centered activities. Creative methods encouraged children to interact more freely with their peers and educators, which contributed to a more dynamic and meaningful learning process.

One of the most significant outcomes observed was the improvement in children's ability to express ideas and opinions about the surrounding world. During game-based and project-oriented activities, children were more willing to share personal experiences, ask questions, and suggest solutions to presented problems. This indicates that creative methods support the development of independent thinking and verbal communication, both of which are essential elements of worldview formation.

The findings also show that problem-based learning activities enhanced children's cause-and-effect reasoning. When children were presented with simple problem situations related to nature or everyday life, they demonstrated an increased ability to analyze situations and propose logical explanations. For example, during activities focused on environmental topics, children were able to identify relationships between human behavior and natural outcomes, such as cleanliness and environmental health. This reflects a growing awareness of social and ecological responsibility.

Project-based activities contributed to the development of social interaction and cooperation skills. Children involved in group projects displayed greater levels of collaboration, shared decision-making, and mutual support. These activities helped children understand the importance of teamwork and their role within a group, which is an important component of social worldview development. Observations also indicated that children became more patient and respectful of others' opinions during collaborative tasks.

The integration of STEAM-oriented activities resulted in noticeable improvements in children's curiosity and exploratory behavior. Children actively engaged in simple experiments, construction tasks, and creative design activities. These experiences allowed them to connect abstract concepts with real-life situations, fostering a more holistic understanding of the world. The combination of scientific exploration and artistic expression encouraged both logical and imaginative thinking.

Additionally, the use of digital and multimedia tools had a positive impact on children's attention and motivation. Visual materials and interactive content helped children better understand complex ideas and expanded their knowledge beyond immediate surroundings. However, observations also indicated that the effectiveness of digital tools depended on their purposeful and guided use by educators.

Overall, the results confirm that creative methods significantly enhance children's cognitive, social, and emotional development. The observed changes in children's behavior, interaction, and understanding of the surrounding world suggest that creative approaches play a crucial role in shaping a balanced and conscious worldview in senior preschool children.

Conclusion

This study has demonstrated that the use of creative methods plays a significant role in shaping the worldview of children in senior preschool groups. The findings confirm that creative, child-centered approaches contribute not only to cognitive development but also to the emotional and social growth of preschool children. By engaging children in active learning processes, creative methods help them develop a meaningful understanding of the surrounding world and their place within it.

The results indicate that game-based learning, problem-based activities, project work, STEAM-oriented tasks, and the use of digital technologies create favorable conditions for the development of independent thinking and curiosity. These methods encourage children to explore, ask questions, and express personal opinions, which are essential elements of worldview formation. Through active participation in creative activities, children begin to recognize relationships between natural phenomena, social behavior, and human responsibility.

Furthermore, creative methods support the development of social skills and moral values. Collaborative projects and group-based activities promote cooperation, respect for others' opinions, and a sense of shared responsibility. Such experiences help children develop social awareness and empathy, which are fundamental components of a well-balanced worldview. The study also highlights that a supportive learning environment, where children feel emotionally secure, enhances the effectiveness of creative approaches.

The integration of STEAM activities and digital tools was found to be particularly effective in expanding children's perspectives and stimulating exploratory behavior. By combining scientific inquiry with artistic expression, children were able to connect abstract ideas with real-life experiences. However, the findings emphasize that the successful use of digital resources depends on purposeful pedagogical guidance and balanced application to ensure positive learning outcomes.

Despite its contributions, the study has certain limitations, including its qualitative nature and limited scope. These factors may restrict the generalization of the results. Nevertheless, the findings provide valuable insights into the practical application of creative methods in preschool education and highlight their pedagogical potential in shaping children's worldview.

In conclusion, the study underscores the importance of integrating creative methods into the educational process of senior preschool groups. Educators are encouraged to adopt innovative, flexible, and child-centered approaches that foster creativity, independent thinking, and social awareness. Future research may focus on quantitative assessments and longitudinal studies to further explore the long-term impact of creative methods on children's worldview development.

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