



Formation Of Teamwork Skills In Children Through Reggio Pedagogy

Djurayeva Dilfuza

Teacher at the Department of Methodology of Preschool, Primary and Special Education at Navoi Region Center for Pedagogical Excellence, Uzbekistan

ABSTRACT

The upbringing and education of a child is one of the most important tasks of humanity. Although each period has created its own pedagogical approaches, Reggio Emilia pedagogy, formed in Italy in the second half of the twentieth century, is recognized worldwide as one of the brightest examples of child-centered education. The main idea of this approach is to see the child as an active, creative person capable of freely expressing his or her opinion and to adapt the educational process to his or her needs, interests and rights.

KEYWORDS: Child-centered education, play and creativity, the role of the environment, cooperation, facilitation, facilitator, reformulation, collective intelligence, self-awareness, self-management.

INTRODUCTION

In the modern education system, the comprehensive development of children and the disclosure of their intellectual, social, speech, physical and emotional potential is considered one of the urgent tasks. Especially if it is taken into account that the foundation of a child's development is formed at the preschool education stage, the forms and methods of education and methodological approaches are of great importance in this process. Among them, one of the most effective and natural approaches is the introduction of developmental teaching methods through play.

Today, the education system requires the upbringing of an active citizen who is capable of comprehensive development, independent thinking, creative problem-solving and finding his or her place in society. At a time when traditional approaches are becoming insufficient to achieve this goal, the need for new, innovative approaches in pedagogical theory and practice is increasing. One such advanced approach is Reggio Emilia pedagogy, which was formed in Italy in the middle of the twentieth century and is now spreading widely throughout the world. Reggio pedagogy is an innovative approach to early childhood education that emerged after the Second World War in the small Italian city of Reggio Emilia. This method gained popularity throughout the world due to its distinctive philosophy aimed at developing the child's personality, creative potential and spirit of inquiry. In this approach, it is important for the teacher to participate as a guide, partner and observer in the child's learning process.

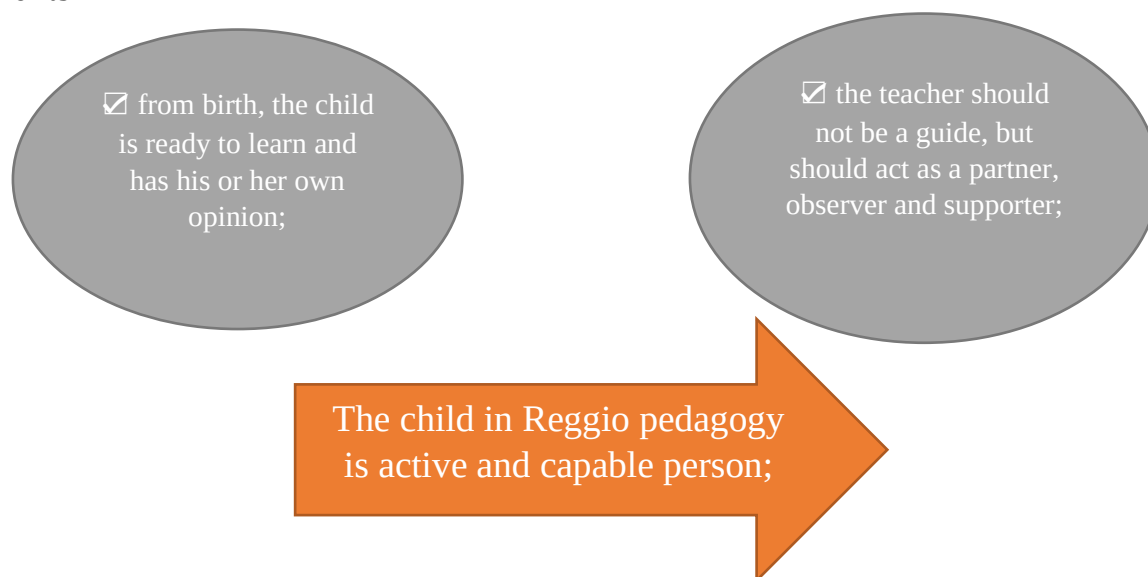
Literature Analysis and Methods: Reggio pedagogy places the child at its center. According to this approach, the child is regarded from birth as a person capable of acquiring knowledge and

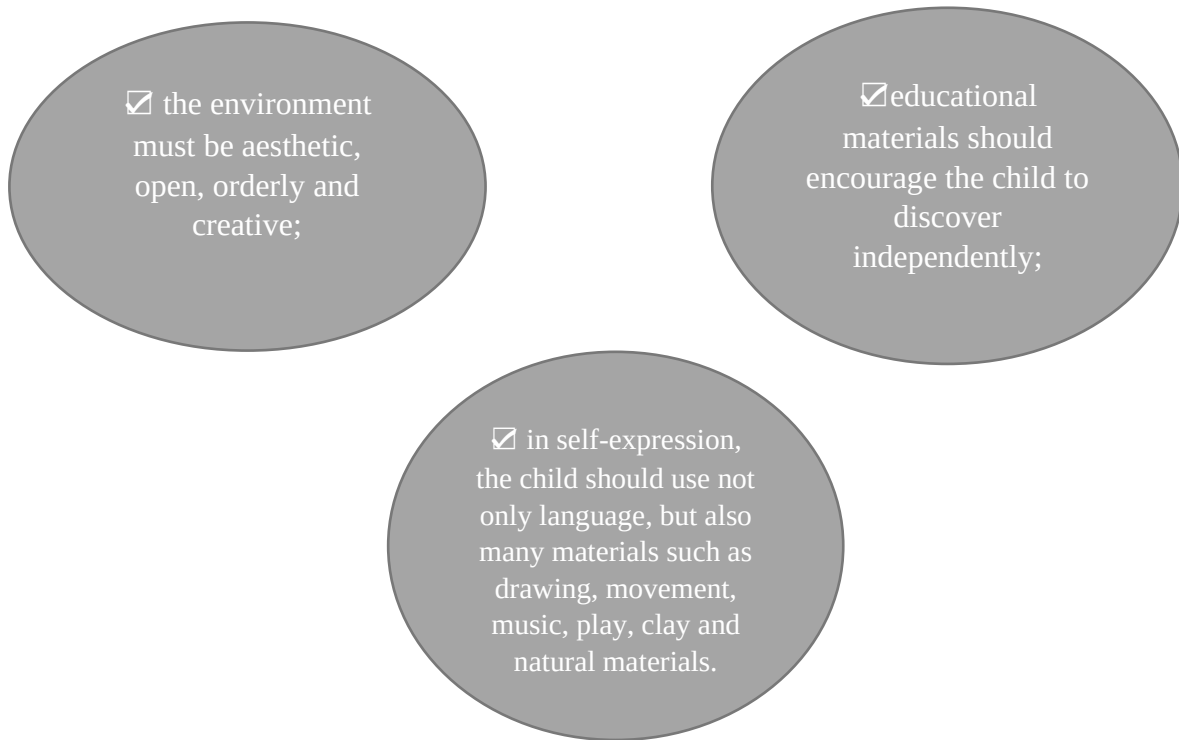


discovering the world. Reggio Emilia pedagogy emerged after the Second World War, in 1945, in the city of Reggio Emilia in northern Italy. The post-war period. What is Reggio pedagogy? Reggio pedagogy is an educational approach based on the idea that each child is a person with unique ideas, thoughts and abilities.

Reggio pedagogy: on the effective path of developing creativity, the population of this region realized the need to devote their efforts to early childhood education in building a new, humane and democratic society, that is, to educate children in a free, independent and socially conscious manner. For this purpose, a school for young children was built by the local population in the village of Villa Cella, seven kilometers from Reggio Emilia. The people did not want it to be an ordinary school. Instead, they wanted this educational institution to be a place where all conditions for children's learning existed, where their interests would be awakened, where everyone would be respected, and where children could be encouraged. In this process, the Italian educator and psychologist Loris Malaguzzi actively participated, created the theoretical basis of the pedagogical concept, and is considered the founder of the Reggio methodology. In his opinion, every child is born with natural abilities and, if conditions are created for them, they can reveal their potential. He also emphasized that mutual respect, open communication, creativity and experience-based learning play an important role in children's development. It was on the basis of these principles that Reggio pedagogy was formed and became famous for its child-oriented approach to education. In 1987, international interest in Reggio pedagogy increased on the basis of the annually held national early childhood education event and has continued since then. Today, the Reggio Emilia approach has been adopted by more than 145 countries.

Reggio. In this pedagogical model, the teacher serves not as a leader or supervisor, but as the child's partner and guide in the process of acquiring knowledge. The learning environment itself is recognized as the "third teacher"; this means that it is important for every detail of the school or kindergarten environment to be provided with conditions and equipment to such an extent that it interests the child and enters into communication with him or her. Another important aspect of Reggio pedagogy is that special attention is paid to strong cooperation with parents.





In 2014, scientists of the University of California developed a model identifying four levels of creativity — the 4-C model.

Mini-C creativity includes ideas that are meaningful only for a specific person and known only to them. Ideas at this level are usually not physically implemented and exist as thoughts in the human mind. Mini-C creativity often appears in children and schoolchildren when they come up with something new, for example, new words or definitions.

Little-C creativity mainly includes everyday thinking and problem-solving. This type of creativity helps people solve problems that arise at school, at work or at home. For example, you figured out how to hang a picture at home without using nails. It is clear that you did not write a symphony or develop a theory of physics, but you improved your life with the help of creativity.

Pro-C creativity is found in people who are called professionals in their field. They perform their work well and effectively, such as designing houses or writing good texts.



Big-C creativity includes the creation of outstanding works and great ideas. This type of creativity leads to the author's rise and recognition, as well as to changing the world. In this way, scientific achievements occur and brilliant works of art appear.

RESULTS: The PISA study is based on well-established facts and confirms the existence of significant differences in creative tasks in at least three areas: in the field of verbal expression, artistic expression and problem-solving — social, natural sciences and mathematics.

Acceptance of this position predetermines the structure of tasks, among which the following groups are distinguished:

- ☑ tasks requiring the use of artistic means — verbal and visual;
- ☑ tasks for problem-solving — social and scientific.

Thus, the creativity model used in the PISA study covers external and internal influencing factors. Creativity methods and creative ability in the educational process.

The model for assessing creative thinking includes two main components:

1. A thematic component that determines the content areas used in creating assessment materials.
2. A competence component that determines the thinking processes used in developing tasks.

We will also focus on another effective assessment practice.

To assess the level of creative development in children, P. Torrance proposed using the following criteria:

Originality — characterizes the uniqueness of creativity, a non-standard/unusual approach to solving creative problems: it is determined by the number of unique creative solutions and the originality of the structure of answers.

Speed/rapidity — the ability to quickly adapt to a difficult situation; it also characterizes the fluency of creative thinking and is determined by the total number of new ideas and objects created per unit of time: the higher a person's creative productivity, the more ready he or she is to generate new ideas.

Flexibility — the ability to propose creative solutions based on different algorithms or from different fields of knowledge.

Variability — the ability to propose different ideas in a particular situation.

The main method of assessment-testing is the P. Torrance test, which is intended for diagnosing creativity starting from preschool age (5–6 years). This test can be conducted in the form of a game, as an interesting activity, and can be directly used to develop creativity in children. In particular, when discussing the best answers, the teacher tries to expand children's mental outlook, to help them look at things and phenomena from different angles, to develop the ability to see unusual things in simple, independent thinking, the ability to propose something new, thinking, and the ability to connect unrelated things with one another, that is, to approach life creatively.

Conclusion

Reggio Emilia pedagogy is a modern approach that treats children as individuals and recognizes their innate abilities, creativity and capabilities. This pedagogy is especially important in the



system of continuous education, because it requires the creation of a flexible educational environment appropriate to the development of children at each stage. In continuous education, the Reggio approach requires the teacher not only to be a provider of knowledge, but also to be a listener, observer, guide and partner. Teachers must value each form of children's expression and organize education on the basis of projects, taking into account their interests. Such an approach serves to form children's independence, socialization, ability to freely express their thoughts and life skills. The Reggio approach strengthens close cooperation among parents, the environment and teachers. This helps to make the educational process in the continuous education system complete, systematic and consistent. Therefore, applying Reggio pedagogy in continuous education is not only the enrichment of curricula, but also the formation of an educational culture that treats every child with respect and can fully reveal his or her individual potential. This is a reliable way to educate a conscious, active and creative generation that meets the needs of modern society.

75 Developing creativity from childhood opens great prospects for the child in the future. In today's world, employers increasingly prefer individuals who can think differently, find innovative solutions and quickly adapt to changes. Skills gained through creative activity are useful in various professions — from science and engineering to business and art. Supporting creativity from an early age helps increase children's self-confidence, broadens their worldview and develops the ability to see new opportunities that others have not noticed. By encouraging a child's creative development, parents not only contribute to his or her self-awareness, but also create a solid foundation for his or her future success. Developing creativity in children is a long-term investment in their future. Research shows that creativity contributes to academic success, the formation of entrepreneurial skills and a successful career. Parents can use practical methods such as play, art, reading, scientific experiments and teaching critical thinking to help reveal children's abilities. Supporting creativity from a young age lays the foundation for a successful future in any professional field.

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