

PAPER

IMPROVING PEDAGOGICAL OPPORTUNITIES AND CONDITIONS FOR THE CREATIVE DEVELOPMENT OF FUTURE TEACHERS IS A PRESSING PEDAGOGICAL PROBLEM

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Abstract

This article reveals the need to study the possibilities and methodological foundations of competence-oriented, personality-oriented approaches to increasing the creativity and effectiveness of future teachers based on the use of advanced educational technologies. Fundamental reforms are being implemented aimed at updating the education system, introducing innovative methods of teacher training, and bringing modern education to a higher quality level. It consists in developing a technology for preparing future teachers for educational activities based on a creative approach. The content, forms, methods, and means of preparing future teachers for educational activities based on a creative approach are disclosed.

Key words: creativity, creativity, professional and creative competence, innovative approach, quality of education, creative thinking, creativity, innovation, creativity, result of creative abilities, constructive original thinking, principles of creativity development.

Introduction

The prospect and development of any society in the world are based on innovative and creative creativity, and since it is characterized by an increased need for creativity in all aspects of human activity, it requires rapid development of educational development in the world. innovative and creative approach to

the educational process. The world faces the problem of developing economic stability through reforms in the field of education, introducing new innovative technologies, professional skills, and business qualities into the system. It is becoming a vital necessity to prepare teachers implementing the continuous education system for innovative activities based on a creative approach to bring

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education and training to a new qualitative level. That is why the future teachers are based on a new, creative approach. It is important to determine the motivational effect of stimulating pedagogical qualities such as curiosity, ingenuity, and research activity in preparation for work. A number of studies are being conducted around the world to develop the social sphere and improve the preparation of future teachers for innovative activities. It is necessary to provide a good education to the younger generation, develop criteria that determine the level of innovative activity of teachers and staff, form a new attitude toward this process, and develop methods. There is a growing need for future teachers to use advanced educational technologies, master the capabilities of qualified, personality-oriented approaches, and improve the effectiveness of their innovative activities on a methodological basis. Fundamental reforms are being implemented in our country aimed at updating the education system, introducing innovative methods for training teachers, and bringing modern education to a higher quality level. Reforming and improving youth education on a modern basis, taking into account scientific and technical requirements, requires its formation on a scientific and spiritual basis, taking into account the requirements of today. In the formation of the basic qualities of the child¹. From this point of view, it is important to determine the motivational impact aimed at developing creative and critical thinking of each person and improving development indicators in the system of continuous education. Creativity, as well as in accordance with the instructions of the President of the Republic of Uzbekistan dated January 28, 2022. "On the development strategy of the New Uzbekistan for 2022-2026" No. 60-PF dated April 1 PF-6198 development of scientific and methodological recommendations; 2021 "Scientist and 1 Mirziyev New Strategy of Uzbekistan. Tashkent: "Uzbekistan," 2021. - "On measures for the further development of the higher education system" B.290-291 dated April 20, 2017. Resolution No. 3151 of July 27, 2017 No.6 "On improving the system of public administration of the development of innovative activities Further expansion of the participation of industries and sectors of the economy in improving the quality of training of management personnel." Qualified specialists." on

measures dated April 1, 2021 PC-5047 "State policy of science and public administration in the field of economy" in the direction of innovative development "Measures for further improvement of RI. The solution" to a certain extent serves the implementation of the tasks defined in the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030 and other regulatory documents. related to this activity.

Materials and Methods

The article needs to study the possibilities and methodological foundations of competence-oriented, personality-oriented approaches to increasing the creativity and effectiveness of future teachers through the use of advanced educational technologies, as well as training future teachers based on a creative approach. The content, forms, methods, and means of preparation for educational activities are disclosed. Decree of the President of the Republic of Uzbekistan "On Approval of the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030" Aripjanova A.R., . Ibragimova G.N., Nikolaeva E.I., . Nishonova Z.T., Ergashev P., Gozibekova G., Baikunusova G., Sharipov Sh., Kamalova A., Ergasheva G.S.K. methodical manuals and texts.

Development of children's talent and creativity, identification of structural foundations of creativity of primary school students, and improvement of motivational and scientific-methodical approaches largely depend on the professional and creative abilities of the future teacher. To determine the factors of development of creative abilities of future primary school teachers. secrets. Educational activity based on creativity, improvement of the methodological system, and development of pedagogical technologies based on creativity are becoming increasingly relevant. This approach to primary education shows that the formation of professional skills in accordance with the requirements of a personality-oriented educational strategy and the clarification of pedagogical and psychological features of the development of creative abilities are of particular relevance. Future primary school teachers with creative qualities direct their personal abilities and natural and social forces toward the high-quality and effective organization of professional activities.

This also serves to create new ideas that differ from the traditional approach to organizing the educational process: not thinking according to a single template, originality, initiative, and tolerance for uncertainty. Therefore, a teacher with creative qualities must creatively approach the organization of his professional activities, be active in creating new ideas that serve the development of educational activities and personal qualities of students, and have advanced pedagogical achievements; it is also necessary to independently gain experience. . and pay attention to their activities. experience of constant, consistent feedback from colleagues on pedagogical achievements. Separately, it should be noted that the ability to create is inherent in every person.

Results

Development of children's talent and creativity, identification of structural foundations of creativity of primary school students, and improvement of motivational and scientific-methodological approaches largely depend on the professional and creative abilities of the future teacher. Educational activities based on creativity, improvement of the methodological system, and development of pedagogical technologies based on creativity are becoming increasingly relevant. This approach to primary education shows that the formation of professional skills in accordance with the requirements of a personality-oriented educational strategy and clarification of pedagogical and psychological features of the development of creative abilities are of particular relevance. Future primary school teachers with creative qualities direct their personal abilities and natural and social forces toward high-quality and effective organization of professional activities. This also serves to create new ideas that differ from the traditional approach to organizing the educational process: not thinking according to a single template, originality, initiative, and tolerance for uncertainty. Therefore, a teacher with creative qualities must creatively approach the organization of his professional activities, be active in creating new ideas that serve the development of educational activities and personal qualities of students, and have advanced pedagogical achievements. It is also necessary to independently gain experience and

also pay attention to your activities. experience of constant, consistent feedback from colleagues on pedagogical achievements. Separately, it should be noted that the ability to create is inherent in every person. Creativity (Latin: "to create"); "creativity" describes a person's creative abilities and readiness to create new ideas and be part of talent as an independent factor. A person's creative abilities are manifested in his thinking, communication, feelings, and individual types of activity. Creativity characterizes a person as a whole or his individual features. According to Bogoyavlenskaya, creativity is the highest form of intellectual activity and the most important feature of intellectual initiative. Scientist D.B. Bogoyavlenskaya believes that creativity is an activity without situational motivation, which is manifested in the desire to go beyond the task. According to D.B. Bogoyavlenskaya, creativity is inherent in all innovators, regardless of the type of activity. According to the scientist, intellectual activity, by which he understands an integral product, is a property of an integral personality, manifested in their unity, in the procedural interaction of the intellectual and motivational components of the system, and ensures a person's ability to engage in activity. effective activity without a stimulating situation. However, since the correlation of these indicators is not observed in all cases, it is necessary to distinguish them from each other and create separate methods for determining intellectual and creative abilities and labor productivity. The latter concept is called the creativity quotient (IQ). Scientist V.N. Druzhinin identifies three main approaches to the concepts of creativity and intelligence:

1. Creativity does not exist as a separate phenomenon. First of all, the necessary conditions for human creative activity are motivation, values, personal qualities (A.A. Oloks, A. Maslow, etc.), and intellectual abilities. Cognitive abilities, sensitivity to problems, and independence in uncertain and difficult situations are the main characteristics of a creative personality.

2. Creativity is an independent factor that does not depend on intelligence (J. Guilford, K. Taylor, Ya. A. Ponomarev). That is, the connection between the level of intelligence and the level of creativity is not so serious.

3. A high level of creativity requires a high level of intelligence, and vice versa. The creative process does not exist as a specific form of mental activity. Almost all intelligence specialists (G. Yu. Eysenck, R. Sternberg, etc.) are supporters of this theory. During the study, we found out that. We follow the Torrance intellectual threshold theory: if the IQ is below 115–120, then intelligence and creativity are directly related to each other; if the IQ is above 120, creativity and intelligence are not related to each other. correlation, that is, there are no creative people with low intelligence, but there are smart people with low creativity. As for the development of creative abilities, there are 3 different approaches to this problem:

1) genetic. In his opinion, the decisive factor in creativity is heredity (heredity is the decisive factor in creativity);

2) depending on the environment. Representatives of this approach believe that the decisive factor in the development of mental properties are external conditions;

3) the approach of interaction of the genotype and the environment. According to the scientist Druzhinin, the combination of such parameters as a low level of regulation of microecological behavior, enrichment with subject-information support, and provision of creative models of behavior contributes to the development of creative abilities.

We, scientists V.A. We completely agree with Podimov's opinion that the development of creative abilities is greatly influenced by a person's personal characteristics and his emotional and motivational factors. According to many researchers, preschool age (5–6 years before school age) is a sensitive period for the development of creative abilities since the child has not yet lost a very simple attitude to things and what happens to him. own view of everything. However, this does not cancel the possibility of developing creative abilities during the student period. The development of "special" creativity—a person's ability to create in connection with the sphere of professional activity—is a characteristic feature of the development of creative abilities during the student period. During this period, the support of family members and peers plays an important role in the "professional" model. Denial of the prospects of self-imitation and a negative attitude

toward the previous ideal is the end of this stage. A person remains in the imitative stage until the end of his life or moves on to original creativity that is unlike others. An analysis of scientific research into creativity shows that in many sources creativity is understood as a unique phenomenon; in modern scientific works, there is a tendency to interpret creativity as a set of intellectual and personal characteristics of a person. In our opinion, the concept of creativity from a psychological point of view is appropriately interpreted as follows: "creativity is a person's readiness to think constructively and originally in relation to his personality and personal interests when solving problems." associated with changes. "in the socio-cultural conditions of society." The following factors in the development of abilities can be distinguished:

1) communication with creative people and the presence of an independent, well-founded opinion;
2) be able to express their feelings and give students the opportunity to do so (it is necessary to value the emotional experiences of the child);

3) directing students to creativity through activities of interest (teaching the child to choose the type of creative activity when performing roles in the creation of a work of art);

4) turning a positive attitude toward research into an everyday professional need of the educational process.

In pedagogy, creativity is considered a "creative ability" of a person and is analyzed according to the level of development of intelligence. For example, A. Aripdzhanova explained the essence of the concept of creativity in connection with the development of the creative potential of university teachers: "A person's ability to accept a problem and create a new, unusual product, mobilize the possibilities corresponding to it. skills." According to G. Ibragimova, creativity is a person's creative abilities that manifest themselves as a set of skills associated with creative qualities. Creativity involves a high level of sensitivity to problems, intuition, forecasting, imagination, research, and reasoning. Creative pedagogy, or creativity. Basic pedagogy is understood as an area of pedagogical knowledge aimed at developing creative abilities that can be used in any subject. Sh. Sharipov, based on a study of the unity of students' professional creativity, came to the conclusion that creativity

is a complex psychological process associated with the creation of socially significant innovations in science, technology, production, culture, and other areas. Creativity from the point of view of developing a teacher's creative abilities is a teacher's creative and research activity in order to organize a comfortable educational environment in accordance with the desires and needs of students and the goals and objectives of imparting knowledge to them. . education. Creativity is a person's creative ability—the ability to develop innovative ideas, go beyond traditional thinking, and quickly solve problems. It is characterized by a willingness to constantly create new ideas and is a component of the structure of abilities. Analysis of scientific research on creativity shows that in many sources creativity is understood as a unique phenomenon, and in modern scientific works there is a tendency to interpret creativity as a set of intellectual and personal characteristics of a person.

Motivation

In our opinion, the concept of creativity from a psychological point of view should be interpreted as follows: "Creativity is a person's readiness to think constructively and unambiguously when solving problems associated with changing social and cultural conditions. Man and society."As a result of the analysis of the causes of the problem, it is possible to motivate by identifying the following factors in the development of professional creative competence of primary school teachers.

- 1) communication with creators and motivation, having an independent, well-founded opinion;
- 2) motivation by the ability to express their feelings and providing students with the opportunity to do so (the emotional experiences of the child should be appreciated);
- 3) motivation by directing students to creativity through activities of interest (teaching a child to choose a type of creative activity when performing roles in the creation of a work of art);
- 4) In the educational process, it is necessary to motivate, turning a positive attitude towards research into an everyday professional need.

Cooperation

Within the framework of basic pedagogy

In pedagogy, creativity is considered a person's "creative abilities" and is analyzed by the level of intellectual development. According to G. Ibragimova, creativity manifests itself as a set of skills associated with creativity and creative qualities of a person. Creativity involves a high level of sensitivity to problems, intuition, forecasting, imagination, research, and reasoning. Creative pedagogy, or pedagogy of creativity, is an area of pedagogical knowledge aimed at developing creative abilities, which can be used in any academic discipline. Sh. Sharipov, based on the study of the unity of professional creativity of students, came to the conclusion that creativity is a complex psychological process associated with the creation of socially significant innovations in science, technology, production, culture, and other areas. In philosophical, pedagogical, and psychological literature, "creativity" is recognized as a unique type of activity from a socio-historical point of view.

Open systems principle

Creativity (Latin: "to create"); "creativity" describes a person's creative abilities and readiness to create new ideas and be part of talent as an independent factor. A person's creative abilities are manifested in his thinking, communication, feelings, and individual activities. Creativity characterizes the whole person or his individual features.

Creativity from the point of view of developing the creative abilities of a teacher is a creative and research activity of a teacher to create a comfortable educational environment in accordance with the desires and needs of students and the goals and objectives of their provision knowledge education. Creativity is a person's creative ability—the ability to develop unusual ideas, go beyond the boundaries of ordinary thinking, and quickly solve problematic issues. It is characterized by a constant readiness to create new ideas and is an integral part of the set of abilities.

Social responsibility

From the point of view of language education, the concept of developing professional creativity in future primary school teachers can be defined as follows: "the teacher's performance of various

educational tasks that encourage students to a creative approach and the development of a non-standard approach to their speech.”. or his abilities. Situational solutions, free expression of new ideas and points of view, development of flexibility of thinking and imagination”—a creative activity aimed at developing critical thinking skills of students through rational use of innovative technologies. Directed sequence and systematicity. organization—an integrated approach to the educational process a creative approach to each educational process; the process is based on the author’s inspiration, his abilities, and the traditions that the author follows. , If we talk about the creative process, then its main component is the pragmatic element, that is, you need to understand why you need to create something. who to create, what to do, and this is always the main and most important thing. Creativity can be defined as a technology of creativity. However, in a creative product, it is subordinated to a pragmatic goal. There is no creativity without creativity. Creativity is aimed at the intellectual development of a person, so it is not entirely correct to define these two concepts. Almost always, when we talk about creative activity, we understand a specific product of this activity, be it a picture, a poem, or an independent thought. At the same time, in Uzbek, creative products are called “creativity.” That is, this term goes beyond a person and moves to the results of human activity. As for the term “creativity,” such a transition is impossible. The term “creativity” has its own meaning and not the content that can be translated into Uzbek as “creativity.” When we talk about creativity, we understand the phenomenal and semantic nature of the surrounding world, the process of subjective cognition of objective reality by an individual. We are not talking about the creation of a visible, understandable, tangible product. Creativity is the result of the process of personality formation, one’s own microcosm—the individual psyche, the human psyche. From the point of view of developing students’ creative abilities—creativity and curiosity in organizing comfortable work. educational environment in accordance with the desires and needs of children, as well as the goals and objectives of their educational and scientific activities. Creativity is a person’s ability to develop unusual ideas and quickly solve problems. creative

activity, a person, especially a future primary school teacher, must have creative potential. This is the first condition and result of creative activity. This quality reflects a person’s ability and desire to express himself. In addition, personal abilities and the natural and social powers of each person are manifested on the basis of creative potential in general. Creative potential is closely related to creativity, focused on the cognitive process and manifested in the speed and flexibility of thinking, the ability to create new ideas in contrast to traditional thinking, as well as in the characteristics of human character. no. line of thinking. template, specificity, initiative, tolerance for uncertainty, and sufficient intelligence. In developing the creative abilities of a future primary school teacher, it is important that he strives to solve specific problems, conducts small scientific research, and achieves mutual creative cooperation with colleagues equally interested in this process. Therefore, in order to develop the creative abilities of future teachers, it is necessary to improve their creative thinking. In our opinion, teachers with the ability to think creatively should be distinguished by the following aspects:

- put forward ideas that have not occurred to other teachers; choice of a unique style of self-expression; desire to solve complex problems in an unconventional way; prefer to discuss ideas rather than argue;

- choice of an unconventional approach to finding a solution to a problem; - turning creativity into a professional necessity in everyday activities; - creation of a creative product as a result of activity.

The creative activity of students with stable motives for acquiring new knowledge and a positive emotional focus of the educational process, a desire to eliminate traditional teaching methods when solving educational problems, and a search for unconventional methods and ways of solving problems are described. . . Perseverance in educational and cognitive activity and the effectiveness of creative educational activity reflect the characteristics of the described person.

Debates:

To develop the creative abilities of future teachers, it is necessary to improve their creative thinking. In our opinion, teachers with the ability to creatively think should be distinguished by the following

aspects:

put forward ideas that have not occurred to other teachers; choice of a unique style of self-expression;

desire to solve difficult problems in an unusual way; prefer to discuss ideas rather than argue;

choosing an unconventional approach to finding a solution to a problem; turning creativity into a professional necessity in everyday activities;

creating a creative product as a result of the activity.

The creative activity of students is characterized by stable motives for acquiring new knowledge and a positive emotional focus of the educational process, a desire to eliminate the usual teaching methods when solving educational problems, and searching for unconventional methods and ways of solving problems. . . Perseverance in learning and educational activities and the effectiveness of creative educational activities reflect the characteristics of the person described.

Summary

In conclusion, it should be noted that the process of organizing the creative activity of future teachers activates motivation, creates a creative environment, and is based on a differentiated approach to the use of creative description, reflection, technical and educational, and professional tasks. Based on the stage-by-stage support, which allows for the gradual consideration of the features of the development of creative potential, it ensures the effectiveness of activities in this direction.

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