

# MODERN PEDAGOGICAL FOUNDATIONS FOR DEVELOPING THE CREATIVE COMPETENCE OF FUTURE EDUCATORS

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## Abstract

This article analyzes the necessity, methodological foundations, and practical directions for developing the creative competence of future educators in the modern educational process. During a period when experiential learning principles are becoming widespread in education globally, preparing educators who are creative thinkers, capable of solving problems independently, and approaching professional activities innovatively is one of the pressing issues. The article illuminates the scientific foundations of the concept of creativity in pedagogical activity, drawing on the views of both foreign and local scholars. It examines the technologies and models used in the development of creative competence. Additionally, the scientific and theoretical foundations for fostering creativity in the pedagogical process based on a competency-based approach are presented.

**Keywords:** Future teacher, creativity, creative competence, pedagogical technology, competence, innovative education, experiential learning, methodology, modern education, professional training.

## Introduction

In an era when the process of integrating science and education with production is rapidly advancing worldwide, the concept of “experiential learning” is being recognized by the global community as a priority within the information-educational environment. This situation requires university students to not only acquire skills and competencies in various disciplines but also to develop personal and professional qualities.

At the end of the 20th century and the beginning of the 21st century, the issue of training qualified specialists for the socio-cultural and industrial practices taking place across the world, including in our country, has become increasingly important. This also calls for the organization of a continuous education system based on the concept of “lifelong learning.”

The implementation of scientific and technological advancements in production practices, the growing demands of consumers, the informatization of education, and the improving quality of human life all require specialists in the field to approach their professional activities with creativity.

Around the world, under modern conditions, numerous scientific studies are being conducted to improve the methodological and scientific-pedagogical foundations for developing the creativity of future educators, to develop national models of integrative approaches in professional education, and to objectively assess the outcomes.

Particularly, it is of great importance to develop innovative teaching models aimed at enhancing learners' creative activity and fostering the creativity of future teachers based on cognitive, problem-oriented, project-based, research-oriented, and cooperative technologies. Improving the didactic system of intensive development of creative competence based on visual-diagram models—such as mind maps, logical graphs, and frames—is considered a key priority.

The issue of developing the creative competence of future educators through the modernization of the continuous education system and the improvement of its content remains a fundamental aspect of contemporary pedagogy. In recent years, modern national pedagogical and psychological research has extensively explored the problem of enhancing the creative competence of future teachers, and its scientific and theoretical foundations have been established.

Currently, based on the requirements for the level of professional training of higher education graduates, competence refers to the ability of a future specialist to apply a set of knowledge, skills, and methods of activity in specific situations in a way that is goal-oriented.

It is evident that, from the perspective of pedagogical activity, competence is the ability to establish a connection between knowledge and situations or, in a broader sense, the ability to demonstrate the processes (actions and knowledge) necessary to solve a problem.

## LITERATURE REVIEW AND METHODOLOGY

In pedagogical higher education institutions, the expected outcomes of the teaching process are shaped in the form of requirements for mastering key educational programs, which are presented through general cultural, general professional, and professional competencies. The state education standards define the professional (specialized) competence of future educators, which is considered a crucial component in the formation of a teacher's professional competence.

The definitions given above to explain the concept of professional competence also express creativity. Pedagogical creativity is based on the professional knowledge and expertise within the relevant subject area, full mastery of teaching and educational methodology, and the ability to conduct psychological observation.

Just as every specialist possesses competence, future educators also develop their creative competence during their student years and continue to enhance it throughout their professional activity. The ability of a teacher to direct themselves toward creative activity and organize it effectively is of great importance.

The concept of "creativity" was first introduced as a scientific term by D. Simpson in 1922 and became a recognized scientific term in academia. According to the scholar's scientific views,

“creativity is understood as the ability to abandon standard thinking and is associated with creative activities that produce innovation and depart from traditional ways of thinking”.

The development of creativity is considered essential in the educational and professional processes. The concept and term “creativity” began to be used starting at the end of the 20th century. Foreign scholars such as L. Terson, J. Guilford, B. Gisela, S. Mednick, V. Smith, P. Torrens, K. Taylor, H. Trick, D. Halpern, and others have conducted research in this area.

In Russia, scholars such as A.M. Matyushkin, A.V. Petrovsky, M.G. Yaroshevsky, and V.N. Druzhinin have been conducting research on creativity, while in Uzbekistan, research on the development of creativity has been carried out by E. Khoziyev, B. Kodirov, M. Kadirova, A. Aripdjanova, G. Ibragimova, and M. Turoboeva.

To fully understand the essence of the process of developing creativity traits in an individual, it is necessary to first comprehend the meaning of the term “creativity”. According to Ken Robinson, “creativity is considered a set of original goals of one’s own making”. In Gardner’s research, creativity is explained as follows: “creativity is a practical action carried out by an individual, which must reflect a certain novelty and possess specific practical value”. Based on Emebail’s views, creativity is defined as “the combination of well-established profound knowledge in a particular field with high-level non-routine skills”.

In existing research, there are different viewpoints regarding the relationship between intelligence and creativity. One group of researchers suggests that there is no correlation between them, while another group emphasizes that the levels of creativity and intelligence are interconnected.

Psychological literature presents three different theories on intelligence and creativity. The first theory, supported by D. Wexler, G. Eysenck, L. Terman, and R. Sternberg, defines intelligence and creativity as a unity of high-level human abilities. In other words, they consider intelligence to be the highest level of creativity. G. Eysenck defines creativity as an individual manifestation of ability, stressing that creativity is marked by high intelligence.

The second theory suggests that intelligence and creativity are not interconnected. Creativity is not about adapting to life but rather changing it. J. Guilford, by contrasting creativity and intelligence, distinguishes his theory as convergent and divergent thinking. Convergent thinking involves analyzing all available tools to solve a problem and selecting the most appropriate one. Convergent thinking is based on intelligence. Divergent thinking, on the other hand, is about creating different methods to solve a problem. Divergent thinking is based on creativity. From this, it can be understood that intelligence and creativity are two different types of abilities, each of which can be used in the process of reprocessing information. Creativity is about reprocessing existing information and creating an infinite new model. Intelligence, however, is a complex process that helps apply that information in real practice and adapt to the environment.

The third theory holds that intelligence and creativity are two interrelated factors. A. Maslow and other theorists did not recognize creative ability. Creative activity, when compared to ability, shapes certain personal traits (such as interest, risk-taking). However, for this activity



to manifest, the individual must possess a high level of intellectual ability. According to their view, a person with lower intelligence will never possess creativity.

The concept of “creativity” reflects cultural diversity. Westerners view creativity as innovation. They emphasize the importance of unconventionality, imagination, curiosity, humor, and a sense of freedom as the foundation of creativity. In contrast, in the East, creativity is understood as the process of the rebirth of goodness. Although the views on creativity from both poles are different, both consider the attribute and its possession highly valuable.

## RESULTS AND DISCUSSION

The concept of “Creative Competence” can be summarized and classified based on its key characteristics as follows:

- An integration of intellectual, emotional, volitional, motivational, reflexive, and moral traits, encompassing the general skills, abilities, erudition, and experience required for creativity and personal knowledge.
- Independent acquisition of knowledge sources, striving for self-improvement.
- Adapting acquired knowledge, transferring the competencies from one area of life to another, and determining the theoretical and practical applicability of these competencies.
- The ability to act creatively and effectively in various situations, solve problems, elevate the activity to a fundamentally new quality level, demonstrate creativity, showcase non-standard thinking, and form original and useful ideas.

The results of education are not only related to the knowledge, skills, and qualifications of the future educator but also to the qualifications they acquire during the educational process. Competence refers to the planned goals of the educational process, which are developed based on the requirements of the professional activity and skills of the specialist. Thus, the development of competencies is an important task of modern education.

## CONCLUSION

Based on the study of research, we concluded that the development of the creative competence of future educators, in the context of an acmeological approach, is a complex process that includes teaching and educating students, as well as shaping and developing their personal and professional qualities. The acmeological approach reveals that future educators can become successful specialists and achieve high results in their professional activity during their careers.

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