Volume 3, Issue 6, June - 2025 **ISSN (E):** 2938-3811

Web of Scientists and Scholars: Journal of Multidisciplinary Research

THEORETICAL BASIS OF DEVELOPING VISUAL AND CREATIVE ABILITIES IN FUTURE TEACHERS

Khazratkulova Gulyora Tojiboevna
Teacher of the Department of
"Technological and Preschool Education" of GulSU

Abstract
In today's educational environment, where innovative teaching methods and approaches are increasingly valued, it is important to cultivate visual and creative competencies in teachers. This article explores the theoretical foundations necessary to enhance the visual and creative abilities of future teachers. Drawing on theories from psychology, education, and cognitive science, this article explores the importance of visual and creative abilities in developing effective teaching practices. By integrating theoretical foundations such as constructivism, multiple intelligences, and creative thinking models, teachers can be equipped with the necessary tools to engage and inspire students in a variety of learning environments.

Keywords: Visual Competencies, Creative Competencies, Teachers, Theoretical Frameworks, Constructivism, Multiple Intelligences, Creative Thinking.

Introduction

In modern educational settings, the role of teachers extends beyond simply imparting knowledge to developing critical thinking, creativity, and visual literacy in students. Thus, developing visual and creative abilities in prospective teachers is crucial to meeting the evolving needs of students in the 21st century. This article examines the theoretical framework for enhancing teachers' visual and creative abilities and its implications for teaching and learning practices.

Constructivism:

Constructivist theories emphasize that students actively construct their knowledge and understanding of the world through experiences and interactions. Using this framework, prospective teachers can develop visual and creative abilities by encouraging students to explore, question, and create meaning through hands-on activities, problem-solving tasks, and collaborative projects. By adopting a constructivist approach, teachers can help students develop their visual literacy and creativity while fostering deeper understanding of concepts and ideas.

Theory of Multiple Intelligences:

Proposed by Howard Gardner, the theory of multiple intelligences suggests that people have different forms of intelligence, including visual-spatial, musical, interpersonal, and personal intelligences. Teachers can use this theory to identify and develop students' different abilities

and strengths, including their visual and creative abilities. By incorporating activities that are appropriate for different intelligences, teachers can create an inclusive learning environment that supports the comprehensive development of students' cognitive and creative abilities.

Creative Thinking Models:

Creative thinking models, such as the Torrance Creative Process Model and the Creative Problem Solving Model, provide teachers with structured frameworks for developing students' creative thinking skills. By implementing techniques such as brainstorming, mind mapping, and divergent thinking exercises, teachers can enable students to generate innovative ideas, explore alternative perspectives, and express their thoughts creatively. Integrating creative thinking models into teaching practices can enhance teachers' own creative abilities and inspire creativity in students.

Integrating creative thinking models, such as the Torrance Creative Process Model and the Creative Problem Solving Model, into teaching practice offers teachers a systematic framework for developing students' creative thinking skills. These models provide a roadmap for teachers to foster innovation, encourage exploration of diverse perspectives, and facilitate creative expression among students. By incorporating techniques such as brainstorming, mind mapping, and divergent thinking exercises, teachers can empower students to think outside the box, generate original ideas, and approach challenges with creativity and flexibility. Developed by psychologist Ellis Paul Torrance, the Torrance Creative Process Model outlines a series of stages that individuals typically go through when engaging in creative activities. This model emphasizes the importance of fluency, flexibility, originality, and elaboration in the creative process. Teachers can use this model to guide students through the stages of preparation, incubation, illumination, and verification, creating a conducive environment for creative exploration and idea generation. Similarly, the creative problem-solving model offers a systematic approach to solving complex problems through creative thinking. This model typically involves identifying a problem, developing potential solutions, evaluating and selecting the best solution, and implementing and monitoring the selected solution. By incorporating this model into their teaching practices, teachers can equip students with the skills to develop innovative solutions through a process of problem identification, critical thinking, and systematic problem-solving. Techniques such as brainstorming encourage students to generate a large number of ideas without self-censorship, fostering a culture of creativity and collaboration in the classroom. Mind mapping, a visual tool that organizes thoughts and ideas in a non-linear format, helps students visualize the connections between concepts and encourages creative thinking. Divergent thinking exercises encourage students to seek multiple solutions to a problem, encouraging them to think creatively and consider alternative perspectives.

By integrating creative thinking models and techniques into their teaching practices, teachers not only enhance their own creative abilities, but also inspire creativity in their students. Through engaging activities that promote divergent thinking, collaborative problem solving, and innovative expression, teachers can create a dynamic learning environment that fosters

creativity, critical thinking, and flexibility in students. Ultimately, the inclusion of creative thinking models provides teachers with the opportunity to cultivate a generation of innovative thinkers equipped to solve complex problems and make meaningful contributions to a rapidly changing world.

Implications for Practice:

By integrating the theoretical foundations of constructivism, the theory of multiple intelligences, and creative thinking models, prospective teachers can develop their visual and creative abilities to enhance teaching effectiveness and student engagement. Through experiential learning, interdisciplinary approaches, and student-centered pedagogy, teachers can create dynamic and inclusive learning environments that develop students' visual literacy, creative expression, and critical thinking skills. In addition, by using creativity in their practice, teachers can serve as role models and mentors who inspire students to explore, innovate, and think creatively in their academic pursuits and beyond.

Conclusion:

In conclusion, the theoretical framework reviewed in this article provides valuable insights into the development of visual and creative abilities in future educators. By incorporating constructivist principles, multiple intelligences, and creative thinking models into teaching practices, teachers can help students become critical thinkers, creative problem solvers, and lifelong learners. As educators continue to adapt to the changing educational landscape, developing visual and creative skills will be essential in preparing students for success in a rapidly evolving world.

References:

1. Toshtemirova S. A. (2020). Ta'lim sifati va uni demokratlashtirish ilmiy muammo sifatida // Uzluksiz ta'lim
2. Epifani D.B. Ijodkorlik psixologiyasi. Darslik. Foyda. - M.: Akademiya, 2002.- 320s.
3. Levin, V.A. Ijodkorlikni tarbiyalash. - Tomsk: Peleng, 1992 yil
4. Xayrulloyeva, D. (2021). The gradual development of native language textbooks for grades 3-4 in primary .school. центр научных публикаций (buxdu. uz), 7(7).
5. Xayrulloyeva, D. (2021). System of Creative Exercises and Tasks in Primary School Mother Tongue Textbooks. Центр научных публикаций (buxdu. uz), 7(7).
6. Xayrullayeva, D. N. Q. (2021). BOSHLANG'ICH SINF ONA TILI DARSLIKLARIDAGI IJODIY MASHQ VA TOPSHIRIQLAR TIZIMI.
7. Sadikovna, S. G., Kurbonova, B., Akhmedova, N., & Sulaymanova, S. (2020). FUNDAMENTALS OF PROFESSIONALISM DEVELOPMENT ON THE EXAMPLE OF PRACTICAL EXERCISES ON FORMING THE SKILLS AND SKILLS OF FUTURE TEACHERS. PalArch's Journal of Archaeology of Egypt/Egyptology, 17(6), 8894-8903.
8. Nazokat, A., Ibrokhim, Y., & Makhpuzakhon, A. (2021). FACTORS OF DEVELOPMENT OF FINE ARTS.