



PEDAGOGICAL CONDITIONS AND INNOVATIVE METHODS FOR DEVELOPING THE CREATIVE SKILLS OF FUTURE EDUCATORS

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Abstract: This article analyzes the theoretical and practical aspects of developing the creative abilities of future educators. The regulatory and legal framework for the formation of creative competence in the higher pedagogical education system, the creative components included in the educational content, and the possibilities of innovative pedagogical technologies are highlighted. The importance of problem-based learning, project activities, interactive methods, creative drama, and artistic creativity methods in developing the creativity of future educators is also revealed. The effectiveness of creative approaches is analyzed using foreign experience, specifically the educational practices of South Korea and Turkey. The research results show that creating a creative environment and using innovative methods is an important factor in preparing future educators for professional activity.

Key words: Future educator, creativity, creative ability, creative competence, innovative pedagogy, problem-based learning, project method, creative drama, interactive methods, pedagogical technologies, preschool education, creative thinking.

In order to develop the creative abilities of future educators, special creative components are being included in their training programs. The state standard and curricula of higher pedagogical education define the goals, objectives, and expected results for forming creative thinking and creative competence in future teachers. In particular, the new generation of curricula is based on an integrative approach and includes tasks and project work that develop creative thinking in interdisciplinary connection. Based on this competency-based approach, the "Ilk Qadam" state curriculum for preschool education was developed and implemented. This program, prepared based on South Korean experience and with the support of international experts, clearly defines the requirements for the comprehensive, including creative, development of preschool children. Therefore, in the process of training pedagogical personnel, special attention is paid to the formation of these creative competencies.

Creating a creative environment in the education of future educators is of decisive importance. Classes in pedagogical universities are organized based on innovative technologies, and the classrooms are equipped on the principle of a *creative laboratory* (for example, interactive whiteboards, multimedia tools, electronic platforms). The introduction of modern pedagogical and information technologies into the educational process increases student activity and forms their skills in independent research and creative work. At the same time, creating and reflecting a set of creative tasks in textbooks (for example, case studies, role-playing game scenarios, creative tests) enriches the educational content. Conducting



each lesson in a new way - in the form of a "creative lesson" or a "project-lesson defense" - increases the creative activity of students. Undoubtedly, teaching future educators creative thinking and encouraging them to adopt non-traditional pedagogical solutions has already become an integral part of the educational content. As President Sh.M. Mirziyoyev noted: *"No matter what field we take, we can only respond to strong competition by widely implementing the achievements of modern science and innovation"*- this principle implies the need for a creative approach in the training of preschool education personnel.

Methods and techniques. Innovations are being introduced into teaching methods to develop creative abilities in future teachers. Instead of traditional lecture and repetitive methods, the following are widely used:


- Problem-based learning methods. Methods such as problem-based presentation, research interviews, and small research tasks develop students' skills in independent thinking and solving problems in various ways. For example, during the lesson, problems are posed with open-ended questions, and students propose various solutions in groups—this process stimulates creative thinking.

- Project and creative tasks. In the USA, the project method proposed by J. Dewey and W. Kilpatrick is currently being effectively used in the training of teaching staff. While working on small projects, students gain experience in generating new ideas and applying them in practice. For example, when preparing a project on the topic "Creating a Creative Environment in Preschool Education," future educators develop ideas for transforming the kindergarten into a creative center.

- Interactive and innovative methods. Brainstorming, modified brainstorming methods (e.g., Synectics - W. Gordon's method) are widely used, and students are encouraged to develop independent and multiple ideas. Also, through cluster and "Mind mapping" technologies, students will be able to think both creatively and logically at the same time. The case study method—the analysis of real pedagogical situations—develops creative and non-traditional thinking, as the student strives to find a non-standard solution.

Methods of artistic creativity and drama. Special creative workshops (studies) will be organized for future educators, where pedagogical creativity will be practiced through dramaturgy, fine arts, and music. For example, in "Pedagogical Drama" classes, students master the skills of staging fairy tales with children by playing various roles—this fosters creative imagination and the capacity for empathy. The creative drama method, introduced based on foreign experience, is particularly effective and has become an integral part of teacher training in Turkey. Research shows that in Turkey, creative drama is widely used in many fields, particularly in teacher training, and students participate in such classes with great enthusiasm. Drama enriches students' communication skills, their ability to express themselves, and their creative imagination.

When the aforementioned methods and tools are used in combination, a creative model of the educational process is formed. Research indicates that education organized on the basis of interactive and innovative approaches is one of the innovative approaches aimed at



developing forms of creative thinking in students. Consequently, raising future educators with creative abilities requires, first and foremost, the introduction of new content into their teaching, an environment, and a system of methods that encourage creativity.

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