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# Development of Creative Competence of Future Primary Teachers

**Qaxxorova Abera Sharopovna**

Bukhara State Pedagogical Institute, 2nd year basic doctoral student

## Article information:

**Manuscript received:** 02 Sep 2025; **Accepted:** 03 Oct 2025; **Published:** 29 Nov 2025

**Abstract:** Clarification of pedagogical and psychological aspects in the development of creative competence of future primary teachers is of great importance. In our opinion, clarification of pedagogical aspects of the development of creative competence of future primary teachers allows for a targeted approach, the introduction of innovative methods, and the creation of a creative environment.

**Keys words:** competence, education, upbringing, pedagogical - psychological aspects, motivation, pedagogical activity, innovative method.

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Ensuring a targeted approach: by clarifying pedagogical aspects, it is possible to determine which methods and techniques are effective in the educational process. This provides a targeted approach to developing the creative competence of future teachers.

Introducing innovative methods: based on the clarified pedagogical aspects, innovative educational methods can be developed and introduced. This will further interest future teachers in creative activities and increase their level of creativity.

Creating a creative environment: by properly organizing pedagogical conditions, it is possible to create a creative environment for students. In such an environment, future teachers will be able to think in new ways and implement new ideas.

In our opinion, clarifying the psychological aspects of developing the creative competence of future primary school teachers will increase future teachers' confidence in creativity, stimulate motivation, and support emotional stability.

Increasing the confidence of future teachers in creativity: clarifying psychological aspects strengthens the self-confidence of future teachers, which leads to the further development of creativity.

Promoting motivation: awareness of psychological aspects helps to identify factors that encourage future teachers to engage in creative activities. This ensures that motivation is maintained at a high level.

Supporting emotional stability: based on specific psychological aspects, it is possible to improve the emotional state of future teachers. This reduces stress in the creative process and paves the way for the free expression of creativity.

It seems that pedagogical and psychological aspects lead to the effective development of creative competence of future teachers. Pedagogical aspects determine the methods and techniques in the educational process, and psychological aspects increase the motivation and confidence of future teachers in creativity. Such an approach is of great importance in the development of creative competence in

higher education institutions.

In the content of the creative preparation of a future teacher, not teaching qualifications, but educational qualifications are primary. Teaching skills are the totality of teaching and educational qualifications. As a result, it is concluded that the important functions of teaching (educational, educational and developmental) and the content of the teacher's activity are to manage the active and conscious cognitive activities of students.

The means of pedagogical activity serve for the scientific and practical knowledge that forms students. The product of pedagogical activity is the individual experience of the student being formed. The result of pedagogical activity is the personal development of the student.

When we turn to the issue of the structure of pedagogical activity, that is, the separation of independent, but at the same time interrelated components of the teacher's work, we get a detailed description of it. In modern pedagogical science, the pedagogical process is understood as a system of interrelated components:

- 1) the purpose of the activity;
- 2) the teacher;
- 3) students;
- 4) the content of the activity;
- 5) the means and methods of activity;
- 6) the result of the activity.

In this system, the teacher carries out many types of activity, in creative language they are called pedagogical functions.

The main pedagogical task is to manage the educational process, which can be divided into three stages: preparatory, plan implementation stage and final stage. The preparatory stage consists of goal setting, diagnosis, forecasting, design and planning. At the stage of plan implementation, the teacher performs information, organizational, evaluation, control and correction tasks, and at the final stage - analytical tasks.

At the same time, the organizers of the structure allocated in the activity differ in different scientific approaches. Experts believe that it includes three links: motivational-guidance, executive, control-evaluation. O.A.Abdullina, developing a functional approach in her work, developed the content and types of pedagogical qualifications in accordance with specific types of teacher-educator work. She distinguished the following pedagogical functions:

- 1) organization of the educational process and management of the cognitive activities of students;
- 2) conducting extracurricular educational work with students and managing their self-education;
- 3) conducting political and educational work among the population and promoting pedagogical knowledge;
- 4) studying and transmitting advanced pedagogical experience, analyzing and generalizing advanced pedagogical experience, and generalizing personal experience;
- 5) independent learning.

If the third circumstance, which is associated with the specifics of the past period of the development of the national school and pedagogy, is excluded, a holistic and complete structure is formed.

I.P. Podlasiy defines the pedagogical function as "the direction of application of creative knowledge and skills established for the teacher", the author emphasizes that "the main task of the teacher is to manage the processes of teaching, upbringing, and development, since it is associated with the training,

education, and upbringing of students.” He sees the basis of pedagogical work in the management of all processes that occur in the formation of a person. The functions performed by the teacher can be called pedagogical management.

If pedagogical management is the main function of a teacher, then it can be expressed in the form of other, private functions. According to the author, there are ten of them: goal-setting, diagnostic, prognostic, design, planning, information, organizational, evaluation-control and analytical. All of them are aimed at implementing a “pedagogical project”, under which the author understands a voluntary pedagogical action. The implementation of a function leads to a certain result. At the preparatory stage, this is a goal, diagnosis, forecast, project and plan. At the stage of project implementation, this is information, organization, evaluation, control and correction. At the final stage, this is a finished result.

In the analysis of the conducted psychological and pedagogical literature, the functional model of the structure of pedagogical activity consists of three parts. Its first component - gnostic, cultural-informational component - is associated with the worldview, methodological and axiological aspects of teaching, education and upbringing, the second - organizational-practical - is subordinated to the logic of communicative interaction between teachers and students, the third - auxiliary - ensures the beginning, course and completion of pedagogical interaction.

The nature of the activity and its structure are determined by the indicators of the object on which a skilled teacher works. Since voluntary labor is considered by the subject and object, the object of labor determines the structure of the teacher's labor activity, which is not related to normative, subjective intentions and assessments.

The objective structure of labor activity includes such elements as the subject of labor (what a person works with), creative tasks, actions and operations, tools, conditions, and the result of labor. Operations and functions characteristic of a teacher's activity are called the object of activity. However, the indicators of the object of pedagogical activity change in a certain way with changes in socio-economic conditions. For example, the emergence of innovative higher educational institutions led to the transformation of methodological work into scientific-methodological work, the emergence of innovative pedagogical experience, which requires generalization, understanding, and scientific study of a new object of mass pedagogical activity.

The development of social cooperation of higher educational institutions has led to the emergence of such objects of pedagogical activity as organizations and institutions, social partners of higher educational institutions, interaction with them becomes one of the new functions of pedagogical activity.

The objective side of the activity should be distinguished from the subjective side, which is expressed by the subject of labor - the psychological characteristics necessary for a person to effectively perform the activity. These include the orientation of the individual, the motives and goals of involving a person in this creative activity, the need for creativity, the level of creative inclinations, satisfaction with work, creative self-awareness, creative abilities, creative thinking type, etc.

The general content of the transition of students to pedagogical activity in recent decades is determined by the formation and development of a market economy, which is taking place simultaneously with the gradual reduction of state participation in economic processes. The emergence of the labor market and the education market in Uzbekistan has become of great importance for the education system.

The complexity for the education system is that the employer, as a customer, limits his requirements to an elementary set of qualifications, being very pragmatic. The interest of a modern employer is that graduates of the educational institution they accept should be ready for it.

The problem of traditional forms of creative education is that usually the graduate is ready to take on creative tasks, but not ready to implement them. In this case, a lot of resources (funds) were spent on training a newly hired specialist with a higher education. This took quite a long time - four years. The “young specialist” worked beyond the general requirements, his mistakes were forgiven, he was given

training, advanced training, and special mentors were assigned. Until a certain point, this was considered normal. Due to the nature of education, it was considered natural that there would be such interruptions that could not give a final result. But the calculation of "disruptions due to educational deficiencies" showed that they were enormous.

Our pedagogical observations have shown that the requirements of employers for future specialists in this process are as follows:

- 1) the presence of certain work experience;
- 2) additional specialized knowledge;
- 3) qualification requirements.

Thus, in the conditions of a modern market economy, it is usually difficult for a "young specialist" to find a job. School principals, when hiring teachers, are more focused on mature people with work experience than on young specialists.

Universal creative competencies allow us to clarify the structure of the creative competence of a future primary school teacher based on the synergistic integration of universal creative competencies, general creative and special competencies. The structure of the communicative effectiveness of a future primary school teacher is improved based on ensuring the connection of universal creative, general creative and special competencies with sensitivity to information, creative attitude to practice.

#### **Adabiyotlar ro'yxati**

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