

Didactic Conditions For The Development Of Creative Abilities Of Future Primary School Teachers

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Abstract. This article analyzes the didactic conditions for the development of creative abilities of future primary school teachers from a theoretical and pedagogical perspective, and highlights the issue of forming the creative potential of future teachers in the context of the increasing need for creative pedagogical personnel in the modern education system, the priority of the competency-based approach, and the development of innovative educational technologies, the psychological and pedagogical content of the concept of creativity, its structural components, and didactic factors that develop students' creative abilities, the importance of problem-based learning, interactive methods, digital learning environments, and the reflexive approach in developing creative thinking as a current pedagogical problem.

Key words: creativity, didactic conditions, primary education, pedagogical competence, innovative education, interactive methods, reflection.

Introduction. The integration processes taking place in the global education system, digital transformation and the increasing need for human capital are placing new demands on the system of training pedagogical personnel. In particular, a modern teacher is required to be not only a provider of knowledge, but also a creative thinker, a person who can put forward innovative ideas and effectively organize the educational process [2].

The Law of the Republic of Uzbekistan "On Education" specifically defines the principles of humanism, continuity and innovative development of education, which defines the development of professional and creative competencies of pedagogical personnel as an important task [1]. In particular, the creativity of educators working in the primary education system is of decisive importance in the intellectual and spiritual development of students.

In pedagogical literature, creativity is defined as a person's ability to create new ideas, approach problems unconventionally and make innovative decisions [3]. From this perspective, the development of creative abilities of future primary school teachers is an important component of pedagogical education.

The relevance of the study is that the educational environment aimed at developing students' creative activity in higher pedagogical educational institutions is not sufficiently formed, and the opportunities for the effective use of innovative technologies in the educational process are not fully realized [4]. This requires in-depth scientific research of this problem.

Methods. Global changes taking place in the world education space, the formation of an information society, the rapid development of digital technologies and the increasing need for human capital pose completely new challenges for the education system. Today, modern society requires not only a specialist with certain knowledge and skills, but also a creative person who thinks independently, approaches problems creatively, can put forward innovative ideas and effectively organizes the pedagogical process. In particular, the professional competence, intellectual potential and creative abilities of pedagogical personnel working in the primary education system are manifested as an important factor in the development of the country.

Because primary education is the first and decisive stage of personal development, and it is during this period that the student's way of thinking, cognitive activity, social relations, ability to conduct independent observation and creative thinking are formed [5]. The effective organization of such a complex and responsible process requires a teacher with high pedagogical skills, a broad outlook and developed creative abilities. From this point of view, the development of creative abilities of future primary school teachers in the process of their training is one of the priority tasks of pedagogical education. In this regard, the methods of pedagogical analysis, comparative analysis, systematic approach, pedagogical observation and content analysis of

scientific literature were used. In addition, modern pedagogical concepts and innovative educational technologies were analyzed in order to identify didactic factors affecting the development of creative abilities of future primary school teachers.

Results and Discussion. Currently, the trend is growing to humanize, democratize and organize the content and essence of the educational process on the basis of a competency-based approach. This requires abandoning the traditional reproductive approach in the system of training pedagogical personnel and creating didactic conditions that ensure independent research, creative thinking, the ability to generate innovative ideas and a creative attitude to pedagogical activity by students. After all, a creative teacher is not only a subject of knowledge, but also an important educational force that discovers the internal capabilities of the student, directs him to independent thinking, and influences his intellectual and spiritual development. In our country, comprehensive reforms are being implemented aimed at modernizing the education sector, improving the quality of pedagogical personnel training in higher educational institutions, widely introducing innovative pedagogical technologies into the educational process, and developing the professional competence of future teachers. In normative and legal documents on education, state educational standards and conceptual programs, creativity, innovative activity and the ability to think independently of the teacher are defined as priority requirements. This further strengthens the need for in-depth scientific and pedagogical research into the problem of developing the creative abilities of future primary school teachers.

Creativity is one of the highest forms of human activity, which is manifested in the process of creating innovations, processing existing knowledge and experience, finding non-traditional solutions and original approaches to problems. Pedagogical creativity serves to effectively organize the educational process, develop new methods and means of teaching, increase the cognitive activity of students and ensure the effectiveness of education. Therefore, the development of creative abilities in future teachers should be considered not only as a psychological or personal characteristic, but also as an important component of professional training.

Creativity is the ability to create something new as a result of a person's intellectual and spiritual activity, which requires independent thinking, analysis, synthesis, and an innovative approach [6]. Pedagogical creativity is manifested in the effective organization of the educational process, the development of new forms and methods of teaching, and the stimulation of students' cognitive activity.

Psychologists associate creativity with the ability to think divergently, originality, flexibility, and an innovative approach to problems [7]. Therefore, the process of developing the creative abilities of future teachers requires the harmonious development of their intellectual, emotional, and motivational spheres.

The following didactic conditions are of great importance in developing the creative abilities of future primary school teachers:

1. Creating a person-centered learning environment

Person-centered learning involves organizing the educational process taking into account the individual characteristics, interests, and abilities of students [8]. Such an environment creates a favorable opportunity for students to think freely, make independent decisions, and take creative initiatives.

2. Use of problem-based learning technologies

Problem-based learning encourages students to independently research, analyze, and think creatively rather than to master ready-made knowledge [9]. Creating problem situations enhances students' intellectual activity and forms a creative approach in them.

3. Use of interactive methods

Interactive methods such as "Brainstorming", "Case Study", "Cluster", "Debate", "Siquain" are important tools for developing students' independent thinking and creative activity [10]. These methods teach students to work together, analyze problems, and develop innovative ideas.

4. Formation of a digital learning environment

The introduction of information and communication technologies into the educational process expands students' creative capabilities [11]. Electronic learning resources, multimedia tools, and online platforms increase students' independent learning activity.

5. Establishing a reflective approach

Reflection helps students analyze their own performance, assess their strengths and weaknesses, and plan for future activities [12]. A reflective environment has a positive effect on the development of creative thinking.

Developing the creative abilities of future primary school teachers not only increases their professional competence, but also serves to enhance the intellectual potential of the future generation [13]. A creative teacher forms independent thinking, innovative approaches and social activity in students.

At the same time, creative teachers effectively use innovative pedagogical technologies in the educational process, enrich the content of education and stimulate the cognitive activity of students [14].

The problem of creativity in pedagogical and psychological sciences has been widely studied by various scientists, and their scientific views interpret the content, structure, stages of development and impact on personality development in different ways. In some studies, creativity is explained in relation to intellectual activity, while in others it is analyzed in conjunction with the individual's independent thinking, emotional experience and the influence of the social environment. However, the issue of studying the didactic conditions for the development of creative abilities of future primary school teachers as a special pedagogical system still remains one of the urgent scientific problems.

From this perspective, the identification of didactic conditions that serve to develop the creative abilities of future primary school teachers, the scientific substantiation of their content and structure, and the development of effective pedagogical mechanisms are of great theoretical and practical importance. In this regard, such factors as organizing the educational process on the basis of a person-centered approach, enhancing students' cognitive activity, using problem-based educational technologies, forming a reflexive environment, and supporting independent learning and research activities are manifested as important didactic conditions.

Conclusion. The effectiveness of the process of developing the creative abilities of future primary school teachers largely depends on the content of education, teaching methods, pedagogical technologies, the educational environment and the nature of teacher-student relations. If the educational process provides opportunities for free thinking, independent decision-making, the promotion of innovative ideas and creative research, the creative potential of students will develop effectively. On the contrary, in an environment where rigid templates and a reproductive approach prevail, creative activity will be limited.

Also, the creativity of primary school teachers determines not only their personal success, but also the intellectual and spiritual development of the future generation. Because the educational process organized by a creative teacher stimulates the student's need for knowledge, teaches him to think independently, forms openness to innovative ideas and serves his maturation as a socially active person.

The pedagogical and psychological foundations of the development of creative abilities of future primary school teachers are systematized, the didactic essence of the concept of creativity is revealed, and the effective conditions for organizing this process are scientifically substantiated. The practical significance is determined by the possibility of improving methodological recommendations, innovative technologies and pedagogical mechanisms aimed at developing students' creative abilities in higher pedagogical educational institutions.

The development of creative abilities of future primary school teachers is one of the important strategic tasks of the education system. In the formation of creative abilities, individual-oriented education, problem-based learning technologies, interactive methods, digital learning environments and a reflexive approach are manifested as important didactic conditions.

Also, strengthening independent educational activities of students in higher pedagogical educational institutions, the widespread use of innovative technologies and the formation of a creative environment serve to develop the creative potential of future teachers.

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