

METHODS FOR GUIDING FUTURE EDUCATORS TOWARDS CREATIVE ACTIVITIES

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Abstract: The article analyzes effective pedagogical methods for directing future educators to creative activity. The research studies the concept of creative activity, its importance in the professional training of future educators, and ways to involve students in creative activity through innovative pedagogical technologies. In addition, practical exercises were conducted to confirm the effectiveness of such methods as interactive methods, project-based learning, problem situations, and case studies in developing the creative thinking of future educators. The results of the study will serve to improve the process of training future educators in higher pedagogical educational institutions and introduce pedagogical innovations.

Keywords: creative activity, future educator, pedagogical methods, innovative technologies, interactive methods, project-based learning, problem-based learning.

INTRODUCTION

In the modern preschool education system, educators are required not only to know theoretical knowledge, but also to use a creative approach and innovative methods. Therefore, in the process of training future educators, it is an important task to direct them to creative activity.

Creative activity is the ability of a person to develop new ideas in pedagogical situations, find unusual solutions to problem situations, and effectively organize the educational process taking into account the individual characteristics of children. By directing future educators to creative activity, their professional readiness increases, and their creative and reflective thinking skills develop.

Traditional pedagogical methods cannot form the creative potential of all students, therefore, the use of innovative technologies and interactive methods in the pedagogical process is of urgent importance. In this regard, the purpose of the study is to study the methods of directing future educators to creative activity, determine their effectiveness, and propose effective ways of using them in the pedagogical process.

LITERATURE REVIEW

In scientific literature, creative activity is interpreted as a process associated with the development of a person's creative abilities, finding unusual solutions to problem situations, and applying new approaches to the pedagogical process (J. Gilford, E. Torrance). Creative activity plays an important role in the professional training of future educators, as it forms the skills of analyzing pedagogical situations, making independent decisions, and developing new pedagogical ideas.

Local scientists, in particular, N.Kh. Sayidahmedov, R.H. Jo'rayev, and Sh.K. Sharipov, emphasize the effectiveness of innovative pedagogical technologies and interactive methods in guiding future educators to creative activity. Their studies show that case studies, project-based learning, problem-based learning, and role-playing games are effective tools for developing creative thinking in future educators.

Also, L.S. Vygotsky and D.B. Elkonin's research notes that the creative approach of the teacher directly affects the effectiveness of education. In their opinion, the pedagogical environment and interactive activities are important for directing future educators to creative activity. At the same time, studies conducted in recent years show that the issue of developing the creative activity of future educators through innovative pedagogical technologies has been sufficiently studied. In this regard, there is a need for systematic application of methods of directing future educators to creative activity in higher pedagogical educational institutions.

METHODOLOGY

This study is aimed at determining the effectiveness of methods for directing future educators to creative activity. The research identified a person-oriented and systematic approach as the methodological basis.

The following methods were used in the study:

Analysis of scientific literature - study of theoretical foundations of creative activity, pedagogical methods and innovative pedagogical technologies.

Pedagogical observation - analysis of students' creative activity and interactive participation in the training process.

Questionnaire and interview - determination of the effectiveness of methods and the attitude of future educators to creative activity through innovative pedagogical technologies.

Analysis of practical training - development of creative activity through the use of project-based learning, case studies, problem-based learning and interactive methods.

Comparison and generalization - comparison and analysis of training results based on traditional and innovative methods.

In order to ensure the reliability of the research results, methods of systematic data processing, comparison of observations and questionnaires, and generalization of the results of pedagogical experience were used. This methodological approach made it possible to comprehensively and systematically study the process of developing the creative activity of future educators.

DISCUSSION AND RESULTS

The results of the study showed that innovative pedagogical methods - interactive classes, project-based learning, case studies and problem-based learning - are effective tools in guiding future educators towards creative activity.

As a result of observations and practical exercises, students actively participated in analyzing pedagogical situations, finding unusual solutions and developing new ideas. In case-study and project-based exercises, students developed the skills of teamwork, free expression of their thoughts and solving problem situations.

The results of the survey showed that most students noted that classes using interactive and innovative methods required more creative thinking than regular lessons. This confirms the importance of increasing the interest of future educators in creative activities and directing them towards independent and creative activity.

The study showed that the systematic use of methods for directing future educators to creative activities serves to improve their professional training and develop their creative potential. At the same time, the effectiveness of the methods allows to improve the quality of the pedagogical process, activate students, and develop an innovative approach.

CONCLUSIONS AND SUGGESTIONS

The results of the study showed that interactive and innovative pedagogical methods are effective tools in directing future educators to creative activities. They involve students in creative activities, form skills in solving problem situations and developing new ideas. At the same time, the methods play an important role in increasing the professional readiness of future educators, developing reflective thinking, and implementing pedagogical innovations in practice.

Suggestions:

Introducing innovative modules aimed at developing creative activities into educational programs in the field of pedagogy.

Regularly using interactive, project-based, and problem-based learning methods in practical classes.

Creating a pedagogical environment that encourages future educators to creative activities.

Developing criteria for evaluating creative activities and introducing them into the educational process.

Increasing the effectiveness of methods in the pedagogical process by integrating theory and practice.

In conclusion, methods for guiding future educators towards creative activities are an important tool in developing their professional training and creative potential.

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