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DEVELOPING CREATIVE COMPETENCE IN STUDENTS THROUGH INTERDISCIPLINARY PEDAGOGICAL TRAINING

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Annotation: This article examines an approach to developing creative competence in future primary school teachers through interdisciplinary integration in teacher education. Based on the Pedagogical Skills course, it explores the use of interactive and integrative teaching methods within the learning process. By combining theoretical perspectives with practical experience, the study offers effective strategies designed to foster creative thinking and interdisciplinary problem-solving skills in prospective educators.

Keywords: interdisciplinary learning, creative competence, primary education, teacher education, pedagogical skills, teaching methodology

According to the requirements of the higher education system, primary school teachers must possess not only knowledge and skills, but also creative thinking, problem-solving abilities, and the capacity to apply innovative approaches. Therefore, developing creative competence in future teachers is one of the key pedagogical tasks. In the Law “On the Status of Teachers” of the Republic of Uzbekistan (2024), teachers’ professional rights, qualifications, and opportunities for pedagogical and methodological development are emphasized. The law provides a legal foundation for the use of modern pedagogical technologies, innovative teaching methods, and interdisciplinary approaches in teacher training.

In addition, these regulatory and legal frameworks aim to enhance the quality and effectiveness of education and promote the integration of international best practices in developing creative competence among future primary school teachers. Thus, fostering creative and interdisciplinary skills in teacher education is not only a pedagogical necessity but also a priority supported by state policy.

As the demand for enhancing teachers’ professional skills and implementing innovative and creative approaches in the education system continues to grow, President Shavkat Mirziyoyev has consistently emphasized that improving the quality of education and nurturing a knowledgeable, well-rounded younger generation is a top priority. He stated: “The development of the economy and the future of our country and our children depend solely and exclusively on education and the teacher.”

He further highlighted that enhancing both the quality of education and the professional and material conditions of teachers is of paramount importance: “Improving the quality of education, as well as the working and living conditions of teachers and mentors, is our highest priority.”

These perspectives provide a theoretical foundation for designing methodologies aimed at fostering creative competence in future primary school teachers through a interdisciplinary approach, reinforcing the necessity of applying innovative and cross-disciplinary methods in the pedagogical process.

The course Pedagogical Skills serves as a core component in teacher professional development, offering a platform to integrate theoretical knowledge with practical teaching competencies.

A interdisciplinary approach represents a methodological concept intended to deepen knowledge by integrating multiple subjects and methods, while simultaneously cultivating students’ creative thinking and independent decision-making skills. It involves the purposeful combination of one or more disciplines, ensuring that the distinct knowledge and characteristics of each field are preserved.

Within the Pedagogical Skills course of the bachelor’s program in Primary Education, the topic “Innovative Teaching Strategies and Interdisciplinary Problem-Solving in the Classroom”

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is designed to develop creative competence in future teachers by integrating knowledge from multiple disciplines. This approach emphasizes not only effective lesson planning but also understanding the social, historical, psychological, and philosophical contexts of education. Key Disciplinary Contributions:

- **Psychology:** Analyzing students' cognitive, emotional, and motivational characteristics to tailor instruction and support individual learning needs.
- **Pedagogy:** Applying active learning strategies, project-based methods, and differentiated instruction to enhance engagement and knowledge retention.
- **Sociology:** Understanding the social dynamics of classrooms, the influence of family and community on learning, and promoting inclusive and culturally responsive teaching practices.
- **History:** Incorporating historical perspectives into lessons to develop students' critical thinking, contextual understanding, and appreciation of cultural heritage.
- **Philosophy:** Encouraging ethical reasoning, reflective thinking, and the development of educational values, fostering a holistic worldview in future teachers.

Purpose: To equip future primary school teachers with the ability to design creative, student-centered lessons while addressing social, historical, and ethical dimensions of education.

Practical Example: In a class activity, students are asked to develop an interdisciplinary lesson plan on a topic such as "Community and Identity". The process involves:

1. Dividing students into groups to explore the topic from different disciplinary angles: psychological, sociological, historical, and philosophical.
2. Each group integrates these perspectives into an interactive lesson plan that includes discussions, collaborative exercises, and multimedia resources.
3. Groups present their plans in class, followed by peer feedback and reflective discussion on the interdisciplinary approach and creative solutions.

Expected Outcomes for Future Teachers:

- Development of creative competence and innovative decision-making skills.
- Ability to apply interdisciplinary knowledge effectively in lesson design.
- Enhanced critical thinking, ethical reasoning, and reflective practice.
- Improved collaboration, communication, and classroom management skills.
- Ability to foster a positive and socially aware learning environment for diverse students.

By engaging in such interdisciplinary, theory-informed, and practice-oriented activities, students not only consolidate theoretical knowledge but also develop practical skills to become innovative, socially responsible, and reflective primary school teachers.

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