

DIFFERENT APPROACHES TO STUDYING THE CREATIVE COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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Annotation: This article provides detailed information about various approaches to studying the creative competence of future primary school teachers.

Key words: Competence, creative competence, creative formation, knowledge, skills, qualifications, diagnostics, communication.

We conducted the study of the creative competence of future primary school teachers from the perspective of the most widely applied approaches in pedagogy for understanding the essence of primary education:

The acmeological approach, which determines the specific features of the context that identifies the peculiarities of adults' development in professional activity, the content of achieving the peaks of the development process of future primary school teachers' creative competence, the content of independent learning, the development of adult creativity, and the recognition of individual differences of each person.

The systematic approach (X.A. To'raqulov, N. Abdullaeva, O'. Tolipov), which takes into account the psychological conditions for the development of the creative competence of future primary school teachers, allows identifying and coordinating the subordinate relationships among the subsystems (substructures) that form an integral and complex system of professional competence.

The competence-based approach, which helps to construct a model of the formation of creative competence in future primary school teachers based on the ability to generate ideas and effectively apply them in the educational process aimed at improving education quality, self-identification, individuality, and socialization.

The personal-activity approach, which directs the development of creative competence toward the individual as a goal, a subject, and a result. In our study, special emphasis was placed on the uniqueness of the individual, given talents and abilities, creative potential, and self-development. For us, the conditions for teachers' creative self-development were of special importance in organizing professional activities.

The contextual approach, which serves as the basis for enhancing the qualifications of future primary school teachers in the process of professional activity and independent learning. The concept of "context" is considered a meaning-generating category that ensures teachers' engagement in professional creative activity.

The andragogical approach, which, based on the idea that the actualized life experience of an adult is one of the sources of his or her creative self-development and independent learning, allows constructing a model for the formation and development of the creative competence of primary school teachers.

The system-activity approach, which presupposes the creation of conditions for the general, professional, and creative development of the individual. Based on this approach, individual programs for the professional development of future primary school teachers are developed and implemented, and the main results of their personal development are highlighted within the context of the main tasks of organizing creative activity.

The analysis of the above-mentioned approaches shows that they all reflect the essence of the studied phenomena, complement each other in content, and allow determining the strategy and tactics (methods and ways to achieve the goal) of developing creative competence of future primary school teachers within the context of professional independent learning activity.

A systematic analysis of creative competence and identification of its components imply revealing the internal organization and mechanisms of interaction, the functions performed by the modeled system, as well as its origins and development prospects.

A personal-activity approach to the problem of competence has made it possible to develop the concept of “teacher’s creative competence,” which manifests itself in the teacher’s creativity and productive activity and is considered a professionally significant quality of the individual.

The creative competence of future primary school teachers is an intellectual and pedagogical value, the level of which positively influences the success of educational activity. In this interpretation, a teacher’s creative competence is a professional-personal quality that requires a multidimensional approach to its study. As a system, this competence includes a complex of moral-humanistic orientations, knowledge, skills, abilities, and ways of applying them in situations of creative collaboration in the primary school.

A teacher’s creative competence is an integral component of professional competence. The degree of success and high productivity of pedagogical activity has always been one of the main criteria for describing a professionally competent teacher.

In conclusion, we can say that a creative (innovative) teacher is a person who has clear goals, values, and beliefs; can solve life problems; strives to realize his or her potential and opportunities; is capable of self-development and self-expression; ready to demonstrate personal potential and abilities; possesses non-standard thinking, personal identity, intellectual independence, and the ability to create new material and spiritual values.

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