

IMPROVING THE CREATIVE COMPETENCE OF FUTURE PRIMARY TEACHERS ON THE BASIS OF INNOVATIVE TECHNOLOGIES

Khaitova Sitora Dilmurod kizi

Termez University of Economics and Service

Theory and Methodology of Education (Primary Education)

1st year master's student

Email: [sitoraxaitova510@gmail.com](mailto: ritoraxaitova510@gmail.com)

Abstract: This article is devoted to studying the problems of developing the creative potential of future primary school teachers and ways to improve them using innovative technologies. The article considers effective methods for improving the creative thinking and problem-solving abilities of future teachers through the application of pedagogical innovations, modern educational methods and technologies to the educational process. It is also noted that the professional competencies of teachers and the quality of education can be improved through the use of innovative technologies.

Keywords: primary school teachers, creative potential, innovative technologies, pedagogical innovation, educational process, learning motivation.

Introduction. Today, the education system requires adaptation to global changes and new pedagogical approaches. The creative potential of future primary school teachers, their role in effectively organizing the educational process and encouraging students to think innovatively, is increasing. Creative potential is not only a teacher's personal qualifications, but also an important factor determining the quality of the educational process. Therefore, the development of teachers' creative abilities through the use of innovative technologies is considered one of the priority tasks of today's educational process. The article analyzes effective ways to increase the creative potential of primary school teachers using modern pedagogical technologies, innovative approaches and methodological developments.

Scientific research, methodological articles and experimental developments conducted in recent years are an important source for the practical implementation of innovative approaches in the pedagogical field. In particular, such studies as “innovative professional training”, “methodology based on smart technologies” and “formation of professional skills of primary school teachers” are widely used in the school and pedagogical environment as methodological foundations and practical recommendations. These developments serve to develop the professional competence of teachers, make the teaching process interactive and effective, and stimulate the creative potential of students. They are presented to the general public through the Universal Conference platform, ferganamethod.uz and other scientific and methodological resources[1].

Literature Review. The role of creative potential and innovative technologies in the modern educational process is being widely studied. Creative potential is recognized as an important factor in increasing the personal and professional competence of the teacher, making the educational process effective and interactive[2]. For future primary school teachers, these skills

not only make the learning process interesting and effective for students, but also create the opportunity to introduce pedagogical innovations[3].

Innovative technologies allow to stimulate a creative approach to the pedagogical process, to encourage active participation of students and to organize lessons in a visual and interactive form[4]. Modern research shows that virtual laboratories, multimedia tools, interactive platforms and electronic educational resources have a significant impact on increasing the creative potential of teachers[5]. At the same time, the use of innovative technologies helps to develop the teacher's pedagogical skills, increase learning motivation, and find creative solutions.

The issues of forming the creative potential of primary school teachers in the conditions of Uzbekistan have also been studied. In particular, Mahmudova[6] and Qosimova[7] emphasize effective methods for making lessons interactive and developing students' creative abilities using innovative approaches. At the same time, the importance of linking pedagogical innovations with the professional qualifications of teachers and increasing their creative approaches to the educational process is noted.

In general, the literature shows that the introduction of innovative technologies in forming the creative potential of future primary school teachers gives effective results. At the same time, it creates an opportunity to make the pedagogical process interactive, multimedia-rich, and student-centered, stimulate the teacher's creative abilities, and improve the quality of education.

Methodology. This study is aimed at developing the creative potential of future primary school teachers using innovative technologies. The main goal of the study is to identify innovative ways to increase the creative abilities of teachers and effectively use them in the pedagogical process.

The study combines theoretical and empirical methods. Theoretical methods study the literature on the subject, pedagogical and psychological approaches, as well as experiences in the use of creative potential and innovative technologies. Empirical methods include observation, questionnaires, tests and pedagogical experiments. Observation is used to study the use of innovative technologies and the creative approach of teachers in the teaching process. Questionnaires and tests allow us to determine the level of creative thinking of teachers and their attitude to pedagogical innovations.

The data obtained will be studied through statistical and qualitative analysis. The results of tests and questionnaires will be analyzed using numerical methods, and observations and interviews will be evaluated using qualitative analysis methods. The study is based on pedagogical constructivism and a cognitive-psychological approach, which allows identifying effective strategies for increasing the creative and pedagogical competencies of teachers.

Through this methodology, the study provides a systematic approach aimed at identifying the most effective ways to form the creative potential of future primary school teachers and apply innovative technologies in practice.

Discussion. The discussion show that the role of innovative technologies in the development of creative potential is important. They not only increase the personal creative abilities of the teacher, but also make the teaching process interactive and student-centered. The study also

confirms that the use of pedagogical innovations can expand the professional competencies of teachers and stimulate students' motivation to learn.

The changes in the control group, compared with the experimental group, showed that the effectiveness of traditional methods is limited and cannot compete with innovative approaches in the development of creative potential. At the same time, the study revealed that the level of preparation and technological competence of teachers are important factors for the effective implementation of innovative technologies in the pedagogical process.

In general, the results of the study show that innovative technologies are an effective tool in increasing the creative potential of future primary school teachers and can enrich their educational process with a high-quality, interactive and creative approach.

Results. The results of the study showed that the use of innovative technologies significantly increases the creative potential of future primary school teachers. In the experimental group, teachers managed to enrich the learning process and develop students' creative abilities by implementing interactive lessons, multimedia tools and electronic platforms. According to the results of the questionnaire and test, the level of creative thinking, problem solving and acceptance of pedagogical innovations of the participants of the experimental group was significantly higher than that of the control group.

Also, the data obtained on the basis of observations and interviews showed that the ability of teachers to organize their lessons interactively, interestingly and effectively through the use of innovative technologies has increased. In the experimental group, teachers demonstrated clear positive changes in terms of increasing learning motivation, developing an individual approach and implementing creative solutions in practice.

Conclusion. The results of the study showed that innovative technologies play an important role in developing the creative potential of future primary school teachers. In the experimental group, teachers were able to organize their lessons in a more effective, interesting and student-centered way by using interactive lessons, multimedia tools and electronic platforms. The results of the questionnaire and test showed that the teachers' creative thinking, acceptance of pedagogical innovations and problem-solving skills significantly increased. The study also found that, compared with traditional methods, the use of innovative technologies expands the professional competencies of teachers and improves the quality of the educational process. At the same time, the study revealed that the technological competence and training of teachers are important for implementing creative and interactive approaches in the pedagogical process.

Recommendations. It is important to use innovative technologies to develop the creative potential of future primary school teachers. For this purpose, it is recommended to organize special trainings, seminars and practical exercises. It is necessary to make the teaching process interactive and rich in multimedia, stimulate students' creative thinking, as well as regularly assess the creative potential of teachers and identify areas for individual development. The implementation of innovative approaches in the pedagogical process and the development of experience exchange between teachers also give effective results. These measures will help to make lessons high-quality, interactive and student-centered.

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