

# CREATIVE APPROACHES TO PREPARING FUTURE PRIMARY SCHOOL TEACHERS FOR PEDAGOGICAL ACTIVITIES

**Kamolakhon Abrorxon kizi Abrorxonova**

Associate Professor of the Department of Primary Education Pedagogy National Pedagogical University of Uzbekistan name after Nizami, PhD,

**Khadicha Karamatovna Muhammadiyeva**

Associate Professor of the Department of Primary Education Pedagogy National Pedagogical University of Uzbekistan name after Nizami, PhD,

**Farit Rafaelovich Yuzlikayev**

Professor of the Department of Primary Education Pedagogy National Pedagogical University of Uzbekistan name after Nizami, DSc.

[Doi: 10.63001/tbs.2025.v20.i03.S.I\(3\).pp524-533](https://doi.org/10.63001/tbs.2025.v20.i03.S.I(3).pp524-533)

## Keywords:

Education, pedagogy, profession, future primary school teacher, professional training, creative approach, theory, result, conclusion.

Received on: 05-07-2025

Accepted on: 10-08-2025

Published on:  
20-08-2025

## ABSTRACT

This article examines, analyzes, and draws conclusions on the theoretical foundations of the creative training of future primary school teachers for pedagogical activities, as well as the content of the concept of pedagogical activity.

## Introduction

The necessity for comprehensive reforms in the field of education lies in the fact that, for our independent Republic to establish its position in the global community, transition to a market economy, and keep pace with scientific and technological advancements, it is crucial to train

highly qualified personnel in accordance with international standards. The essence of the reforms implemented and the adopted regulatory and legal documents fully elucidates the process of preparing a well-rounded individual, a qualified specialist, and a competent educator

dedicated to their profession. Creative approaches to preparing future primary school teachers for pedagogical activities play a significant role in enhancing the quality of education and fostering the professional development of teachers. The following creative approaches can be effective in training qualified teachers who meet the demands of modern society:

#### 1. Integrated Education Approach

- ✓ Interdisciplinary Integration: Implementing new teaching methods by combining various subjects.
- ✓ Harmonization of Theory and Practice: Reinforcing theoretical knowledge through practical exercises in the learning process.

#### 2. Application of Innovative Technologies

- ✓ Information and Communication Technologies (ICT): Organizing lessons through interactive presentations, video lectures, and online platforms.
- ✓ Virtual and Augmented Reality (VR/AR): Creating an engaging and dynamic learning environment for students.
- ✓ Problem-Based Learning

- ✓ Developing Analytical and Critical Thinking: Conducting activities that involve solving problem-based scenarios.
- ✓ Real-Life Contextual Learning: Structuring lessons around real-life situations.

#### 4. Fostering a Creative Approach

- ✓ Creative Projects: Enabling future teachers to develop and apply new methods and techniques in the classroom.
- ✓ Game-Based Learning: Integrating didactic games into the educational process.
- ✓ Collaborative and Peer Learning
- ✓ Group-Oriented Methods: Establishing a cooperative learning process where teachers and students acquire knowledge together.
- ✓ Mentoring System: Experienced teachers guiding and supporting novice educators.
- ✓ Individualized Approach
- ✓ Tailored Teaching Methods: Implementing instructional strategies that consider each student's unique abilities.

- ✓ Differentiated Instruction: Designing lessons based on varied learning needs.
- 7. Application of Reflective Practices
- ✓ Post-Lesson Analysis: Enabling teachers to assess their performance and plan for future improvements.
- ✓ Monitoring Personal and Professional Development: Utilizing journals and portfolios for self-assessment.
- 8. Development of Intercultural Competence
- ✓ Culture-Oriented Assignments and Projects: Encouraging the study of diverse cultures and traditions.
- ✓ Creating an Inclusive Educational Environment.
- 9. Gamification of Learning Activities
- ✓ Integration of Game Mechanics: Incorporating rewards, points, and levels into the educational process.
- ✓ Using Creative Methods to Enhance Motivation and Engagement.
- 10. Implementation of Multidisciplinary Training Courses
- ✓ Preparing Future Teachers Beyond Their Specialization: Providing training in psychology, management, and communication alongside pedagogy.

Creative approaches not only enhance the quality of education but also develop teachers' creative thinking skills, preparing them to work effectively and efficiently in educational institutions.

In the modern educational process, the role of primary school teachers is increasingly significant. This is because the primary education stage serves as the fundamental basis for children's intellectual, moral, and creative development. Therefore, the application of innovative and creative approaches in preparing future teachers for pedagogical activities contributes not only to their theoretical knowledge but also to the development of their practical skills. This article highlights the importance of achieving effectiveness in preparing future primary school teachers through theoretical foundations and creative approaches.

The theoretical foundation for preparing future primary school teachers includes the following principles:

**Holistic Principle:** Ensuring the integration of theory and practice in teacher training.

**Personalized Approach Principle:** Organizing instruction by considering each student's individual abilities and potential.

**Competency-Based Approach:** Focusing on the development of professional knowledge, skills, and competencies among teachers.

**Creative Activity Principle:** Enhancing students' creative abilities and utilizing innovative pedagogical technologies.

These theoretical principles serve as a foundation for the preparation of future teachers for pedagogical activities. Additionally, the application of creative approaches in the educational process plays a crucial role in their personal and professional development.

A creative approach primarily focuses on enhancing a teacher's creativity and innovative thinking skills. In modern education, teachers who implement creative approaches can achieve the following objectives.

- Stimulating students' interest and increasing their motivation for learning.
- Enhancing effectiveness by making the educational process dynamic and interactive.
- Enriching lessons with various pedagogical technologies to improve learning outcomes.

A creative approach enables teachers to improve their professional activities not only from a methodological perspective but also from psychological and social aspects. In the process of preparing future primary school teachers, the following creative approaches contribute to increased effectiveness:

#### 1. Application of Innovative Pedagogical Technologies:

- **ICT Technologies:** Organizing lessons using multimedia tools, such as interactive whiteboards, online platforms, and video lectures to make the learning process more engaging.
- **Gamification:** Integrating game elements into education to enhance student engagement.

#### 2. Practice-Oriented Learning:

- Reinforcing theoretical knowledge through practical activities. For example, developing and testing educational materials for primary school students.
  - Mentorship System: Enhancing students' practical skills through guidance from experienced teachers.
3. Creative Projects and Problem-Solving Activities:
- Incorporating problem-solving tasks into the learning process to develop analytical and creative thinking skills in future teachers.
  - Project-Based Learning Approach: For instance, designing a creative project on “Creating the Ideal Primary School Lesson.”
4. Personal Development-Oriented Approach:
- Using reflection methods to help students assess and improve their performance.
  - Monitoring professional development through portfolios.
5. Development of Intercultural and Inclusive Competencies:
- Preparing teachers to work with students from diverse cultural and social backgrounds.
  - Teaching inclusive education methods to address the needs of all learners.

The application of creative approaches in preparing future primary school teachers for pedagogical activities plays a crucial role in enhancing the effectiveness of education. Integrating theoretical knowledge with practical training, fostering creative thinking, incorporating modern technologies into education, and solving problem-based situations help teachers develop not only theoretically but also practically. As a result, they become highly qualified specialists who meet the demands of modern society.

It is no coincidence that the Address of the President of the Republic of Uzbekistan to the Oliy Majlis on the Most Important Priority Tasks for 2019 emphasized the importance of science and education, as well as their relationship with socio-economic life. Since human capital, its proper allocation, efficient utilization, and targeted direction remain at the core of the education system, it is essential to structure all types of education in an integrated manner

involving all stakeholders and participants of the educational process, ensuring that it aligns with contemporary demands. Achieving complete continuity in education remains one of the key tasks ahead.

The fundamental transformations in recent years require re-evaluating various aspects of social life, including innovative approaches, existing perspectives, concepts, and relations through the lens of progress and effectiveness. While significant progress has been made in education and human resource development during the years of independence, it is important to acknowledge that certain challenges have emerged due to the inability to precisely define goals, strategies, and tools, as well as the failure to thoroughly analyze labor market demands and address mismatches between supply and demand.

In order to fundamentally improve the higher education system and align it with the priority tasks of the country's socio-economic development, it is essential to thoroughly revise the content and

meaning of personnel training. Creating the necessary conditions for the preparation of highly qualified specialists at the level of international standards has been a key focus. To this end, the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017, "On the Strategy for Further Development of the Republic of Uzbekistan," the Resolution No. PQ-3775 dated June 5, 2018, "On Additional Measures to Improve the Quality of Education in Higher Educational Institutions and Ensure Their Active Participation in the Comprehensive Reforms Being Implemented in the Country," and the Resolution No. PQ-2909 dated April 20, 2017, "On Measures for the Further Development of the Higher Education System," have set forth crucial tasks. Among them, one of the most important objectives is the widespread introduction of the most advanced pedagogical technologies, educational programs, and teaching-methodological materials based on international education standards into the learning process.

This, in turn, necessitates that higher education institutions pay special attention to the organization of educational activities in all disciplines, focusing on meeting modern requirements and integrating pedagogical and information technologies to enhance students' intellectual abilities. The core essence of these technologies lies in the development of students' knowledge, skills, and competencies. Accordingly, the organization and management of educational activities must be based on students' life experiences, needs, interests, and capabilities. Implementing these pressing tasks requires the development of new approaches in higher education institutions to train qualified specialists. In achieving these objectives, it is essential to effectively utilize international experiences and integrate them into the organization of educational activities. This is because academic instruction serves as the primary platform for pedagogical creativity, necessitating an innovative and well-structured approach to its organization and

management. In this process, educators face a critical challenge—engaging students in the learning process, fostering their collaboration with teachers, and ensuring the continuous deepening of their professional knowledge and skills, ultimately enhancing the quality of academic instruction.

Various policy documents aimed at the development and improvement of the education system emphasize common aspects such as the introduction of innovations in the field, the adoption of international best practices, the promotion of creative approaches, and the strengthening of integration processes among different types of education.

A study and analysis of existing shortcomings in the education system indicate that challenges such as the lack of coordination in pedagogical education programs, inadequate strategic planning, weak connections and integration between different educational stages, and fragmentation in the activities of educational stakeholders contribute to an unmet demand for pedagogical personnel in



certain regions and a decline in educational quality.

Pedagogy (from the Greek *paideia*—“child” and *agogé*—“to lead”) is a field of study that examines the general principles of social education, focusing on the upbringing and education of younger generations in accordance with the unified social objectives of a given society. As a discipline within the system of social sciences, pedagogy explores the issues of educating both the younger generation and adults based on the ideas of national independence.

Pedagogy is a scientific discipline that studies the educational and upbringing process in an integrated manner. Since it primarily focuses on the two crucial aspects of personal development—teaching and upbringing—its key subfields include didactics (theory of education) and the theory of upbringing.[5]

The Essence of the Concept of "Competence". In the context of market relations, securing a competitive position in the labor market necessitates every specialist to possess professional competence and

continuously enhance it. But what is competence? What qualities underpin professional competence? What competencies should a teacher develop? This discussion will focus on these and related ideas. The English term “*competence*” lexically conveys the meaning of “*ability*.” In essence, it refers to “*the effective application of theoretical knowledge in practice, demonstrating a high level of professional skill, expertise, and talent.*” The concept of “competence” was introduced into education through the scientific research of psychologists. From a psychological perspective, competence refers to how a specialist behaves in non-standard situations, how they establish communication, adopt new strategies in interactions with competitors, solve ambiguous tasks, utilize conflicting information, and navigate complex and continuously evolving processes.

According to the psychological viewpoint of A.K. Markova, competence is “*a characteristic of an individual, reflecting their level of compliance with professional requirements, and serving as an*



*individual trait based on this alignment.*”[4]

N. A. Muslimov, in his research, identifies six key qualities that form the foundation of a teacher's professional competence: Motivational attributes – Encompasses an individual's lifelong development of needs, motives, and goals related to their chosen profession, Intellectual capacity – Ensures that a teacher transmits knowledge and information based on official documents, forming students' knowledge, skills, and abilities, Volitional qualities – Includes determination, overcoming internal and external obstacles, managing physical and mental stress, self-discipline, and initiative, Practical skills – Covers psychological, pedagogical, methodological, and technical-technological abilities, as well as competencies across different fields of activity and communication, Emotional qualities – Refers to the necessary skills for managing emotions and understanding one's own emotional states, such as anger, frustration, anxiety, resentment, envy, empathy, pride, fear, sensitivity,

and love, Self-regulation – Involves autonomy in goal-setting and decision-making, integrity, critical self-assessment, comprehensive awareness of actions, comparison of one's behavior with others, confidence in the future, and maintaining the required physical and psychological state.

In summary, both traditional and modern approaches to preparing future primary school teachers for professional activity have always required creativity. This process is characterized by its multifaceted nature and continuous innovation. The development of professional and pedagogical competence in future primary school teachers is a pressing issue in contemporary pedagogy that demands immediate solutions.

## Reference

1. Pedagogical Competence (Methodological Guide): 5110900 – Pedagogy and Psychology / -T.: Tashkent State Pedagogical University named after Nizami, 2018. – 80 pages.
2. Sayidahmedov N., Ochilov M. The Essence and Modern Design of New Pedagogical Technology. – T.: RTM, 1999.

3. Hakimova M. Professional Pedagogy. Study Guide. – T.: 2007. – 193 pages.
4. Khodjayev N.Kh., Khodiyev B.U., Baybekova G.D., Tilabova N.T. New Pedagogical Technologies. Study Guide. – T.: Science, 2002.
5. Zakirov I. Theoretical and Practical Foundations of Implementing New Pedagogical Technologies in the Educational Process. Ph.D. Dissertation in Pedagogical Sciences. – Tashkent, 2005.
6. Abrorkhonova, K., & Khudoyberdieva, S. (2022). Virtual Tour in Primary School. *European International Journal of Multidisciplinary Research and Management Studies*, 2(06), 72-77.
7. Abrorxonova, K., & Pirnazarova, K. (2022). Formation of Research Abilities in Primary School Students. *Science and Innovation*, 1(B8), 2089-2096.
8. Abrorkhonovna, A. K. (2022). Formation of a Sense of Patriotism through Tourism in the Current Textbook "Upbringing" of Primary Education. *British Journal of Global Ecology and Sustainable Development*, 5, 70-74.
9. Abrorxonova, K. A., & Qizi, S. M. S. (2022). Methods and Tools for Organizing Primary School "Upbringing" Lessons. *Science and Innovation*, 1(1), 54-61.
10. Abrorxonova, K., & Murodova, M. (2022). Formation of Linguistic Competencies Based on the Analysis of Word Combinations. *Science and Innovation*, 1(8), 2082-2088.
11. Abrorxonova, K., & Pirnazarova, K. (2022). Development of Research Skills in Primary School Students. *Science and Innovation*, 1, 2089-2096.
12. Abrorxonova, K. A. Q., & Bo'riyeva, S. I. Q. (2023). Psychological Possibilities of Forming Media Culture in Primary School Students. *Oriental Renaissance: Innovative, Educational, Natural and Social Sciences*, 3(4), 778-782.
13. Abrorxonova, K., & Boriyeva, S. (2022). Technology for Forming Information Processing Culture in Primary School Students. *Science and Innovation*, 1(B8), 2103-2109.
14. Abrorxonova, K., & Karabayeva, M. (2022). Methodology for Ensuring the Effectiveness of Primary Education Based on Pedagogical Technologies. *Science and Innovation*, 1(B7), 1282-1289.
15. Abrorxonova, K. A. Methods and Tools of Organization of Primary School "Upbringing" Lessons.