

## MECHANISMS FOR DEVELOPING PROFESSIONAL SKILLS OF FUTURE TEACHERS BASED ON A CREATIVE APPROACH

Tadjibayev Eldar Eshkulovich

Independent Researcher, Fergana State University

E-mail: eldar1986@gmail.com

### Abstract:

This article provides a scientific analysis of the mechanisms for developing the professional skills of future teachers based on a creative approach. It examines the formation of creative thinking in the educational process, the introduction of innovative pedagogical technologies, and the enhancement of professional competence through student-centered interactive methods. The content and significance of mechanisms for developing creativity are discussed in detail on the basis of both national and international experiences as well as the effectiveness of modern pedagogical approaches. The article is intended to be useful for scientific and practical research aimed at improving the quality of education.

**Keywords:** creative approach, professional skills, future teachers, pedagogical innovations, interactive learning, creative thinking, pedagogical technologies, professional development.

In the modern era, the preparation of a new generation of teachers has become one of the most urgent tasks of the education system. The progress of society, as well as its economic and cultural development, directly depends on the efficiency of the educational process and the professional competence of teachers involved in it. From this point of view, future teachers must not only master traditional knowledge but also acquire modern pedagogical technologies, generate new ideas through creative thinking, and develop the ability to find unconventional solutions in practical activities.

In recent years, the concept of *creativity* has been considered an independent methodological category in pedagogy and psychology. Creativity reflects an individual's creative potential, unconventional thinking, and ability to generate new ideas and solutions. Therefore, the application of a creative approach in the educational process serves as an effective mechanism for developing the professional skills of future teachers. This article analyzes the theoretical foundations of the creative approach, its practical application mechanisms, and its significance in the process of teacher education.

In pedagogical literature, creativity is described as an individual's ability to find non-standard solutions in problematic situations, to create new opportunities, and to organize creative activity effectively (J. Guilford, E. Torrance, A. Osborn). From this perspective, creativity is considered a leading quality in the professional competence of teachers.

As noted by national researchers (A. Aripdjanova, Sh. Sharipov, M. Kholmatova), a teacher who lacks creativity cannot effectively organize a modern learning process. Hence, the creative approach in the learning activities of future teachers helps not only to acquire knowledge but also to use it creatively, to generate new pedagogical ideas, and to design the educational process more effectively.

The professional skills of future teachers include the ability to organize the educational process effectively, solve pedagogical problems, consider students' individual characteristics, and creatively reinterpret educational materials. Developing these skills requires selecting and adapting appropriate teaching methods, taking into account learners' individual needs, finding innovative solutions to problems, and planning and implementing educational projects independently. As a result, professional skills formed on the basis of a creative approach foster teachers who are flexible, competitive, and oriented toward innovation.

The implementation of a creative approach in the preparation of future teachers for professional activity can be realized through the following mechanisms:

1. Motivational–attitudinal mechanism – forming a positive attitude toward the teaching profession, fostering creative initiative, and encouraging the pursuit of innovation.
2. Innovative–educational mechanism – strengthening creative thinking through interactive methods, project-based learning, problem-solving tasks, and advanced technologies such as STEAM and gamification.
3. Reflective–analytical mechanism – guiding students to analyze their own activities, evaluate their effectiveness, and engage in creative self-improvement.
4. Collaborative–communicative mechanism – developing teamwork in creative activities, establishing pedagogical collaboration, and improving effective communication skills.
5. Integrative–project mechanism – implementing interdisciplinary tasks, combining knowledge from different fields, and generating new pedagogical ideas.

The creative approach can be effectively applied in the activities of future teachers through the following forms:

- Using interactive teaching methods such as brainstorming, clustering, case studies, and role-playing.
- Finding creative solutions to pedagogical situations and developing new methodological projects.
- Effectively utilizing innovative educational technologies—such as virtual laboratories, multimedia lessons, and gamification.
- Maintaining reflective analytical journals during pedagogical practice to improve one's teaching performance.

Applying a creative approach in the professional preparation of future teachers not only develops their competence but also allows for the modernization of the pedagogical process in

accordance with contemporary requirements. Professional skills formed through a creative approach prepare teachers to be independent thinkers, innovators, creative and competitive professionals. Thus, the mechanisms developed on the basis of a creative approach enrich both the theoretical and practical foundations of pedagogical education, enhance the quality of teaching, and contribute to the growth of future teachers' professional potential.

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