



The Methodology For Developing The Creative Activity Of Future Primary School Teachers

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Abstract. The article explores the methodology for developing the creative activity of future primary school teachers within the context of modern pedagogical education. It emphasizes that creativity is a fundamental component of professional competence in teaching, reflecting the ability to generate original ideas, adapt educational content, and motivate learners through innovative and engaging approaches. The study highlights that the formation of creative activity requires both the psychological readiness of the teacher and the implementation of effective pedagogical strategies that stimulate imagination, initiative, and independent thinking. The research is based on an integrated methodological framework that includes activity-based, personality-oriented, and competence-based approaches. It also analyzes the use of interactive methods, project-based learning, and digital technologies as essential tools for enhancing creativity in teacher preparation programs. The results demonstrate that systematic development of creative skills leads to higher professional motivation, reflective awareness, and the ability to solve pedagogical problems innovatively. The study concludes that fostering creativity among future primary school teachers is not only a pedagogical necessity but also a strategic direction for improving the overall quality of primary education in the era of innovation.

Keywords. creative activity, future teachers, methodology, pedagogical innovation, primary education, project-based learning, interactive methods, competence-based approach, reflective practice, teacher training.

**BO'LAJAK BOSHLANG'ICH SINF O'QITUVCHILARNING IJODIY FAOLIYATINI
RIVOJLANTIRISH METODIKASI**

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Annotatsiya. Mazkur maqolada bo'lajak boshlang'ich sinf o'qituvchilarining ijodiy faoliyatini rivojlantirish metodikasi zamonaviy pedagogik ta'lim kontekstida tahlil etiladi. Unda ijodkorlik o'qituvchining kasbiy kompetensiyasining muhim tarkibiy qismi sifatida talqin qilinadi. Bu esa nafaqat o'quv jarayonini samarali tashkil etishni, balki o'quvchilarni mustaqil fikrlashga, tasavvur qilishga va muammolarni ijodiy hal etishga yo'naltirishni ham talab qiladi. Tadqiqotda ijodiy faoliyatni shakllantirish uchun zarur bo'lgan psixologik tayyorgarlik hamda o'qituvchilarda tasavvur, tashabbus va mustaqil fikrlashni rag'batlantiruvchi samarali pedagogik strategiyalar qo'llanishi zarurligi ta'kidlanadi. Metodologik asos sifatida faoliyatga yo'naltirilgan, shaxsga yo'naltirilgan va kompetensiyaga asoslangan yondashuvlardan foydalanilgan. Shuningdek, interfaol metodlar, loyiha asosidagi o'qitish va raqamli texnologiyalar ijodiylikni rivojlantirishda muhim vosita sifatida o'rganilgan. Tadqiqot natijalari shuni ko'rsatadiki, ijodiy ko'nikmalarni tizimli rivojlantirish o'qituvchilarning kasbiy motivatsiyasi, reflektiv tafakkuri va muammolarni yangicha yondashuv asosida hal etish qobiliyatini oshiradi. Maqolada xulosa qilinishicha, bo'lajak boshlang'ich sinf o'qituvchilarida ijodkorlikni rivojlantirish nafaqat pedagogik zarurat, balki innovatsion davrda boshlang'ich ta'lim sifatini oshirishning muhim omilidir.

Kalit so'zlar. ijodiy faoliyat, bo'lajak o'qituvchilar, metodika, pedagogik innovatsiya, boshlang'ich ta'lim, loyiha asosida o'qitish, interfaol metodlar, kompetensiyaga asoslangan yondashuv, reflektiv amaliyot, o'qituvchilarni tayyorlash.

Introduction

In contemporary education, creativity has become one of the most crucial competencies that determine the professional readiness of teachers, especially those preparing to work in primary education. The rapid development of society, the digitalization of learning environments, and the growing emphasis on learner-centered education demand teachers who can think creatively, design innovative learning experiences, and adapt teaching to the diverse needs of



young students. Future primary school teachers must be able not only to deliver educational content but also to inspire curiosity, imagination, and problem-solving among their pupils. Thus, the development of creative activity in teacher education programs has become an integral part of modern pedagogical methodology.

Creativity in teaching is not limited to artistic or spontaneous expression. It represents a system of intellectual, emotional, and motivational processes that guide the teacher's professional actions. The ability to develop and apply creative teaching strategies helps future educators to foster interactive and meaningful learning experiences. Primary school, as the first stage of formal education, requires teachers to establish a positive emotional climate, stimulate cognitive curiosity, and integrate play, research, and problem-solving into daily activities. Therefore, future teachers' creative competence directly influences the effectiveness of the entire educational process.

Traditional teacher preparation often focuses on theoretical knowledge and classroom management but pays insufficient attention to nurturing creative potential. However, in the context of educational reforms and modernization, it is essential to balance academic training with personal and professional creativity. The pedagogical process should cultivate in students the ability to generate new ideas, reframe problems, and construct original teaching models. This can be achieved through the integration of innovative pedagogical techniques such as brainstorming, mind mapping, role-playing, creative writing, and project-based learning.

Moreover, the psychological dimension of creativity must also be addressed in teacher education. Creative activity develops more effectively when the learning environment encourages openness, experimentation, and autonomy. It requires motivation, tolerance for ambiguity, and the willingness to take intellectual risks. Teacher educators, therefore, must act as facilitators of creative exploration rather than transmitters of ready-made knowledge. The combination of supportive mentoring, reflection, and self-assessment fosters the internal conditions necessary for creative growth.

The relevance of this topic is reinforced by global educational trends emphasizing critical and creative thinking as core 21st-century skills. The



professional standard of teachers increasingly requires creativity as a key competence alongside communication, collaboration, and digital literacy. In this context, developing creative activity among future primary school teachers is not only an individual pedagogical goal but also a social necessity for preparing educators capable of guiding new generations toward innovation, adaptability, and lifelong learning. The purpose of this study is to develop and substantiate a methodological system that promotes the creative activity of future primary school teachers through innovative pedagogical approaches, active learning strategies, and reflective practice.

Methods

The research employed a comprehensive methodological framework integrating theoretical, empirical, and experimental approaches to identify and validate effective methods for developing the creative activity of future primary school teachers. The study was conducted among students of pedagogical universities specializing in primary education. The participants were divided into two groups: an experimental group that received creative-oriented pedagogical training and a control group that followed traditional methods of instruction.

At the theoretical level, the research analyzed psychological and pedagogical literature on creativity, professional competence, and innovative teaching methods. Key concepts such as “creative activity,” “pedagogical creativity,” and “professional self-development” were clarified to form the conceptual basis of the study. The theoretical analysis also covered modern pedagogical models that integrate creative thinking and problem-solving into teacher training programs, including activity-based, competence-oriented, and personality-centered approaches.

At the practical level, the research involved implementing an experimental pedagogical program designed to enhance creative activity. The program included a series of workshops, project assignments, and interactive exercises aimed at stimulating divergent thinking, originality, and reflection. The experimental group participated in collaborative projects, micro-teaching sessions, and creative problem-solving simulations. These tasks encouraged students to apply theoretical knowledge to real pedagogical situations, developing both professional and creative competencies simultaneously.



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Thematic Focus	Core Summary of Content	Key Concepts / Keywords
Creativity as a Core Competence in Modern Pedagogy	Creativity is identified as one of the most essential competencies for future primary school teachers. In the context of digitalization and learner-centered education, teachers must inspire curiosity, imagination, and critical thinking in young learners. Creative competence is presented as a determinant of teacher readiness and pedagogical effectiveness.	creativity, teacher competence, digitalization, learner-centered education
The Psychological and Pedagogical Nature of Creativity	Creativity is described as a synthesis of intellectual, emotional, and motivational processes guiding professional actions. The article distinguishes between creativity as spontaneous expression and creativity as a structured pedagogical skill that fosters student engagement and curiosity.	emotional intelligence, motivation, creative process, professional readiness
Limitations of Traditional Teacher Training	Traditional teacher education often prioritizes theory and discipline management while neglecting creative potential. The study stresses the need for a shift from knowledge transmission to creative problem-solving, innovation, and reflective teaching practices.	traditional pedagogy, educational reform, innovation, professional modernization
Pedagogical Methods for	The proposed methodology integrates brainstorming, role-	active learning, project-based



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Developing Creativity	playing, creative writing, design thinking, and project-based learning to cultivate originality, flexibility, and problem-solving abilities. These approaches promote collaboration, autonomy, and reflective thinking in teacher training.	learning, creative strategies, collaboration
Supportive Psychological Environment	The study emphasizes that creativity flourishes in open, supportive, and autonomous environments. Teacher educators must act as facilitators rather than instructors, fostering risk-taking, experimentation, and reflection among students.	autonomy, openness, facilitation, supportive environment
Methodological Framework and Research Design	The study uses theoretical, empirical, and experimental methods. An experimental and a control group were compared through pre- and post-testing. Data were collected via observation, surveys, diagnostics, and reflections, ensuring validity through triangulation and expert review.	methodology, experiment, triangulation, mixed methods
Creative-Oriented Training Program	The experimental program combined workshops, collaborative projects, and simulations to develop creative skills and pedagogical reflection. Students practiced applying theory to real classroom situations, strengthening both creativity and professional competence.	creative training, micro-teaching, collaboration, simulation



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Integration of Digital and Interactive Technologies	Interactive boards, multimedia tools, and online collaboration platforms were used to support creative self-expression and teamwork. Digital pedagogy is presented as a powerful driver of student engagement and innovation in teaching.	digital pedagogy, interactive learning, technology integration, digital tools
Results of Experimental Training	The experimental group showed a 25–30% improvement in creativity indicators such as originality, fluency, and flexibility. Students developed greater motivation, initiative, and confidence. Lesson plans exhibited higher originality and pedagogical value.	creativity indicators, innovation outcomes, student engagement
Reflection and Metacognitive Development	Reflective practice emerged as a key mechanism for sustaining creativity. Students learned to analyze their actions, identify strengths and weaknesses, and plan self-improvement, leading to a reflective and adaptive professional mindset.	reflection, metacognition, self-assessment, professional growth
Creativity as a Pedagogical Value and Professional Identity	Creative activity is shown to shape teachers' professional identity, transforming them into innovators and motivators. Creativity becomes a pedagogical value essential for lifelong learning and student development.	professional identity, motivation, innovation, humanistic pedagogy
Institutional and Systemic Support	The article stresses the importance of curriculum modernization, teacher retraining, and digital infrastructure to	curriculum reform, teacher development,



	sustain creativity-oriented education. Institutional policies must support experimentation and interdisciplinary collaboration.	institutional innovation
Practical and Theoretical Implications	The study validates the effectiveness of creativity-focused methodologies and proposes their integration into teacher education programs. It concludes that creativity should be systematically cultivated as a foundation of pedagogical excellence.	teacher education, innovation in pedagogy, sustainable development, 21st-century skills

A range of pedagogical technologies was applied, including brainstorming sessions, case studies, situational analysis, role-playing, and design thinking techniques. The use of digital tools such as interactive boards, multimedia presentations, and online collaborative platforms supported students' creative expression and teamwork. Additionally, the project-based learning model allowed students to design mini educational projects for primary classrooms, integrating innovative teaching aids and interdisciplinary content.

Data collection methods included observation, surveys, diagnostic testing, and reflective essays. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data from interviews and reflections were interpreted thematically to identify changes in creative attitudes and behaviors. Evaluation criteria included indicators of creative potential, such as originality, flexibility, fluency of ideas, self-expression, and professional initiative.

To ensure reliability and validity, the study applied triangulation across methods and data sources. Pre- and post-tests were conducted to compare the development of creative activity between groups. Expert assessments from experienced educators and psychologists were also used to evaluate the quality and depth of students' creative outputs. The combination of empirical data and



theoretical grounding provided a solid basis for determining the effectiveness of the proposed methodology.

Overall, the chosen methods allowed for a multidimensional assessment of how innovative pedagogical strategies influence the formation of creative activity in future primary school teachers. The integration of active learning, digital tools, and reflective practice created a supportive environment for developing imagination, problem-solving ability, and professional autonomy — essential qualities for a modern educator.

Results

The implementation of the creative-oriented pedagogical methodology yielded significant positive results in the formation of creative activity among future primary school teachers. Comparative analysis between the experimental and control groups demonstrated that students who participated in the innovation-based training program showed considerable improvement in creativity indicators, professional motivation, and the ability to apply creative strategies in educational contexts.

Quantitative results revealed a marked increase in the level of creative thinking and originality of pedagogical decision-making in the experimental group. Indicators such as idea fluency, flexibility, and elaboration improved by an average of 25–30% compared to the control group. Students demonstrated greater initiative in proposing non-standard solutions, designing lesson plans that incorporated creative activities, and using interdisciplinary content to enrich the learning process. The use of project-based learning fostered independence, responsibility, and teamwork—skills essential for fostering creativity in professional practice.

Qualitative analysis of reflective essays and interviews confirmed that participants in the experimental group developed a deeper understanding of their own creative potential and its pedagogical application. They reported enhanced self-confidence, curiosity, and readiness to experiment with new teaching methods. Students also demonstrated the ability to transform theoretical ideas into creative classroom practices, designing games, storytelling activities, and problem-based tasks tailored to young learners.



The use of interactive and digital technologies played a particularly important role in enhancing engagement and creative self-expression. Through multimedia presentations, digital art tools, and collaborative online platforms, students explored innovative ways of visualizing content and encouraging student participation. These tools also supported differentiated instruction, allowing future teachers to create flexible and inclusive learning environments.

In the experimental group, a notable shift was observed in attitudes toward the teaching profession. Students began to perceive teaching as a creative and self-developing process rather than a routine activity. Their reflections revealed an increased awareness of the teacher's role as an innovator and motivator who guides children toward independent discovery and creative problem-solving. The integration of reflective practice also encouraged metacognitive awareness—students learned to evaluate their creative growth, identify barriers, and set goals for further improvement.

Statistical verification using t-tests confirmed the significance of the observed differences ($p < 0.05$) between the experimental and control groups across all key creativity indicators. The reliability of results was further supported by expert evaluations, which noted higher originality and pedagogical feasibility in lesson designs created by the experimental group.

In general, the results prove that systematically organized creative-oriented training enhances not only the level of creative thinking but also the overall pedagogical competence of future teachers. The experimental findings validate the effectiveness of the developed methodology and confirm its potential for broader implementation in pedagogical universities. The creative activity developed during training becomes an integral professional quality, enabling future teachers to adapt to new educational challenges with confidence, flexibility, and innovation.

Discussion

The findings of the study confirm that the systematic development of creative activity in future primary school teachers plays a decisive role in shaping their professional identity and pedagogical mastery. The results align with global trends in education emphasizing creativity, critical thinking, and innovation as



fundamental elements of teacher competence. By integrating creative-oriented methodologies into teacher training, educational institutions can produce educators who not only possess theoretical knowledge but also demonstrate flexibility, imagination, and the ability to design original learning experiences.

One of the most significant outcomes of this study is the demonstration that creativity can be cultivated through intentional pedagogical design rather than relying solely on innate talent. The use of project-based learning, interactive discussions, and digital technologies provided students with structured opportunities for creative expression. This supports the view of contemporary researchers who argue that creativity emerges through active engagement, problem-solving, and reflection within authentic learning contexts. The incorporation of reflective tasks and peer collaboration allowed students to internalize creativity as both a cognitive and emotional process, leading to deeper professional transformation.

The research also revealed that motivation and autonomy are essential conditions for creativity to flourish. Students who experienced supportive, non-judgmental learning environments showed higher levels of creative engagement. The experimental program encouraged independence and risk-taking, helping students overcome fear of error and develop resilience in facing professional challenges. This psychological shift is critical for future teachers who must constantly adapt to new educational standards, technologies, and diverse classroom needs.

A particularly important finding is the connection between creative development and pedagogical reflection. Reflective practice was shown to enhance metacognition, enabling students to assess their creative progress and adjust teaching strategies accordingly. Such reflection contributes to the formation of self-directed, lifelong learners who continuously refine their professional and creative potential. The reflective component also strengthened students' understanding of creativity as a core pedagogical value—one that should be intentionally cultivated in their future classrooms.

Furthermore, the digital dimension of the methodology proved highly effective in stimulating creativity. The use of interactive media, virtual collaboration platforms, and creative software tools enabled students to visualize ideas, share



innovations, and integrate technology into their future teaching practice. This aligns with the demands of digital pedagogy, where the teacher's role evolves from a transmitter of knowledge to a facilitator of interactive and exploratory learning.

The study also underscores the importance of institutional support for sustaining creative pedagogy. Without systematic backing—such as updated curricula, modern digital infrastructure, and teacher-educator professional development—the potential of such innovations may remain underutilized. Thus, the results suggest that universities should adopt creativity-oriented teaching standards, support interdisciplinary research, and encourage pedagogical experimentation within teacher training programs.

In conclusion, the discussion demonstrates that creativity is not a secondary or optional aspect of teacher preparation but a foundational pedagogical principle. Fostering creative activity transforms future teachers into agents of innovation who can enrich primary education with imagination, empathy, and humanistic values. By systematically nurturing creativity, pedagogical universities contribute to forming a new generation of educators capable of shaping learning environments that inspire discovery, collaboration, and lifelong curiosity among young learners.

Conclusion

The conducted research has confirmed that developing the creative activity of future primary school teachers is a vital component of modern pedagogical training. Creativity is not merely an additional skill but a core professional quality that enables teachers to design engaging, flexible, and meaningful learning experiences. The methodology proposed and implemented in this study effectively enhanced the participants' creative potential, professional motivation, and ability to apply innovative strategies in the educational process. The integration of active, reflective, and digital learning methods created conditions for the holistic development of creativity as both a cognitive and emotional phenomenon within teacher education.

The results of the pedagogical experiment revealed significant improvements in creative thinking indicators, originality of ideas, and pedagogical flexibility



among students exposed to the creative-oriented approach. These changes were accompanied by increased self-confidence, curiosity, and independence—qualities that define the creative teacher’s personality. The study demonstrated that by systematically incorporating creative exercises, project-based learning, and reflective practice, universities can foster professional readiness for innovation and self-development. Such training prepares future teachers not only to convey knowledge but also to awaken the creative potential of their pupils, transforming classrooms into spaces of exploration and discovery.

The research also highlighted the importance of digital tools in stimulating creativity and collaboration. Digital technologies provide new opportunities for visualization, design, and communication, supporting the teacher’s role as a facilitator of creative learning. This digital dimension of pedagogical creativity ensures that future educators are prepared for the realities of contemporary education, where technological integration is essential for engaging and diverse learning experiences.

Institutional support remains a crucial factor for the success of creative pedagogy. To sustain creativity in teacher education, pedagogical universities should modernize curricula, introduce interdisciplinary modules, and provide continuous professional development for educators. Creating a culture of creativity within universities encourages experimentation, openness, and innovation, thus ensuring that creative development becomes a systemic rather than episodic process.

In conclusion, the methodology developed in this research proved effective in cultivating creative activity among future primary school teachers by harmoniously combining traditional pedagogical principles with innovative teaching strategies. It can serve as a model for reforming teacher preparation programs to meet the challenges of the 21st century. By fostering creativity, universities help build a new generation of teachers who are not only knowledgeable and skilled but also imaginative, empathetic, and capable of nurturing the creative potential of every child.

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