INNOVATIVE OPPORTUNITIES OF A CREATIVE APPROACH IN DEVELOPING PROFESSIONAL SKILLS OF FUTURE TEACHERS

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Annotation:
This article analyzes the conceptual model and practical aspects of the mechanism for developing the professional skills of future teachers through a creative approach. The mechanism, which integrates creative methods, interactive teaching techniques, and innovative technologies, serves to make the educational process more student-centered and creative. The article highlights the role of creative approaches in forming professional skills such as creative thinking, problem-solving, and independent decision-making. Based on both national and international pedagogical experiences, directions for the effective application of this approach in pedagogical practice are identified.

Keywords: creative approach, professional skills, future teachers, pedagogical mechanism, innovative educational technologies, interactive learning.

In modern education, special attention is paid to the rational use of a **creative approach**, which is regarded as one of the most effective means of improving the quality of education. Designing creative strategies in developing the professional skills of future teachers is becoming increasingly important. Therefore, integrating creative approaches into teacher education and implementing them broadly in the learning process is one of the urgent tasks of today's pedagogy.

Designing the educational process based on modern pedagogical and information-communication technologies is a key factor in improving educational efficiency. Although significant progress has been made in Uzbekistan's education system toward creating pedagogical technology-based projects and organizing the learning process accordingly, the scientifically grounded models and guidelines for implementing creative approaches are still insufficient.

Currently, issues related to improving the **quality and effectiveness of education** can be addressed through the introduction of new pedagogical technologies. Within this system, designing lessons and learning activities holds particular significance. When designing lessons, teachers must first analyze the teaching process and outcomes, foster students' independent thinking and learning skills, encourage creative analysis of knowledge, and develop methodological systems to transform acquired knowledge into practical skills.

Through this system, teachers organize students' learning activities, select the most appropriate forms of learning (theoretical lessons, practical sessions), and guide them toward achieving the learning objectives.

To achieve this, teachers must clearly envision the structure of the teaching process. Every process consists of a series of purposeful actions aimed at achieving specific results. The teaching process represents a student's journey from ignorance to knowledge — from understanding simple phenomena to comprehending complex concepts. Throughout this process, students develop cognitive interests, abilities, practical skills, and worldview, as well as moral and aesthetic qualities, thus forming as individuals. Therefore, the teaching process is the combination of activities of both teacher (educator) and student (learner), which should be **systematically designed** to ensure its productivity and alignment with the demands of scientific and technological progress.

Education as a process consists of three interconnected elements: **teaching** (the educator's activity), **learning** (the learner's cognitive activity), and **educational content** (the object of their joint activity). The teacher's role is to organize, guide, and supervise students' learning activities — directing their perception, memory, attention, thinking, and imagination — while cultivating their moral and ethical qualities. Learning, on the other hand, is a complex process of mastering knowledge, skills, and abilities, which depends on the learner's intellect, willpower, and motivation. These two components, teaching and learning, share a common goal: improving educational quality and fulfilling social needs by using diverse tools and methods.

For the educational process to be effective and goal-oriented, it must be designed — that is, **pedagogical technology** must be applied. As defined in pedagogy, "The distinctive feature of pedagogical technology lies in its ability to design a learning process that guarantees the achievement of planned educational goals."

The concept of a **project** refers to the development and implementation of a specific idea or plan — a comprehensive vision of a future pedagogical process. It requires adherence to the principles of **project-based learning**, which focuses on identifying, analyzing, and solving problems in education. Project-based activity is one of the most popular forms of organizing student learning, often represented as an expanded technological map of a lesson or learning module.

A project (from the Latin projectus — "something thrown forward") is a set of ideas, plans, or conceptual images expressed in the form of descriptions, justifications, calculations, or diagrams that outline the essence of information and specify the ways to implement it. An **educational project** is a research-oriented, creative activity aimed at solving significant theoretical or practical problems by students.

In analyzing the quality of future teachers' professional skills, **pedagogical design** emerges as the methodological foundation. Pedagogical design is a system of sequential, interrelated actions taken by the teacher to solve pedagogical problems or to implement a planned educational process in practice. The concept of "pedagogical project" often appears in pedagogical research as a formally structured set of pedagogical ideas, processes, and technologies aimed at designing an education system, along with programs for their practical implementation.

According to E.S. Zair-Bek, **design** involves developing ideas and action programs to transform the existing reality into the desired one. Initially used in technical and industrial fields, project-based activity later spread to economics, management, social sciences, and ultimately to pedagogy. V.E. Radionova considers design a multifaceted cultural-historical phenomenon that reflects a person's inherent capacity for purposeful activity in all spheres of life.

Historically, teachers have always had to make a wide range of decisions in their daily teaching and educational practices. These decisions are based on prior experience, professional intuition, and the ability to anticipate outcomes — in other words, on their **pedagogical foresight**.

Design, in essence, is the **mental transformation of an environment**. A project is the result of activity within an informational space, while a product represents the result within a material space. As Ya. Dietrich explains, a project is a system of concepts that reflects an abstract representation of an object — an analytical synthesis of material characteristics expressing a creative or executive intention. Thus, project design can be viewed as the logical foundation of systematic activity.

Mastering the basics of pedagogical design is crucial for several reasons:

1. This technology can be effectively applied at all levels of the education system.
2. Understanding the logic and methodology of design allows educators to perform analytical, organizational, and managerial tasks more efficiently.
3. Project-based technologies enhance the **professional competitiveness** of future teachers.

The success of training and educating future teachers largely depends on how well the educator has mastered project-based activities, as such activities foster the ability to improve technological solutions, develop new teaching methods, and generate innovative educational approaches.

According to V.S. Bezrukova, project-based activity involves developing the main components of future pedagogical actions by both teachers and students. The essence of any pedagogical project — whether it is a system, process, or situation — lies in the activities of its participants. Thus, the design of the teacher's and learner's activity is the first step in this

process. Designing is an essential professional function of every educator, alongside organizing, cognitive, and communicative competencies, enabling the technologization of the teaching and learning process.

Based on the project, a **lesson plan or technological map** is created. Its purpose is to plan the educator's actions during the lesson, ensure the effectiveness of the content, and deliver targeted information to learners.

Recent years have seen significant changes in the content, structure, and technologies used in the preparation of future teachers, leading to the **humanization, differentiation, and democratization** of pedagogical education, which has made the continuous education system more adaptive, flexible, and open. As a result, students now have more opportunities to choose their learning paths in accordance with their professional needs and aspirations.

In conclusion, pedagogical design encompasses modeling, forecasting, planning, and constructing the future educational process. Designing the learning process is a complex activity that requires teachers to possess a system of practical, didactic, methodological, and conceptual knowledge, as it allows them to visualize the real educational process in an ideal and creative form.

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