

Date: 21st March-2026

FORMING A CULTURE OF CREATIVITY, CRITICAL THINKING AND REFLECTION IN FUTURE EDUCATORS

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Abstract: This article analyzes the issues of forming a culture of creativity, critical thinking and reflection in future teachers. In the modern education system, it is important for teachers to be innovative, think independently and have the skills to analyze their own activities. The article discusses the pedagogical conditions, methods and importance of developing these competencies.

Keywords: creativity, critical thinking, reflection, pedagogical activity, innovative education, future teacher, pedagogical competence.

Introduction: The modern education system requires teachers not only to have deep knowledge, but also to think creatively, effectively solve problems, and analyze their own pedagogical activities. In today's globalization environment, the use of innovative approaches in the educational process, teaching students to think independently, and forming modern competencies in them are urgent tasks. The goal of innovative activity is to get the highest result from the effort expended. Unlike other various spontaneous innovations, innovation is a mechanism for managed and controlled changes. Not every innovation in the education system can be an innovation. Therefore, it is necessary to show the commonalities and differences between the concepts of "novation" and "innovation". The specific form, content, and scope of reform activities serve as the basis for this. Therefore, the development of a culture of creativity, critical thinking, and reflection among future teachers in pedagogical higher education institutions is of particular importance. These competencies serve to improve the professional skills of teachers, effectively organize the pedagogical process, and improve the quality of education.

Creativity represents a person's ability to create new ideas, solve problems in an unusual way, and think in new ways. In pedagogical activity, creativity is important for the teacher to effectively organize the lesson process, use new pedagogical methods, and increase student interest. In scientific research, creativity is interpreted as a person's ability to see problems in a new way, develop new ideas, and apply existing knowledge in new situations. A creative teacher strives to create innovation in the educational process, uses non-standard approaches, and develops students' creative thinking.

Developing creativity in future teachers requires pedagogical conditions such as creating a creative environment in the educational process, using interactive methods, using problem-based learning technologies, organizing independent research activities of students, and widely using creative tasks. These factors develop students' independent thinking and form their creative approach to pedagogical activity.



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The pedagogical basis for the development of critical thinking is that critical thinking is a person's ability to analyze, compare, evaluate information, and draw reasonable conclusions. Critical thinking is an important professional competency for a modern teacher. Critical thinking allows a teacher to analyze various problems that arise in the educational process, evaluate pedagogical situations, and make effective decisions. This process develops the teacher's skills of independent thinking, logical analysis, and drawing conclusions.

In developing critical thinking in future teachers, methods such as discussion and debate methods, teaching based on problem questions, analysis of scientific sources, discussion of pedagogical situations, and the use of interactive technologies are effective. These methods develop students' analytical thinking and encourage them to study pedagogical problems in depth.

The pedagogical significance of the culture of reflection is this - reflection is the process of analyzing, evaluating and improving one's own activities. In pedagogical activity, reflection ensures that the teacher analyzes his lessons, pedagogical methods and the process of working with students. The culture of reflection helps the teacher to work on himself, develop professionally and improve his pedagogical skills. The formation of a culture of reflection in future teachers ensures their conscious and responsible approach to pedagogical activity.

The development of a culture of reflection is carried out through the methods of conducting analysis based on reflective questions, keeping a pedagogical diary, creating portfolios, analyzing the lesson process and organizing group reflective discussions. These methods form the skills of future teachers to analyze and improve their own activities.

Creativity, critical thinking and reflection are inextricably linked competencies in pedagogical activity. While creativity serves to create new ideas, critical thinking allows for the analysis and evaluation of these ideas. Reflection helps the teacher analyze his own activities and improve them. The comprehensive development of these competencies increases the effectiveness of pedagogical education. By mastering these skills, future teachers will have the opportunity to effectively organize the educational process, develop independent thinking of students, and use innovative pedagogical technologies.

It is important to create effective software for the development of intellectual competence of future teachers. The ability to ensure the activity of independent work of students is achieved through setting tasks for solving specific problems, dialogue and discussion, and the ability to organize and manage is realized through non-standard educational processes. Thus, while noting that learning situations are an important didactic tool for the intellectual development of students, as well as for their independent work skills, it is also necessary to emphasize that this process eliminates a number of conflicting situations. In the process of learning, a specific mental state of the student arises as a result of discovering new knowledge about certain objects and phenomena. In this process, students master the methods and conditions for performing certain intellectual actions, as a



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result of which they form new relationships with the specific features and ways of their actions, and the need for creative thinking arises.

Conclusion: The formation of a culture of creativity, critical thinking and reflection in future teachers is one of the important directions of modern pedagogical education. These competencies serve the professional development of teachers, innovative activities and improving the quality of education. In the process of training future teachers in pedagogical higher education institutions, it is necessary to widely use creative teaching methods, problem-based learning technologies and reflexive analysis methods. This serves to develop the professional competencies of teachers and train specialists who meet the requirements of modern education.

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