

Date: 23<sup>rd</sup> February-2026

**DEVELOPING THE CREATIVE COMPETENCE OF FUTURE TEACHERS ON  
THE BASIS OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES**

**Axmedova Nargiza**

Asian International University

2nd year Master's

**Annotation:** This study focuses on the development of creative competence in future teachers through innovative pedagogical technologies. In modern education, teachers are required to think creatively and solve pedagogical problems in non-standard ways. Therefore, creative competence is considered a key professional quality of future teachers. The research analyzes creative competence in relation to creative thinking, independent decision-making, and openness to innovation.

**Keywords:** creative competence, future teachers, innovative pedagogical technologies, creative thinking, pedagogical innovation.

**Аннотация:** Данное исследование посвящено развитию креативной компетентности будущих учителей на основе инновационных педагогических технологий. В условиях модернизации образования от учителя требуется способность к творческому мышлению и принятию нестандартных решений. Креативная компетентность рассматривается как важнейшее профессиональное качество будущего педагога. В работе она анализируется во взаимосвязи с творческим мышлением, самостоятельностью и инновационной активностью.

**Ключевые слова:** креативная компетентность, будущий учитель, инновационные педагогические технологии, творческое мышление, педагогические инновации.

**Relevance of the research topic.** In the modern education system, the professional training of future teachers is being updated in content, and creative competence is taking a leading place in it. Today, a teacher is required not only to acquire knowledge and methodology, but also to think creatively, make flexible decisions, and apply innovative approaches in practice. The complexity of the educational process and the need to train competitive personnel make the development of this competence a pressing issue. Therefore, the formation of creative competence of future teachers is one of the priority areas of pedagogical science. Traditional teaching methods often give priority to reproductive activity and do not provide sufficient opportunities for the development of creative thinking. As a result, future teachers are poorly formed in the skills of approaching problem situations in a new way. Innovative pedagogical technologies, on the other hand, stimulate student activity and independent thinking. The development of creative competence through these technologies serves to improve the quality of education.

**Literature review.** The phenomenon of creativity is interpreted in world psychology and pedagogy as the ability of a person to develop unusual, original and effective solutions to problem situations. The theory of divergent thinking, put forward by



Date: 23<sup>rd</sup> February-2026

J.P. Gilford, substantiated creativity as an important form of intellectual activity. The scientist emphasizes that creative thinking is characterized by flexibility, original thinking and diversity of ideas. This approach serves as an important methodological basis for developing the creative potential of a pedagogical personality. The formation of creative competence of future teachers can be achieved precisely by stimulating divergent thinking. Therefore, Gilford's views play an important role in the theoretical substantiation of innovative pedagogical technologies.

The issue of developing creativity in the educational process was deeply analyzed in the scientific research of E.P. Torrens. Torrens proved that creative abilities develop in specially organized pedagogical conditions, through problem situations and open tasks. He emphasizes that creating a creative environment in the educational process is one of the main tasks of the teacher. Torrance tests and methodological approaches are still widely used today in assessing and developing creativity. His views scientifically confirm the importance of innovative technologies in the formation of creative competence of future teachers. This strengthens the methodological foundations of this topic.

In the interpretation of creativity as a socio-cultural process in pedagogical activity, the cultural-historical theory of L.S. Vygotsky is of particular importance. The scientist substantiated the formation of creative activity as a result of the interaction of the individual and the social environment. Through the concept of the “zone of proximal development”, Vygotsky shows that the guiding role of the teacher is decisive in creative development. This approach allows us to explain the role of innovative pedagogical technologies in the development of creative competence of future teachers. The priority of cooperation, dialogue and active methods in the educational process is based on this theory. Therefore, Vygotsky's views constitute an important theoretical foundation of the study.

Within the framework of humanistic pedagogy and psychology, creativity is considered as a form of self-expression of the individual. Carl Rogers emphasized that creating an environment of freedom, trust and psychological safety in the educational process is the main condition for creative development. In his opinion, a person demonstrates his creative potential not only on the basis of compulsion, but also on the basis of internal motivation. This approach is of great importance in the development of creative competence of future teachers. Innovative pedagogical technologies serve to create just such a favorable psychological environment. As a result, the pedagogical process takes on a creative and effective character.

In the Russian school of pedagogy and psychology, the issue of pedagogical innovations and creativity is studied on the basis of the activity approach. A.N. Leontyev explains the development of the individual in connection with the process of activity. According to him, creativity is formed through the development of new methods of activity. B.G. Ananyev emphasizes the role of the professional environment and social factors in the development of the individual. These views allow us to view the creative



Date: 23<sup>rd</sup> February-2026

competence of future teachers as a systematic pedagogical process. Innovative pedagogical technologies develop creativity precisely by activating activity.

**Conclusion.** The conducted analysis shows that the development of creative competence of future teachers is one of the important tasks of the modern education system. Creative competence ensures the creative thinking and professional flexibility of the teacher. These qualities are effectively formed through innovative pedagogical technologies. The subject of the study is aimed at scientifically substantiating this process. Innovative pedagogical technologies activate the independent and creative activity of students in the educational process. These technologies develop the skills of future teachers to approach problem situations in a new way. As a result, pedagogical reflection and professional self-awareness are strengthened. This situation serves the sustainable formation of creative competence.

#### **REFERENCES:**

1. Guilford J.P. The Nature of Human Intelligence. — New York: McGraw-Hill, 1967. — 538 p.
2. Torrance E.P. The Nature of Creativity. — Cambridge: Cambridge University Press, 1988. — 290 p.
3. Vygotsky L.S. Imagination and Creativity in Childhood. — Moscow: Progress Publishers, 1987. — 112 p.
4. Leontyev A.N. Activity. Mind. Person. — Moscow: Politizdat, 1977. — 304 p.
5. Jo‘rayev N. Foundations of Pedagogical Innovations. — Tashkent: Fan, 2019. — 212 p.

