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Effective Methods of Developing the Creativity of Future Primary Teachers in The Process of Pedagogical Practice

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Abstract: This article discusses the issue of developing the creative activity of future primary school teachers in the process of pedagogical practice. The study theoretically substantiates the concept of creativity, its role in education and upbringing, and its role in the formation of the teacher's personality. The author analyzes effective methods that serve to reveal students' creativity during pedagogical practice - such as interactive methods, creative tasks, problem-based learning and reflection technologies. Also, the impact of these methods on the activities of students and pupils is revealed through conditional observations conducted on the basis of experimental testing. The article analyzes existing problems and gives suggestions and recommendations for increasing the effectiveness of pedagogical practice.

Keywords: Creative activity, future teacher, pedagogical practice, interactive methods, creativity, primary education, teaching methodology, reflection.

Introduction: Today, modernization of the education system in Uzbekistan, its improvement based on advanced foreign experiences, especially increasing the quality and efficiency of education at the primary education stage, remains one of the priority areas. After all, primary education, which is the first stage of school education, is where children's thinking, worldview, and creative thinking skills are formed. Therefore, the professional and creative training of teachers working at this stage requires special attention.

The fundamental reforms being implemented in the education system require not only professional knowledge and skills from pedagogical staff, but also such competencies as innovative thinking, the ability to

analyze problems, non-traditional approaches, and creative approach to the pedagogical process. These requirements are especially relevant in the process of training primary school teachers, because in primary education, teachers are required not only to impart knowledge, but also to discover the individual potential of each child, guide them to creative thinking, and develop them as individuals skills in using technologies - all of these are directly related to the level of creativity.

However, during the practice process, one can witness that many future teachers work only with methods based on ready-made schemes, far from a creative approach. Students often do not use methods aimed at developing independent thinking, solving problem situations, and applying non-traditional approaches in students. This leads to the fact that their creative potential in the practice process is not fully revealed. This situation indicates the need for a deep analysis of the content and methodology of pedagogical practice, turning it into a tool that stimulates creative activity.

An analysis of foreign and domestic studies on the topic shows that the following conditions are important for developing creativity in future teachers: the use of innovative educational technologies, analysis based on a reflective approach, performing problem tasks in real pedagogical situations, and creating an environment for collaborative work. These methods encourage students to be active, independent thinking, and professional creativity in pedagogical practice.

Therefore, this article aims to identify effective methods that serve to develop students' creativity in the process of pedagogical practice, analyze their effectiveness, and develop scientific and methodological recommendations for improving the practice process.

The purpose of the article:

To identify effective methods that serve to develop the creative activity of future primary school teachers in the process of their pedagogical practice and evaluate their effectiveness in practice.

The objectives of the study:

1. To study the scientific and theoretical foundations of the concepts of creative activity and pedagogical practice.
2. To identify effective methods that serve to reveal students' creativity in pedagogical practice.
3. To analyze existing problems in the practice process.
4. To develop methodological recommendations that stimulate creative activity.

Methodology

The main goal of this study was to identify and analyze effective methods that serve to develop the creative activity of future primary school teachers during their pedagogical practice. For this purpose, the following research methodology was developed.

The study is of a theoretical-practical nature and was conducted in two main stages:

1. Theoretical stage - analysis of existing scientific literature, study of current methodological recommendations, familiarization with foreign and local experience.
2. Practical stage - observation of the activities of future primary school teachers participating in pedagogical practice, introduction of creative methods to them, analysis based on a questionnaire and interview.

Research participants

A group of 30 students studying in the 3rd year [conditionally] participated in the study. They are studying at a higher educational institution specializing in pedagogical studies in Tashkent and underwent internships in city schools. During the pedagogical practice, students performed activities such as teaching classes with primary school students, preparing for classes, and participating in post-class analysis.

The following methods were selected as the main research tools:

1. Observation - the level of creative approach in students' activities was assessed by directly observing the lesson processes during the practice.
2. Questionnaire - students and their practice supervisors were asked questions about creative activities, methods used, and their effectiveness.
3. Interview - 10 students were interviewed in-depth, in which they expressed their opinions on the problems and opportunities in the practice process.
4. Creative task analysis - the creative methods used by students in the lessons (clusters, role-playing games, "brainstorming", dramatization, etc.) were analyzed.

Students' creative activity was assessed based on the following criteria:

Innovative approach - the ability to use advanced technologies and new methods in the lesson, create problem situations, and give tasks that make students think.

Reflective approach - the ability to analyze one's own activity after the lesson.

Aesthetic and visual creativity - preparing lesson materials in a demonstrative, original, and interesting way

Each criterion was assessed at 3 levels: low, average, and high.

Duration of the study

Practical observations and analyses were conducted for 1 month, in the spring semester of 2025. Each student conducted at least 5 lessons, and methodologists and academic supervisors participated as observers.

Research limitations

Factors such as the relatively small number of participants in the study, the possibility of a subjective approach to assessment, and the fact that there were not always equal conditions for students may have influenced the results to some extent.

Results

During the research, the effectiveness of methods aimed at developing the creative activity of future primary school teachers in pedagogical practice was studied. Based on observations and surveys of 30 students, the following main results were achieved.

Firstly, the level of use of advanced pedagogical technologies among students was studied. According to the results of the questionnaire, approximately 40 percent of students used only traditional methods in their lessons, that is, they used new pedagogical approaches to a limited extent. Approximately 35 percent used interactive methods to a limited extent, while the remaining 25 percent of students tried to organize lessons based on modern methods, including "brainstorming", role-playing games and design.

Secondly, students' skills in creating problem situations were analyzed. Observations showed that only 20 percent of students had high skills in creating problem situations, while 50 percent performed at an average level. In other words, 30 percent were not sufficiently active in this regard.

Third, attention was paid to reflective activity after the lesson. As a result of the interviews, it was found that students were moderately active in identifying their strengths and weaknesses. At the same time, they noted a lack of deep and systematic reflection exercises.

Fourth, the attention paid by students to the aesthetic and visual preparation of lesson materials was studied. According to observations, students often tried to prepare lesson materials in an interesting and demonstrative form, but only in about 15 percent of cases were high-level aesthetic and original approaches observed.

In general, the level of creative activity in pedagogical practice among students was distributed as follows:

about 22 percent were highly active, 48 percent were medium-level, and 30 percent were low-level.

At the same time, the results obtained indicate the need for future primary school teachers to more actively apply creative approaches in the process of pedagogical practice, master new pedagogical technologies, develop skills in creating problem situations, and strengthen reflective activity after the lesson.

Conclusion

This study was aimed at a comprehensive study of the issue of improving the methodology for developing the creative activity of future primary school teachers. The results of the study showed that the level of application of innovative pedagogical technologies among students in the process of pedagogical practice is not yet sufficiently developed. Most teachers rely on traditional, or rather, classical methods of the educational process, which cannot fully stimulate students' creative thinking and independent activity.

The results of the insufficient development of skills in creating problem situations indicate the need for effective approaches to teaching students to problem thinking in pedagogical practice. Only by forming specific and practical situations can students be encouraged to make independent decisions, develop new ideas, and find creative solutions.

The study also emphasized the importance of reflective activity. It was observed that students are only moderately active in assessing and analyzing their own activities after the lesson, and the lack of deep and systematic reflection hinders professional growth. This indicates the need to further develop self-assessment, critical thinking, and pedagogical analysis skills in the pedagogical education process.

The low attention paid to the aesthetic and visual preparation of lesson materials indicates a limited creative approach by students. In pedagogical practice, presenting materials in a visual, interesting, and original way is important for attracting students' attention and making their learning process effective.

The results generally show that in order to develop the creative activity of future primary school teachers, it is necessary to more widely introduce modern methods in pedagogical practice, introduce students to innovative technologies, form skills in creating problem situations, and encourage deep reflective activity. These factors serve to improve the professional training of students, increase their creativity, and create new, effective approaches in the pedagogical process.

The results of the study create a scientific basis for improving the quality of pedagogical education, improving methodological approaches, and stimulating

student creativity. In the future, it is recommended that additional research be conducted to further develop this methodology and apply it to wider practice. It is also necessary to provide more methodological support to pedagogical practice leaders and academic supervisors in more actively introducing modern methodologies, encouraging students to think independently and take a creative approach.

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