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CONTENT AND METHODOLOGICAL SUPPORT FOR DEVELOPING CREATIVE-PEDAGOGICAL COMPETENCIES IN STUDENTS

Nazirova Feruzaxon Abduaziz qizi
Doctoral Researcher (PhD Candidate), Kokand State University
feruzanazirova72@gmail.com
https://orcid.org/0009-0008-1773-5077

MAQOLA MALUMOTI

MAQOLA TARIXI:
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ANNOTATSIYA:

This article provides a scientific and theoretical analysis of the content, structural components, pedagogical conditions, and methodological support for developing creative-pedagogical competencies in students of higher education institutions. Attention is focused on developing creative-pedagogical competence as an integrative quality that expresses a student's readiness to independently analyze pedagogical problems, devise non-standard solutions, select innovative teaching methods, and organize the educational process creatively. The motivational-value, cognitive, operational-activity, and reflective-evaluative components that serve the development of the competence are also substantiated. The author proposes a methodological model that interlinks the target, content, process, and diagnostic parts of methodological support. The article highlights the potential of problem-based learning, the project method, the case-study method, brainstorming, design thinking, and the use of digital learning tools.

Introduction

In the modern higher education system, preparing future specialists requires not only mastering theoretical knowledge but also developing the abilities to apply it in practical situations, make independent decisions, approach problems in new ways, and generate innovative ideas. For students studying in pedagogical education programs in particular, creative thinking and a creative approach to pedagogical situations are an important component of professional preparation.

Resolving problems that arise in the educational process in one and the same way does not always produce the expected result. Differences in students' individual characteristics, learning motivation, level of knowledge, and interests demand flexible, creative, and innovative activity from the teacher. For this reason, developing a scientifically grounded methodology for fostering creative-pedagogical competencies in future teachers is one of the pressing pedagogical problems.

In the scientific literature, the concept of creativity is interpreted in connection with the ability to generate new and meaningful ideas, find alternative solutions to problems, and combine existing knowledge in new ways. In J. Guilford's views on creative thinking, particular attention is paid to divergent thinking, that is, the ability to propose different solutions to a single problem [1]. In the approaches developed by E. Torrance, such aspects of creative thinking as fluency, flexibility, originality, and the elaboration of ideas have been studied [2].

When these theoretical views are applied to pedagogical activity, creativity cannot be limited to generating new ideas alone. Pedagogical creativity also encompasses selecting a new idea in line with educational goals, substantiating it methodologically, testing it in practice, and evaluating its outcome. Therefore, the process of developing creative-pedagogical competence should be organized on the basis of the unity of knowledge, activity, motivation, and reflection.

The aim of the research is to clarify the theoretical foundations of the content and methodological support for developing creative-pedagogical competencies in students, and to develop a methodological model and practical recommendations aimed at their development.

Research objectives:

To analyze the content of the concept of creative-pedagogical competence.

To substantiate the structural components of the competence and their interrelationship.

To systematize the methodological tools that serve the development of creative-pedagogical competencies.

To clarify the conditions, criteria, and indicators for organizing methodological support.

Research Materials and Methods

In preparing the article, the methods of theoretical analysis of scientific and pedagogical literature, comparative analysis, generalization, classification, pedagogical modeling, and methodological design were used. Through theoretical analysis, scientific views on creativity, creative thinking, and the competence-based approach were studied. Through comparative analysis, the potential of pedagogical methods aimed at developing creativity was compared. On the basis of pedagogical modeling, an author's methodological model was proposed that unites the target, content, process, and diagnostic parts of developing creative-pedagogical competence.

The article is theoretical and methodological in nature. The model and assessment indicators presented in it are regarded as scientific-methodological proposals that can be tested in subsequent experimental studies.

Results and Discussion

1. Content and Structure of Creative-Pedagogical Competence

Creative-pedagogical competence is an integrative professional quality that expresses a student's ability to analyze pedagogical problems creatively, develop new ideas that match educational goals, select innovative methods, and apply them in practical activity.

This concept encompasses two interrelated aspects. The first is creativity, that is, the ability to think independently and originally, search for alternative solutions, and develop new ideas. The second is pedagogical competence, that is, the ability to solve pedagogical tasks effectively by coordinating the goals, content, methods, tools, and outcomes of education.

Their harmonious combination enables the student not only to propose creative ideas but also to implement these ideas in a pedagogically appropriate way.

1. Motivational-value component. It encompasses the student's interest in creative activity, striving for novelty, need for professional development, initiative, and positive attitude toward pedagogical activity.

2. Cognitive component. It includes knowledge of the theoretical foundations of creativity, pedagogical methods, innovative technologies, principles of analyzing problem situations, and creative thinking strategies.

3. Operational-activity component. It expresses the student's ability to analyze pedagogical situations, develop several solutions, create a lesson design, use innovative methods, and put their own ideas into practice.

4. Reflective-evaluative component. It encompasses the student's analysis of their own activity, evaluation of results against established criteria, identification of the causes of errors, and determination of ways to improve their activity.

These components develop not separately but as a single system. For example, in order to develop several solutions to a pedagogical problem, a student must have the relevant knowledge, motivation for creative inquiry, and the ability to test their own idea. Reflection, in turn, forms the experience and conclusions necessary for subsequent creative activity.

2. Content of Developing Creative-Pedagogical Competencies

It is advisable for the content of developing creative-pedagogical competencies in students to consist of interrelated types of theoretical, practical, and reflective activity. The theoretical content involves mastering the essence of creativity, the laws of creative thinking, innovative pedagogical technologies, and methods of solving pedagogical problems.

The practical content includes analyzing pedagogical situations, completing problem-based tasks, developing educational projects, creating lesson plans, and applying innovative methods. The reflective content, in turn, relates to analyzing one's own activity, evaluating the effectiveness of creative decisions, taking peers' opinions into account, and determining directions for further development.

Theoretical-methodological direction: studying creative thinking, pedagogical creativity, innovative teaching methods, and methods of solving creative problems.

Problem-situational direction: analyzing real or simulated pedagogical situations, identifying the causes of a problem, and developing alternative solutions.

Project-creative direction: creating lesson projects, methodological developments, educational games, digital resources, and creative tasks.

Reflective-developmental direction: analyzing completed activity, self-assessment, and developing a personal development plan.

The integration of these directions serves to connect students' knowledge with practical activity and to develop creative-pedagogical competencies step by step.

3. Methodological Support for Developing Creative-Pedagogical Competencies

Methodological support is understood as a harmonious system of learning content, methods, tasks, teaching tools, organizational forms, and diagnostic criteria that ensures the achievement of the goals of developing creative-pedagogical competencies in students.

The effectiveness of methodological support depends on the coherence among its structural components. The learning content should be oriented toward developing creative thinking, the methods should stimulate the student's independent activity, the tasks should require developing creative decisions, and assessment should take both the process and the results into account.

1. Target block. It defines the aim, objectives, pedagogical approaches, and principles of developing creative-pedagogical competencies in students. This envisages a combination of competence-based, learner-centered, activity-based, and systemic approaches.

2. Content block. It includes theoretical knowledge about creativity, strategies for analyzing pedagogical problems, innovative methods, creative tasks, and project activity.

3. Process block. It unites the forms, methods, tools, and stages of organizing education. This block envisages the use of problem-based learning, the project method, the case-study method, group work, design thinking, discussion, and digital tools.

4. Diagnostic-outcome block. It encompasses determining students' level of competence, evaluating the results of activity, organizing reflection, and improving the methodological process.

The key feature of the model is that diagnostics is not carried out only at the final stage. Initial assessment serves to identify educational needs, interim monitoring serves to adapt methods, and final assessment serves to determine the dynamics of development.

4. Methods of Developing Creative-Pedagogical Competencies

Problem-based learning method. Instead of giving the student a ready-made solution, it directs them to analyze the pedagogical problem independently. For example, a situation in which student engagement has declined during a lesson is presented, and its causes and alternative pedagogical solutions are developed.

Case-study method. Students study real or simulated pedagogical situations, identify the causes of the problem, compare solutions, and justify the most suitable decision. This method develops analytical thinking, independent decision-making, and professional reasoning.

Project method. Students create a product or methodological development aimed at solving a particular pedagogical problem. For example, they can develop projects such as "A set of interactive sessions that develop students' creative thinking" or "A digital resource for creative tasks."

Brainstorming method. Creative thinking is activated by putting forward as many ideas as possible on a given problem and evaluating them afterward. It is recommended to propose ideas freely at first and then to analyze their pedagogical appropriateness at the next stage.

Design thinking method. It involves the stages of studying a pedagogical problem from the perspective of the learner's needs, clarifying the problem, generating ideas, creating a prototype, and testing it.

Digital learning tools. The use of interactive presentations, online collaborative whiteboards, electronic portfolios, testing platforms, and digital project tools expands the possibilities for organizing creative activity. However, a digital tool does not in itself ensure creativity; its effect is determined by the content of the task, the student's active participation, and the pedagogical goal.

5. Pedagogical Conditions for Implementing Methodological Support

The following pedagogical conditions must be ensured for the effective development of creative-pedagogical competencies.

Creating a psychologically safe learning environment that allows students to show initiative, express independent opinions, and learn from mistakes.

Organizing learning tasks consistently, moving from simple reproductive activity to complex creative activity.

Ensuring the integration of theoretical knowledge and practical activity: using problem situations, microteaching, project work, and practical sessions.

Organizing regular feedback and reflection through the instructor's opinion, peer assessment, self-assessment, and revision of completed work.

Providing methodological resources that include a bank of creative tasks, pedagogical cases, project samples, assessment criteria, electronic resources, and guidelines for independent work.

These conditions are interrelated, and their systematic implementation serves to connect the student's creative potential with pedagogical activity.

6. Criteria and Indicators for Assessing Creative-Pedagogical Competencies

An important part of methodological support is developing criteria for determining the development of competence. Assessment should not be limited to testing the student's theoretical knowledge; it should also cover the process of their creative activity and their practical products.

Criterion	Key indicators	Methods of determination
Motivational-value	Interest in creative activity, initiative, striving for novelty	Questionnaire, interview, observation
Cognitive	Knowledge of creativity and innovative methods, understanding of a pedagogical problem	Test, written assignment, problem-based questions
Operational-activity	Developing an original idea, proposing alternative solutions, creating a pedagogical project	Practical task, project, case study
Reflective-evaluative	Analyzing one's own activity, identifying errors, improving solutions	Reflective diary, portfolio, self-assessment

The levels of competence development can conditionally be divided into initial, intermediate, and high levels.

Initial level: the student knows some theoretical foundations of creative-pedagogical activity but needs support in solving pedagogical problems independently. The proposed solutions often rely on ready-made models.

Intermediate level: the student analyzes a pedagogical situation, proposes several solutions, selects suitable methods, and can partially justify their decisions. In complex situations, guiding support may be required.

High level: the student independently analyzes pedagogical problems, develops original and appropriate solutions, consciously selects innovative methods, evaluates the results of their activity, and improves their solutions.

These levels are a methodological classification proposed within the framework of this article. Before they are applied in practice, specific indicators, an assessment scale, and diagnostic tools must be developed, and they must be verified through expert evaluation.

7. Practical Algorithm for Developing Creative-Pedagogical Competencies

First stage — diagnostic-preparatory stage. Students' initial knowledge, motivation for creative activity, independent work skills, and existing difficulties are identified. The data obtained serve as a basis for planning subsequent educational activity.

Second stage — theoretical-methodological stage. Creativity, divergent thinking, innovative pedagogical methods, and strategies for solving creative problems are taught. Theoretical knowledge is reinforced through problem-based questions, discussions, and small practical tasks.

Third stage — practical-creative stage. Students solve pedagogical cases, develop projects, create lesson plans, and defend their ideas in a group. In this process, priority is given to independent decision-making and a creative approach.

Fourth stage — reflective-evaluative stage. Students evaluate their own activity against the criteria, exchange opinions, analyze project results, and determine ways of improvement.

Continuity among the stages must be ensured. The results of the final diagnostics may serve in planning subsequent learning activity, and the difficulties identified may serve as a basis for reviewing the methodological tools.

8. Scientific and Methodological Significance of the Proposed Methodological Model

The main aspect of the proposed model is that it considers creative-pedagogical competence not as a sum of separate skills but as an integrative quality that develops as a result of the interaction of motivation, knowledge, practical activity, and reflection.

While the target block of the model defines the outcome of development, the content block ensures the selection of the necessary knowledge and types of activity. The process block organizes the student's creative activity, and the diagnostic-outcome block makes it possible to monitor changes and improve the methodological process.

This model can be adapted to the content of subjects in pedagogical education programs. For example, problem-based cases and creative tasks can be used in the subject "Creative Pedagogy," microteaching and lesson projects in pedagogical practice, and digital resources and individual portfolios in independent study.

At the same time, the effectiveness of the model should for now be regarded as a theoretically and methodologically grounded proposal. Its practical effectiveness can be verified through experimental testing, initial and final diagnostics, and comparing the results of experimental and control groups.

Conclusion

Developing creative-pedagogical competencies in students is one of the important tasks of modern higher education, and it serves future specialists' ability to solve pedagogical problems independently, use innovative methods, and organize the educational process creatively.

Creative-pedagogical competence is interpreted as an integrative quality that unites the student's creative thinking, pedagogical knowledge, practical activity, and reflective abilities.

It is advisable to develop the motivational-value, cognitive, operational-activity, and reflective-evaluative components of this competence in an interrelated manner.

The effectiveness of methodological support depends on the coherence among the goal, content, methods, teaching tools, and diagnostics. Therefore, methodological tools must be designed as a single system.

Problem-based learning, the case-study method, the project method, brainstorming, design thinking, and digital learning tools have important potential for organizing students' creative activity. Their effect is determined by their pedagogically appropriate selection and the students' active participation.

In assessing creative-pedagogical competencies, alongside theoretical knowledge, it is necessary to take into account indicators such as developing an original idea, finding a solution to a pedagogical problem, creating a practical product, and analyzing one's own activity.

The proposed methodological model, consisting of target, content, process, and diagnostic blocks, can serve as a theoretical and methodological basis for systematically organizing the methodology of developing creative-pedagogical competencies in students. In subsequent research, it is necessary to verify its effectiveness through experimental results.

Thus, developing creative-pedagogical competencies in students is not limited to using innovative methods. It requires creating a learning environment that stimulates creative thinking, connecting content with practical activity, organizing regular reflection, and evaluating developmental outcomes through scientifically grounded criteria.

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