

PEDAGOGICAL TECHNOLOGIES OF FORMATION OF PROFESSIONAL- CREATIVE SKILLS BASED ON INNOVATIVE APPROACHES

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Abstract

The article examines pedagogical technologies for forming professional-creative skills of students in pedagogical universities on the basis of innovative approaches. In the context of modern higher education, professional training is no longer limited to the transmission of theoretical knowledge; it requires the development of creative thinking, methodological flexibility, independent decision-making, reflective analysis and the ability to design effective educational solutions. The study emphasizes that innovative pedagogical technologies create favorable conditions for integrating theoretical, practical and creative components of professional competence. Particular attention is paid to problem-based learning, project-based learning, interactive methods, digital educational tools, collaborative tasks, reflective technologies and practice-oriented assignments. These approaches help future teachers master not only subject knowledge but also the ability to apply it creatively in real pedagogical situations. The article also highlights the importance of the educational environment, teacher-student cooperation, individual learning trajectories and continuous feedback in developing professional-creative skills. The results of the study show that the systematic use of innovative approaches increases students' motivation, strengthens their pedagogical initiative and improves their readiness for professional activity. The formation of professional-creative skills is considered as an essential condition for preparing competitive, competent and socially responsible future teachers.

Keywords: Professional-creative skills, innovative approaches, pedagogical technologies, future teachers, creative thinking, professional competence, interactive learning, pedagogical university.

Introduction

INNOVATION YONDASHUVLAR ASOSIDA KASBIY-IJODIY KO'NIKMALARNI SHAKLLANTIRISHNING PEDAGOGIK TEKNOLOGIYALARI

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Annotatsiya

Maqolada pedagogika oliy ta'lim muassasalari talabalarida innovatsion yondashuvlar asosida kasbiy-ijodiy ko'nikmalarni shakllantirishning pedagogik texnologiyalari yoritiladi. Zamonaviy oliy ta'lim sharoitida kasbiy tayyorgarlik faqat nazariy bilimlarni yetkazish bilan cheklanmaydi, balki ijodiy fikrlash, metodik moslashuvchanlik, mustaqil qaror qabul qilish, refleksiv tahlil va samarali ta'limiy yechimlarni loyihalash qobiliyatini rivojlantirishni talab etadi. Tadqiqotda innovatsion pedagogik texnologiyalar kasbiy kompetensiyaning nazariy, amaliy va ijodiy tarkibiy qismlarini uyg'unlashtirish uchun qulay sharoit yaratishi ta'kidlanadi. Muammoli ta'lim, loyiha asosida o'qitish, interaktiv metodlar, raqamli ta'lim vositalari, hamkorlikdagi topshiriqlar, refleksiv texnologiyalar va amaliyotga yo'naltirilgan mashg'ulotlarga alohida e'tibor qaratiladi. Ushbu yondashuvlar bo'lajak o'qituvchilarga nafaqat fan bo'yicha bilimlarni, balki ularni real pedagogik vaziyatlarda ijodiy qo'llash qobiliyatini ham egallashga yordam beradi. Maqolada ta'lim muhiti, o'qituvchi va talaba hamkorligi, individual ta'lim trayektoriyalari hamda uzluksiz qayta aloqa kasbiy-ijodiy ko'nikmalarni rivojlantirishda muhim omil sifatida asoslanadi. Tadqiqot natijalari innovatsion yondashuvlardan tizimli foydalanish talabalarning motivatsiyasini oshirishi, pedagogik tashabbuskorligini kuchaytirishi va kasbiy faoliyatga tayyorgarligini yaxshilashini ko'rsatadi. Kasbiy-ijodiy ko'nikmalarni

shakllantirish raqobatbardosh, kompetent va ijtimoiy mas'uliyatli bo'lajak o'qituvchilarni tayyorlashning muhim sharti sifatida qaraladi.

Kalit so'zlar: kasbiy-ijodiy ko'nikmalar, innovatsion yondashuvlar, pedagogik texnologiyalar, bo'lajak o'qituvchilar, ijodiy fikrlash, kasbiy kompetensiya, interaktiv ta'lim, pedagogika universiteti.

Introduction

The rapid transformation of higher education has increased the need to prepare future teachers who are not only knowledgeable in their academic disciplines but also capable of acting creatively, independently and professionally in complex pedagogical situations. In pedagogical universities, the formation of professional-creative skills is becoming one of the central tasks of the educational process, because modern teachers are expected to design innovative lessons, apply flexible teaching methods, respond to diverse learner needs and organize educational activities that develop students' intellectual, social and personal potential. Therefore, professional training should be aimed not merely at the acquisition of theoretical knowledge, but at the development of creative pedagogical thinking, methodological initiative, reflective competence and the ability to transform educational ideas into practical teaching solutions.

Professional-creative skills include a set of abilities that allow future teachers to analyze pedagogical problems, generate original ideas, choose effective methods, adapt educational materials, create a motivating learning environment and evaluate the results of their own activity. These skills are closely connected with professional competence, because creativity in teaching cannot be separated from subject knowledge, methodological culture, communication skills and pedagogical responsibility. A future teacher who possesses professional-creative skills is able to see the educational process as a dynamic system in which each lesson, task and interaction may become a source of development. Such a teacher does not act according to rigid patterns only, but searches for new ways to increase learners' engagement and improve the quality of education.

Innovative approaches play an important role in this process. In recent years, pedagogical technologies such as problem-based learning, project-based learning, case studies, interactive methods, digital learning platforms, collaborative learning and reflective tasks have become increasingly relevant in

teacher education. These technologies create conditions for active participation of students in the learning process and stimulate their independence, critical thinking and creative activity. Unlike traditional reproductive teaching, innovative pedagogical technologies require students to investigate, compare, design, discuss, justify and present their own educational solutions. As a result, learning becomes more practice-oriented and closer to real professional activity. For pedagogical universities, the use of innovative approaches is especially important because students are preparing to become organizers of future educational processes. They must not only understand modern technologies theoretically, but also experience them as learners and gradually master them as future teachers. In this sense, the educational environment of a pedagogical university should function as a model of innovative pedagogical practice. Lectures, seminars, practical classes, independent work, teaching practice and research activities should be interconnected and directed toward the formation of professional-creative qualities.

In the context of educational modernization in Uzbekistan, the preparation of competent and creative teachers is directly related to improving the quality of education at all levels. The development of professional-creative skills among students of pedagogical universities supports the formation of teachers who are able to work with modern curricula, use digital resources, organize student-centered learning and contribute to the renewal of national education. Thus, the study of pedagogical technologies based on innovative approaches is scientifically and practically significant. It allows identifying effective mechanisms for developing future teachers' creative potential and strengthening their readiness for successful professional activity.

Methods

The methodological basis of the study is formed by a competence-based, activity-oriented and innovative approach to the preparation of future teachers in pedagogical universities. The research focuses on identifying pedagogical technologies that contribute to the formation of professional-creative skills and determining how these technologies may be integrated into the educational process. The study considers professional-creative skills as a complex system that includes creative thinking, pedagogical imagination, methodological independence, communication flexibility, reflective analysis, ability to design

educational tasks and readiness to solve non-standard pedagogical problems. Therefore, the methodological design of the research is directed not only toward describing these skills, but also toward revealing the pedagogical conditions under which they can be developed effectively.

The research was organized through theoretical analysis, pedagogical observation, comparative study of educational practices, analysis of students' learning products and generalization of practical experience. The theoretical stage included the study of scientific literature on pedagogical technologies, creativity in teacher education, innovative learning approaches, professional competence and student-centered education. This made it possible to clarify the conceptual meaning of professional-creative skills and to define their structural components. Particular attention was paid to the relationship between innovation and creativity, because innovative approaches become pedagogically meaningful only when they encourage active thinking, independent search and practical transformation of knowledge.

At the practical stage, attention was focused on the use of problem-based tasks, project work, case analysis, interactive discussions, microteaching, digital assignments and reflective activities. These methods were selected because they require students to act as active participants of the educational process rather than passive recipients of information. Problem-based tasks were used to develop the ability to analyze pedagogical situations and search for alternative solutions. Project work helped students design educational materials, lesson fragments, methodological recommendations and creative learning products. Case analysis allowed them to examine realistic pedagogical conflicts, classroom difficulties and instructional challenges. Microteaching created opportunities for students to test their ideas in a simulated professional environment and receive feedback.

Observation was used to evaluate students' participation, initiative, collaboration, originality of ideas and ability to justify methodological choices. Students' written assignments, project materials, presentations and reflective notes were analyzed in order to determine the level of development of professional-creative skills. The analysis was based on such indicators as independence in completing tasks, creativity of proposed solutions, logical structure of pedagogical ideas, ability to adapt methods to learners' needs, effectiveness of communication and depth of self-assessment. These indicators made it possible to assess not only the final result, but also the process of professional growth.

The study also relied on the principle of continuous feedback. During seminars and practical classes, students received comments from teachers and peers, revised their tasks and improved their pedagogical decisions. This reflective cycle was important because creativity in professional training develops gradually through practice, analysis, correction and repeated application. The methodological approach therefore combined theoretical learning with practical experimentation. Such a combination allowed the research to reveal that the formation of professional-creative skills requires a systematic educational environment where innovative technologies are used purposefully, consistently and in connection with future professional activity.

Results

The results of the study show that the systematic use of innovative pedagogical technologies has a positive influence on the formation of professional-creative skills among students of pedagogical universities. The analysis of learning activities, practical assignments, project work and reflective tasks demonstrated that students became more active in expressing pedagogical ideas, selecting teaching methods and proposing creative solutions to educational problems. In comparison with traditional reproductive forms of learning, innovative approaches encouraged students to participate more consciously in the educational process and to understand professional training as a field of independent search, experimentation and self-development.

One of the most important results was the development of students' creative thinking in relation to pedagogical situations. When students worked with problem-based tasks and case studies, they learned to analyze classroom difficulties from different perspectives, identify causes of pedagogical problems and suggest several possible solutions. This helped them move away from mechanical application of ready-made methods and develop the ability to make flexible pedagogical decisions. Students gradually began to justify their choices, compare alternative strategies and evaluate the possible consequences of their actions. This indicates that innovative technologies support not only creativity, but also professional responsibility and analytical thinking.

Project-based learning also produced significant results. Through the preparation of lesson plans, educational scenarios, digital learning materials and methodological recommendations, students acquired practical experience in

designing pedagogical products. Their projects showed improvement in structure, originality, methodological relevance and orientation toward learners' needs. Many students demonstrated the ability to combine traditional pedagogical principles with modern interactive and digital tools. This result is especially important because professional-creative skills require the integration of theoretical knowledge with practical application. Project activities allowed students to see the connection between pedagogical theory and real teaching practice.

The use of interactive methods strengthened communication and cooperation skills. During group discussions, role-playing, debates and collaborative tasks, students learned to listen to different opinions, defend their own position, negotiate and work collectively on pedagogical solutions. These activities contributed to the formation of communicative flexibility, which is an essential component of professional-creative competence. Future teachers need such flexibility because educational practice often requires cooperation with pupils, parents, colleagues and administration. The results showed that students who regularly participated in interactive learning became more confident in presenting their ideas and more open to constructive feedback.

Reflective technologies also played a significant role. Students' reflective notes and self-assessment tasks showed that they became more aware of their strengths, difficulties and professional growth. Reflection helped them understand why certain methods were effective or ineffective and how their pedagogical decisions could be improved. This process strengthened their ability to evaluate their own activity critically and plan further development. As a result, professional creativity was formed not as spontaneous imagination, but as a conscious and purposeful pedagogical quality.

The general results confirm that the formation of professional-creative skills is most effective when innovative technologies are used consistently and in an integrated manner. Problem-based learning develops analytical creativity, project-based learning forms design competence, interactive methods improve communication and cooperation, digital tools expand methodological possibilities, and reflection ensures self-correction. Therefore, innovative pedagogical technologies should be regarded as an important mechanism for improving the quality of teacher education and preparing future teachers for creative professional activity.

Discussion

The findings of the study demonstrate that the formation of professional-creative skills in pedagogical university students depends not on the isolated use of individual methods, but on the systematic organization of an innovative educational environment. Professional creativity in teacher training should be understood as a purposeful pedagogical quality that combines knowledge, methodological thinking, communication culture, imagination, reflection and readiness for independent action. Therefore, innovative pedagogical technologies become effective only when they are connected with the real tasks of future professional activity and when students are gradually involved in designing, analyzing and improving educational solutions.

The results confirm that problem-based learning is one of the most effective means of developing professional-creative thinking. In pedagogical practice, a teacher often faces situations that do not have one ready answer. Learners may differ in motivation, abilities, social experience, emotional condition and learning pace. For this reason, future teachers must learn to analyze problems from different perspectives and choose methods according to concrete educational conditions. Problem-based tasks create such opportunities because they require students to compare possible solutions, justify their decisions and predict pedagogical consequences. This process develops not only creativity, but also responsibility, because each proposed solution must be pedagogically appropriate and ethically grounded.

Project-based learning is also important because it transforms students from passive recipients of knowledge into creators of educational products. When future teachers prepare lesson models, interactive tasks, digital materials or methodological recommendations, they begin to understand the complexity of pedagogical design. They must consider the lesson objective, content, methods, learner characteristics, assessment criteria and expected results. This develops professional independence and helps students connect theoretical knowledge with practical activity. In this sense, project work serves as a bridge between university learning and school practice.

Interactive technologies strengthen the social dimension of professional-creative skills. Teaching is a communicative profession, and creativity in education is often realized through dialogue, cooperation and interaction. Group discussions, role-playing, debates and collaborative assignments help students develop the

ability to express ideas clearly, listen to others, accept criticism and improve their own position. These skills are essential for future teachers because effective pedagogical activity requires cooperation with learners, colleagues, parents and the wider educational community. Thus, professional creativity cannot be limited to individual imagination; it also includes the ability to create new solutions through collective thinking.

Digital technologies expand the methodological possibilities of teacher education. Digital platforms, multimedia resources, online collaboration tools and electronic assessment instruments allow students to design more flexible and engaging learning activities. However, the discussion of the results shows that digital tools should not be used formally. Their pedagogical value depends on whether they support active learning, independent search, feedback and creative application of knowledge. A digital presentation or online test alone does not guarantee innovation. Innovation appears when technology changes the quality of learning activity and helps students think, create, communicate and reflect more effectively.

Reflection is a key condition for the sustainable development of professional-creative skills. Without reflection, creativity may remain accidental and unsystematic. Reflective tasks help students understand their own progress, identify difficulties and improve pedagogical decisions. This is especially important in teacher education, because future teachers must be able to evaluate not only learners' results but also their own professional actions. The ability to ask why a method worked, what could be improved and how a task influenced learners' activity forms the basis of continuous professional growth.

Thus, the discussion shows that innovative approaches should be integrated into all components of pedagogical education: lectures, seminars, independent work, teaching practice and assessment. The formation of professional-creative skills requires continuity, practical orientation and methodological support. In the context of pedagogical universities, this means that students should not only study innovation as a theoretical concept, but also experience it in their own learning and apply it in simulated and real pedagogical situations. This approach prepares future teachers who are capable of designing meaningful educational processes, responding flexibly to modern challenges and contributing to the improvement of education quality.

Conclusion

The formation of professional-creative skills based on innovative approaches is one of the most important directions in the modernization of teacher education. The study shows that future teachers need not only theoretical knowledge and methodological literacy, but also the ability to think creatively, solve pedagogical problems independently, design effective learning situations and adapt educational technologies to the needs of learners. In modern educational conditions, a teacher is expected to act as an organizer of active learning, a designer of educational content, a facilitator of communication and a reflective practitioner. Therefore, professional-creative skills should be developed purposefully during the entire period of study at a pedagogical university.

Innovative pedagogical technologies create favorable conditions for this process because they activate students' intellectual, practical and creative potential. Problem-based learning develops the ability to analyze complex pedagogical situations and search for alternative solutions. Project-based learning forms design skills and strengthens the connection between theory and practice. Interactive methods improve communication, cooperation and the ability to defend pedagogical ideas. Digital educational tools expand methodological possibilities and help future teachers create more flexible and modern learning environments. Reflective technologies support self-analysis, self-correction and continuous professional growth. When these technologies are used together, they form an integrated system for developing professional-creative competence.

The research confirms that professional creativity is not a random personal quality, but a pedagogically formed ability that develops through systematic practice, feedback and reflection. Students become more confident and independent when they are regularly involved in tasks that require initiative, analysis, choice and responsibility. They learn to design lesson fragments, prepare creative assignments, work with digital resources, solve educational cases and evaluate the effectiveness of their own decisions. Such activities help them understand the real essence of teaching as a creative and socially significant profession.

For pedagogical universities, the development of professional-creative skills should be considered a strategic task. The educational process must be organized in such a way that every subject, seminar, practical lesson and teaching practice contributes to the formation of professional thinking and creative readiness. It is

important to ensure continuity between theoretical courses and practical training, between classroom activities and independent work, between academic knowledge and real pedagogical situations. Only in this case can innovative approaches produce sustainable educational results.

In the context of Uzbekistan's educational development, the preparation of creative and competent teachers has special significance. The quality of future school education depends largely on how effectively pedagogical universities prepare specialists who are able to introduce modern methods, work with diverse learners and improve the learning process. Therefore, innovative pedagogical technologies should be widely used in teacher education as a means of forming professional-creative skills, strengthening students' motivation and increasing their readiness for professional activity. The development of such skills contributes to the preparation of competitive, responsible and initiative teachers who can respond to the demands of contemporary education and participate actively in its further improvement.

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