

**THE SIGNIFICANCE OF PROBLEMATIC TEACHING APPROACHES IN  
DEVELOPING CREATIVITY IN FUTURE EDUCATORS**

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**ANNOTATION:** *The article examines the features of creativity development in future teachers using problem-based educational technologies. Psychological-pedagogical conditions of formation of students' creative potential are described. The expediency of using heuristic methods in the process of professional training of future teachers is based and their use in the organization of training is analyzed.*

**Keywords:** *pedagogical development, creative capacity, creative thinking, interactive method, active learning technique, creativity, creative thought, innovation, pedagogue, instructor, method, strategy.*

### **Introduction**

One of the key goals of educational reform in our country is to ensure that teachers work in line with modern demands, possessing deep knowledge, strong professional skills, and the cultural competence necessary to educate well-rounded individuals. This need has introduced the concept of "creativity" into the field of pedagogy, which explores the principles of teaching and upbringing. Especially the development of scientific knowledge today requires a deep study of the impact of creativity on the development of the individual, society and the state from a scientific and pedagogical point of view. There is a social order to develop the creativity of teaching staff, especially in general education schools, and it is necessary to conduct scientific pedagogical research in this regard. At the same time, we can see in scientific works that there are different opinions in the scientific understanding of the issue of creativity, and that no comprehensive conclusion has been reached.

#### Literature and methods

Problem-based learning is an approach where students gain knowledge and skills through the process of solving real or theoretical problems. In this context, teachers take on the role not only of knowledge transmitters but also of facilitators who inspire students' creative thinking. Such problem-centered environments enable educators to enhance their professional abilities and experiment with innovative teaching methods. Creativity is the ability to develop new ideas and apply existing knowledge in new contexts. In the pedagogical process, creative abilities help teachers not only to impart knowledge, but also to communicate with students. The theory of development of creative abilities has

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different psychological and pedagogical foundations, which makes this process more effective.

#### Discussion and Results

There are several ways to develop creativity. For example, students can be encouraged to actively participate through games and interactive methods. Designing and group work allow students to work together and think creatively. Challenging tasks encourage teachers to try new approaches. Creativity potential of the teacher. In order to teach students to think creatively, to be able to form creative thinking in them, first of all, it is necessary for the teacher to be a creative, creative person. After all, if he himself does not have the qualities of creativity, then how can he encourage students to think creatively. The only conclusion that can be drawn is as follows: students can be creative only if the teacher himself is creative. It is not necessary for the teacher to be creative or not, but to organize lessons in the spirit of creativity, to try new ideas in the educational process. In the lessons, the teacher moves in the following four directions according to the "road map of creativity", and the actions in them are listed as signs of creativity of educators (Patti Drepreau):

demonstrate creative thinking skills;

being able to use strategies (methods and tools) that encourage students to master academic subjects with interest;

innovative approach and creative approach to finding solutions to pedagogical issues (problems);

expected result

Structural foundations and priority principles of creativity potential. The creative potential of the teacher is reflected as his general characteristic. It is the first condition and result of creative activity. This quality represents a person's ability and readiness to express himself. In addition, on the basis of creative potential, the personal abilities, natural and social strength of each specialist are manifested as a whole. Creative potential is closely related to creativity focused on the cognitive process. The creative potential of a teacher, in contrast to traditional thinking, is manifested in the following:

-quickness of thinking;

-the ability to create new ideas;

-not thinking in one way;

-originality;

-initiative;

-tolerance of uncertainty;

-to be intelligent.

Conclusion

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In conclusion, it can be stated that engaging in scientific research and creative projects plays a significant role in enhancing a teacher's creative potential. As a result, the educator:

- gets used to creative thinking;
- thoroughly acquires the skills of conducting scientific research activities;
- independently analyzes the achievements of pedagogy or specialty science, the possibilities of using best practices;
- they will have to be actively involved in scientific research and creative projects conducted by the pedagogical team.

Problem-based educational settings provide an effective environment for fostering teachers' creative abilities. In the future, it will be important to implement new strategies and methods aimed at enhancing creativity within pedagogical practice. This approach contributes not only to the professional growth of educators but also to the development of students' creative thinking skills.

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