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# Development of Creative Abilities of Future Teachers in The Process of Preparing Them for Professional Activity as An Urgenteous Pedagogical Problem

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**Abstract:** In this article, the issue of developing creative abilities in the process of preparing future teachers for professional activities is analyzed as an actual pedagogical problem. The scientific-methodological basis of the introduction of creative approach in the preschool education system is highlighted, and the role of modern pedagogical technologies is shown. Problems, opportunities and solutions in the educational process are analyzed, and strategies for creating a creative environment are based. Also, ways to develop creative ability based on assessment, reflection and monitoring are proposed. The article emphasizes the approaches based on the combination of practice and theory.

**Keywords:** Educator, creative ability, professional training, educational process, pedagogical technology, innovative methods, methodological approach, creative environment, preschool education, independent

thinking, communication skills, critical thinking, project activity, practical training, quality of education, monitoring, pedagogical analysis, motivation.

**Introduction:** In the current modern education system, the demands placed on the professional activities of educators are increasing. Based on world experience and national reforms, the formation of an educator as not only knowledgeable, but also creative thinker, initiator and innovative specialist has become an urgent issue. Activities related to raising children are considered one of the most responsible professions, in which creative abilities play an important role.

Creative abilities are the ability of an educator to think independently in problematic situations, find new pedagogical solutions, arouse interest in children and conduct innovative activities. Today's educational practice shows that the creativity of educators is of decisive importance in achieving high quality in preschool educational institutions. From this point of view, the development of effective methods for the formation, development and assessment of creative abilities in the process of professional training of future educators is one of the urgent problems of modern pedagogy. This article discusses the theoretical foundations, practical solutions and promising directions of this issue.

Qualitative changes in the preschool education system and reforms aimed at comprehensively educating children require further strengthening of the professional potential of educators working in this field. In particular, the role of creative abilities is invaluable. Because modern children are being formed as individuals with a broad worldview, growing up in an interactive environment, and interested in innovation. A standard approach to working with them is not enough - the educator must have new ideas, initiative, and creativity. Creative abilities are not only artistic talent, but also the ability to find unconventional solutions in the pedagogical process, attract children's attention, adapt to various pedagogical situations, and organize effective communication. Observations in pedagogical practice show that educators with creative abilities achieve high results in the educational process. They are active in awakening children's interest, developing free thinking and creative activity in them.

In the work of an educator, creative abilities are expressed in such types of activities as a culture of communication, emotional sensitivity, an unconventional approach to issues, pedagogical improvisation, the use of visual and musical elements, and teaching through children's games. These abilities may be innate in human nature, but their development

and purposeful formation are a crucial task in the educational process. If we look at world experience, in Finland, Japan, Singapore and other developed countries, great attention is paid to creativity in the training of educators. For example, in Finland, every educator is required to demonstrate a creative approach in their work, they develop children's thinking skills not only on the basis of textbooks, but also through life projects and creative exercises. In Uzbekistan, in recent years, attention has been increasing in the system of training educators to creativity and innovative competencies. In particular, creative activities, pedagogical trainings, case-study and role-playing games among students studying in pedagogic higher education institutions such as TDPU, SamDU, TDPU named after Nizamiy have a positive effect. In this respect, the creative ability of the educator is one of the important criteria in his general professional maturity and plays a decisive role in the future development of children. If the teacher is creative, his influence on the children will be positive, innovative and inspiring. Therefore, every future educator must develop his creativity as a structural professional quality.

Formation of creative abilities in future educators is one of the urgent tasks in the preschool education system. But there are a number of problems and limiting factors in this process. First of all, there is an insufficient methodological base in many pedagogical educational institutions, in particular, a lack of practical exercises, simulators and modular programs aimed at the formation of creative abilities. This creates difficulties in applying theoretical knowledge to practice.

Secondly, the lack of a creative environment in the educational process, the tendency of the teacher to be traditional in his approach and reliance on standard methods, etc., hinder creative development. A creative environment implies an environment of free thought, initiative, openness to innovation, inspiration and cooperation. If students do not feel free to express their opinions and propose unconventional solutions, creativity will not develop.

Thirdly, the uniformity and mechanical approaches in practical exercises also contribute to the slowdown of creativity. For example, in some educational institutions, during the training of educators, practical exercises are carried out on the basis of a complete plan and instructions, that is, without the opportunity for the student to express his personal approach and ideas. This weakens the ability to think creatively.

Nevertheless, there are enough opportunities in this regard. Today, large-scale state programs aimed at digitizing the education sector in Uzbekistan and introducing modern pedagogical technologies into the educational process are creating new opportunities for

the development of creativity. In particular, the concept of “Development of the Education and Science Sector” and innovative training courses introduced by the President’s decree are clear evidence of this.

Technological opportunities also serve to support creativity in students. For example, through interactive platforms (Kahoot, Canva, Miro), online presentations, multimedia materials, and project-based assignments, students are learning to work independently and approach things in a new way. These methods directly contribute to the development of creative skills. Another opportunity is the opportunity to open up students’ individual approaches through creative workshops, role-playing games, and creative tasks during pedagogical practice. In this process, it is important for teachers and mentors to create a stimulating, free environment.

Also, the personal position of the student is of great importance in the formation of creative abilities. If the student does not have internal motivation, self-confidence, initiative and research, then no matter how good the external conditions are, creativity will not develop to the expected level. Therefore, in the process of training each educator should be motivated to creative activity, taught to make personal decisions. In conclusion, along with the problems that hinder the development of creative abilities in future educators, there are sufficient opportunities and resources. The effective use of these opportunities depends on the joint efforts of higher education institutions, professors and teachers, and educational policy-making bodies.

Effectively solving the issue of formation and development of creative abilities in future educators is one of the decisive factors in achieving high quality and efficiency in the preschool education system. A teacher with creative potential creates an environment for children not only of education, but also of inspiration, interest and free thinking. From this point of view, the development of creativity development strategies and their implementation in pedagogic education is one of the urgent tasks.

First of all, it is necessary to introduce special subjects, modular programs and integrated training for the formation of creative abilities in the process of training educators in higher education institutions. It is suggested to use trainings, creative seminars, psychological games and pedagogical cases that ensure harmony of theory and practice.

Secondly, it is important to create a creative environment in the educational process. Such an environment includes opportunities for free exchange of ideas, independent solution-finding, presentation of ideas, and critical analysis. The teacher, as a leading figure shaping this environment, inspires, motivates and

leads students to new approaches. Thirdly, the targeted use of digital technologies and information resources creates great opportunities for the development of creative abilities. Through innovative solutions such as online projects, interactive presentations, creative electronic portfolios, and virtual kindergarten models, students can express their ideas visually and practically. Fourthly, it is recommended to introduce a mechanism for assessing and monitoring the creative activity of educators. These mechanisms assess the student's ability to independently complete assignments, develop new methodological developments, write scripts, and demonstrate pedagogical improvisation. A rating system can be developed based on a special scale of creative skills.

As pedagogical proposals, it is possible to take into account the personal interests of students in creative activities, further revitalize the “teacher-student” system, and prepare creative projects together with well-known educators in practice. At the same time, it is also important to establish close cooperation with preschool educational institutions in the training of educators. The process of developing creative skills occurs not in an educational institution, but in a practical environment - that is, in real communication with children in a group. Therefore, it is recommended to organize creative experience seminars, master classes with the participation of practicing educators. In conclusion, a systematic approach, scientifically based methodological approaches, a stimulating environment, and a new pedagogical position play an important role in solving the issue of forming and developing creative abilities. Through such measures, future educators can be trained as creative, competitive, and innovatively thinking specialists.

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