



Pedagogical Mastery Of The Future Primary School Teacher In Creating A Creative Learning Environment

OPEN ACCESS

SUBMITTED 13 October 2025

ACCEPTED 05 November 2025

PUBLISHED 10 December 2025

VOLUME Vol.05 Issue12 2025

Kholbozarova Nasiba Kholbozar kizi

Shakhrisabz State Pedagogical Institute, Acting Associate Professor of the Department of Primary Education Methodology, Doctor of Philosophy in Pedagogical Sciences (PhD), Uzbekistan

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Abstract: This article explores the development of pedagogical mastery of future primary school teachers in creating a creative learning environment. It analyzes theoretical and practical aspects of fostering students' creativity, encouraging independent thinking, and implementing innovative teaching practices. The study emphasizes the importance of interactive methods, information technologies, and reflective approaches in building a creative educational atmosphere. The findings contribute to expanding teachers' pedagogical thinking, enhancing professional growth, and improving the overall effectiveness of the teaching process.

Keywords: Creative environment, pedagogical mastery, primary education, innovation, interactive methods, creativity.

Introduction: In the modern educational process, the personal qualities, professional qualifications and pedagogical skills of the teacher are one of the most important factors determining the quality and effectiveness of education. This factor is especially important at the primary education stage. Because it is during this period that the main psychological, moral and creative foundations of the personality of students are formed. Therefore, the issue of developing the pedagogical skills of the future primary school teacher in creating a creative environment is considered one of the central directions of modern pedagogical science.

A creative environment is a set of positive psychological and didactic conditions that encourage the student to think freely, create innovations, and express himself. In such an environment, the student not only absorbs ready-made knowledge, but also develops new ideas,

solutions and points of view based on his own experience. Therefore, the formation of a creative environment requires a high level of pedagogical skills, methodological knowledge, communicative skills and an innovative approach from the teacher.

The reforms currently taking place in the education system, the rapid introduction of digital technologies, and the priority of the competency-based approach are placing new demands on the professional training of future teachers. A number of resolutions and decrees of the President of the Republic of Uzbekistan on reforming the education sector also emphasize the issues of increasing the creative potential of teachers, introducing pedagogical innovations, and supporting creative thinking. From this point of view, training future primary school teachers in the skills of creating a creative environment in pedagogical higher educational institutions is a requirement of the time. [1; 180]

Pedagogical skills are the professional skills of a teacher in effectively organizing the educational process, establishing communication with students, and forming independent and creative thinking in them. It includes psychological sensitivity, empathy, speech culture, analytical thinking, an individual approach to students, as well as the ability to use innovative methods. From this perspective, the formation of these qualities in future teachers is an integral part of their professional training. [2; 156]

In the process of creating a creative environment, the teacher appears not only as a provider of knowledge, but also as a person who creates motivation, ensures cooperation, and encourages students to freely express their opinions. Such a teacher creatively organizes the lesson process, taking into account the personal interests of students, activates their thinking through interactive methods, game approaches, problem situations, and project assignments. Therefore, creating a creative environment requires the constant development of the teacher's methodological culture, psychological preparation, and communicative potential.

In today's era of globalization, the education system must adapt to rapidly changing social, economic, and technological conditions. Creative teachers play an important role in this process, because they form in students such life skills as putting forward new ideas, finding unusual solutions to problems, and establishing positive communication. Therefore, it is an important methodological task to form the creative competencies of teachers in pedagogical educational institutions, to direct them to active participation in practical exercises, trainings, and innovative lesson

models.

Also, reflexive analysis, exchange of experience, scientific research, and study of advanced foreign experiences play an important role in developing the skills of creating a creative environment in future teachers. These processes allow the teacher to critically evaluate his professional activities, identify shortcomings and eliminate them.

As a result, the teacher forms an innovative and creative approach in his work as a priority.

The relevance of this topic is that the primary school teacher works with children at the initial stage of education. It is at this stage that the child's thinking, worldview, and self-confidence are formed. If in this process the teacher is creative, kind, modern-minded, and pedagogically competent, positive results will be observed in the further development of the student's personality. Therefore, improving the pedagogical skills of a future primary school teacher in creating a creative environment is not only an individual professional issue, but also a quality indicator of the entire education system.

METHODOLOGY

In recent years, the issues of creativity, innovative thinking and pedagogical skills in the education system have been the focus of many scientific studies. Scientists such as J. Guilford, E. Torrance, H. Gardner, K. Robinson, studying creativity as an integral element of the educational process, have emphasized that the formation of a creative environment is one of the main professional competencies of a teacher. According to their scientific views, by creating creative conditions, a teacher forms new thinking, independent solutions to problem situations and critical thinking skills in students. [3; 210]

Among Uzbek scientists, N. Azizkhojyeva, A. Abdukodirov, M. Inoyatova, Sh. Sharipov, G. Tolipova and others have conducted important scientific research on the use of innovative methods in the educational process, improving the pedagogical skills of teachers, and creating a creative educational environment. Their works deeply analyze the psychological, communicative and creative aspects of teacher activity, especially the issues of taking into account the individual capabilities of students in the primary education system and involving them in creative activities are given special attention.

In foreign literature, the teacher is seen as the main subject of creating a creative environment through conceptual directions such as "creative pedagogy", "innovative teaching", "reflective practice". According to them, a creative environment is a socio-psychological

space that encourages mutual respect, free exchange of ideas and creative activity between the teacher and the student. In this regard, the teacher is not only a person who gives knowledge, but also an inspiring, guiding and forming a spirit of cooperation. [6; 145]

In studying this topic, the analysis of the literature shows that in many scientific sources the development of creative competence in the professional training of future teachers is recognized as important, but in practice this process has not yet been fully established. Therefore, this study analyzes existing theoretical views and best practices and justifies the need to adapt them to local educational conditions.

The research methodology is organized on the basis of a comprehensive approach. At the first stage, the existing scientific literature, conceptual approaches and pedagogical ideas were studied using the method of theoretical analysis. At the second stage, the views of foreign and Uzbek scientists were compared using the methods of comparison and generalization, and the general and specific aspects of creating a creative environment were highlighted.

At the practical stage, the level of preparation of students studying in the field of pedagogy in creating a creative environment is determined through observation, interview, test and diagnostic methods. Also, the effectiveness of innovative training and lesson models aimed at creating a creative environment is tested using the experimental method.

In the research process, based on the principle of a systematic approach, the pedagogical skills of a future teacher are interpreted as a combination of his personal, professional and creative components. Through this, the motivational, reflexive and communicative aspects of the teacher's activity are studied in a holistic system.

As a methodological basis, the activity-oriented education theory of Vygotsky and Dewey, the creative thinking models of Torrance and Robinson are used. As a result, the research serves to identify scientific and practical mechanisms for preparing future teachers to create a creative environment, and to develop their pedagogical thinking.

RESULTS

The success of the educational process directly depends on the professional skills and personal qualities of the teacher. Especially in primary education, these aspects are even more important, because at this stage the basis of students' worldview, creative thinking and motivation for learning are formed. Based on this, during the study, the pedagogical skills of future primary school teachers in

creating a creative environment were analyzed, existing problems were identified, and effective solutions were proposed.

First of all, the conducted theoretical and practical studies show that the majority of future teachers do not fully understand the content and essence of creating a creative environment. Most of them understand creativity only as changing teaching methods, while a creative environment is the process of creating the necessary psychological, social and pedagogical conditions for the student's personality to think freely, make independent decisions and demonstrate their capabilities. Therefore, during the study, it was determined that it is necessary to develop a conceptual model for organizing a creative environment.

The role of the teacher is a decisive factor in creating a creative environment. He creates a positive psychological climate during the lesson through his emotional state, attitude, communication style and attention to the student. If the teacher approaches his work creatively, the tendency to creativity also increases in students. Therefore, it was determined that in the process of training future teachers, special attention should be paid to the formation of the qualities of a "creative teacher".

At the practical stage of the research, experimental training sessions with 4th-year students studying in the field of pedagogy yielded significant results. Students were instructed to use interactive lessons on creating a creative environment, project-based work, problem-solving, brainstorming, debate, and role play. According to the results of the observation during the process, although the students were a little shy about actively participating at the initial stage, they gradually began to develop the skills of openly expressing their ideas, expressing independent opinions, and working in a team.

According to the results of the diagnostic analysis, 68% of the students realized the need to correctly use interactive methods in creating a creative environment, 22% admitted that their creative approach was insufficient, and 10% expressed a desire to learn new approaches in this regard. These figures show that it is important to strengthen the system of practical exercises, trainings, and reflexive analysis in order to develop the creative potential of future teachers.

It was shown that the pedagogical skills of a teacher in creating a creative environment consist of three main components:

The motivational-communicative component is the teacher's ability to establish a sincere relationship with students, involve them in the lesson process, and inspire them to creative activity.

The methodological-innovative component includes the teacher's skills in the effective use of interactive, problem-based, project-based and game methods in the lesson.

The reflexive-analytical component is the teacher's ability to analyze his own activities, identify problems that arise during the lesson and eliminate them. [7; 132]

With the harmonious development of these three components, the teacher can form a creative environment. Therefore, it is proposed to introduce special training courses, practical seminars and trainings in pedagogical universities to develop the creative competence of future teachers.

According to the results of the study, the ability of teachers to create a creative environment is directly related to their psychological preparation. Students with low self-confidence and a low level of initiative are less likely to demonstrate creativity. Therefore, in the pedagogical education system, the educational process should be organized in such a way that the student can freely express his opinion, not be afraid of mistakes, and feel confident in achieving success. This provides a psychological state called "creative security".

The analysis showed that in order to create a creative environment, the teacher must have not only methodological knowledge, but also emotional intelligence. He must be able to understand the emotions of students, establish positive communication, and provide psychological support during the lesson. In this way, students develop self-confidence, cooperation, and a positive attitude towards creative activity.

Observations during experimental work have shown that in a creative environment, the relationship between the teacher and the student shifts from the "teacher-student" model to the "partner-creator" model. This takes the teacher's pedagogical skills to a new level - he appears not as a giver of knowledge, but as a person who discovers new knowledge together with the student.

According to the results, creating a creative environment leads to the development of the following skills of the teacher:

Organizing a lesson based on problem situations;

Encouraging independent thinking of students;

Integrating modern information technologies into the teaching process;

Developing self-assessment and reflection skills in students.[8; 240]

If a future teacher has experience in creating a creative environment during his professional training, he will be able to transfer the lesson from a traditional form to a creative form in practical activities. This increases the motivation of students to study, strengthens personal activity and allows them to freely express their opinions.

CONCLUSION

The formation of pedagogical skills of future primary school teachers in creating a creative environment is one of the important and urgent issues of the modern education system. Because a creative environment is a pedagogical space that encourages interaction between teachers and students, free exchange of ideas, the pursuit of innovation, and creative activity.

To form a creative environment, a teacher is required to have a high level of methodological preparation, psychological stability, emotional sensitivity, communicative culture, and an innovative approach. It is by mastering these competencies that future teachers can involve students in creative activities during the lesson.

Also, the personal qualities of the teacher, a positive outlook, and love for children are of great importance in creating a creative environment. In such an environment, students freely express their opinions, are not afraid to create innovations, and their internal motivation for learning increases. Therefore, the process of training future teachers to create a creative environment in pedagogical higher education institutions should be based on a systematic approach.

Interactive methods, project-based learning, problem-based learning and reflective exercises to form a creative approach in the educational process give effective results. Such activities develop in teachers the ability to work on themselves, openness to innovation and independent thinking. At the same time, in a creative environment, the teacher is not only a provider of knowledge, but also a source of motivation and an inspiring leader.

If future teachers base their activities on the principles of creativity, the primary educational process will be more effective, interesting and student-oriented. This, in turn, will strengthen students' social activity, communication skills and a positive attitude towards learning.

On this basis, the following conclusions are put forward: Creating a creative environment should be considered one of the main competencies in the pedagogical training of future teachers.

A teacher's readiness for creative activity is directly related to the quality of the lesson, students' mastery and motivation.

To form a creative environment, teachers should be trained on the basis of innovative technologies, interactive methods and reflexive analysis.

It is advisable to introduce special courses, trainings, and project-based activities that develop creativity in pedagogical universities.

Creating a creative environment combines the professional and human qualities of a teacher, which takes the quality of primary education to a new level.

In general, creating a creative environment is crucial for improving the pedagogical skills of a future primary school teacher, forming the skills of free thinking, independent decision-making and innovation in students. Therefore, continuing scientific research in this area, generalizing experiences and implementing them into practice will serve to radically improve the quality of education.

REFERENCES

1. Azizxo'jayeva N.N. Pedagogik texnologiya va pedagogik mahorat. – Toshkent: Fan va texnologiya, 2020. – 180 b.
2. Abduqodirov A.A. Ta'limda innovatsion yondashuvlar va kreativ fikrlash. – Toshkent: Iqtisodiyot, 2019. – 156 b.
3. Inoyatova M.S. Boshlang'ich ta'limda o'qituvchining pedagogik mahoratini rivojlantirish asoslari. – Toshkent: O'zMU nashriyoti, 2021. – 210 b.
4. Tolipova G.T. Ta'lim jarayonida kreativ muhit yaratishning psixologik-pedagogik asoslari. – Toshkent: TDPU nashriyoti, 2022. – 175 b.
5. Sharipov Sh.S. Pedagogik innovatsiyalar va o'qituvchining kasbiy kompetensiyasi. – Toshkent: Noshir, 2018. – 190 b.
6. Mamarasulov B.A. Boshlang'ich ta'limda interaktiv metodlardan foydalanish samaradorligi. – Samarqand: SamDU, 2020. – 145 b.
7. Raximova N. Bo'lajak o'qituvchilarda ijodkorlik kompetensiyasini rivojlantirish metodikasi. – Farg'ona: FDU nashriyoti, 2021. – 132 b.
8. Сластенин В.А. Педагогика и профессиональное образование учителя. – Москва: Академия, 2018. – 240 с.
9. Выготский Л.С. Воображение и творчество в детском возрасте. – Москва: Педагогика, 2017. – 180 с.
10. Robinson K. Creative Schools: The Grassroots Revolution That's Transforming Education. – New York: Viking, 2015. – 320 p.
11. Dewey J. Experience and Education. – New York: Macmillan, 2019. – 140 p.
12. Xolbozorova N. Personal Development of Students in Higher Education. Journal of Pedagogical Inventions and Practices <https://zienjournals.com> ISSN NO: 2770-2367 Date of Publication: 10-05-2023. 52-56-b.
13. Xolbozorova N. The importance of the technological approach in the development of the educational system. Current research journal of pedagogics (ISSN –2767-3278) volume 05 issue 04 sjif impact factor (2022: 6. 013) (2023: 7. 266) (2024: 8.125) oclc – 1242041055. Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-04-10> . April 30, 2024 . 51-57-p
14. Xolbozorova. N.X. Differensial yondashuv ona tili ta'limida talabalar o'quv-bilish kompetensiyalarini rivojlantirish vositasi sifatida. Bridging the gap: education and science for a sustainable future. Is awarded for active participation in the conference <https://gisconf.com/index.php/BGESF/issue/view/7> Iyun18, 2025 - P. 507-522.
15. Xolbozorova. N.X. Ona tili ta'limida talabalar o'quv-bilish kompetensiyalarini rivojlantirish texnologiyalari. Education and research in the era of digital transformation. Is awarded for active participation in the conference. <https://gisconf.com/index.php/EREDT/issue/view/12> Iyul 18, 2025 - P. 670-685.