

Methodology For Training Primary School Teachers Oriented Toward Creative Thinking

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ABSTRACT

This article discusses the methodological foundations of training future primary school teachers with a focus on developing creative thinking. It analyzes the pedagogical and psychological essence of the concept of creative thinking, modern requirements for the personality of a creative teacher in the primary education system, as well as effective methods, tools, and pedagogical conditions that contribute to the development of creative thinking.

Keywords: Creative thinking, primary school teacher, professional training, pedagogical methodology, innovative education, creative competence.

INTRODUCTION

In the context of current globalization processes, the rapid development of information and communication technologies, and digital transformation, fundamentally new requirements are being imposed on the education system. Today, a teacher is expected to function not only as a transmitter of knowledge, but also as a leading figure capable of developing students' independent thinking, creative approaches, and competencies for effective decision-making in problem-based situations. In this process, the quality and effectiveness of education largely depend on the teacher's professional training, creative potential, and level of creative thinking.

In particular, the primary education stage plays a crucial role in the formation of students as individuals, as well as in the development of their cognitive processes, thinking abilities, and worldview. At this stage, students develop an interest in learning, the foundations of independent thinking, and initial inclinations toward creative activity. Therefore, alongside pedagogical mastery, the creative thinking of a primary school teacher and the ability to apply innovative approaches emerge as significant factors in the educational process.

A modern primary school teacher must abandon traditional educational models and organize the teaching and learning process based on student-centered, creative, and problem-based approaches. Through the effective use of innovative pedagogical technologies, interactive methods, and digital educational tools during lessons, the teacher should facilitate the realization of each student's individual capabilities and creative potential. This, in turn, requires a high level of creative thinking, a reflective approach, and professional adaptability from the teacher.

From this perspective, the development and implementation of a methodology aimed at fostering creative thinking in the process of training future primary school teachers emerges as an urgent pedagogical issue. In the existing teaching system, reliance on predominantly reproductive activities is often observed, which hinders the full manifestation of the creative potential of future educators. Therefore, improving the professional training of primary school teachers in higher pedagogical education institutions based on a methodology oriented toward creative thinking is of significant scientific and pedagogical importance.

The relevance of this issue is also directly connected with state education policy, modern educational standards, and the social demand of society, which further intensifies the need to train creative, initiative-taking, and competitive pedagogical personnel.

Main Part. The Pedagogical Essence of the Concept of Creative Thinking. Creative thinking reflects an individual's aspiration for novelty in cognitive activity, the ability to process existing knowledge and experience, and to apply them based on unconventional and effective solutions. In psychological and pedagogical literature, creative thinking is interpreted as a complex intellectual process manifested through the analysis of problem situations, the generation of original ideas, and the use of critical and divergent thinking. From a pedagogical perspective, creative thinking serves to organize a teacher's professional activity on an innovative basis, to approach the educational process creatively, and to take into account students' individual needs and capabilities.

The creative thinking of a primary school teacher is considered an important quality that ensures flexibility, pedagogical reflection, and openness to innovation in professional activity. A teacher with developed creative thinking organizes the educational process not on the basis of standard patterns, but through methods that activate students' cognitive activity and encourage independent inquiry. As a result, pedagogical cooperation between teacher and students is strengthened, and the effectiveness of education is increased.

The development of creative thinking in a primary school teacher gives rise to the following pedagogical opportunities:

- ensures the enrichment of lesson content and an increase in the effectiveness of education;
- strengthens students' interest in creativity, innovative thinking, and independent inquiry;
- enables the effective organization of problem-based learning situations and their orientation toward didactic objectives;
- contributes to the formation of students' critical and independent thinking competencies.

In this regard, creative thinking is an essential component

of a teacher's professional competence and is regarded as one of the key factors determining professional mastery, pedagogical culture, and innovative potential.

The Necessity of Training Primary School Teachers Oriented Toward Creative Thinking. In the modern primary education system, the increasing complexity of educational content, the strengthening of interdisciplinary integration, and the widespread implementation of digital and interactive educational resources require a high level of creative approach from teachers. Traditional teaching methods, mainly based on reproductive activities, do not allow for the full development of students' independent thinking and creative potential. Therefore, there is a growing need to reconsider the process of training future primary school teachers with a focus on creative thinking.

The development of creative thinking within the pedagogical education process elevates the professional preparation of future teachers to a qualitatively new level. In this process, alongside theoretical knowledge, special attention should be paid to practical activities, problem-solving, and reflective analysis. In particular, during the training of future primary school teachers, it is important to:

- increase the proportion of problem-based and research-oriented tasks that develop creative thinking;
- systematically use innovative pedagogical technologies and interactive methods;
- encourage students' independent, creative, and reflective activities;
- create a creative environment through modeling real pedagogical situations during practical classes.

These approaches contribute to the development of creative thinking in future primary school teachers and serve to shape them as competitive, modern educators capable of making innovative decisions in their professional activities.

Methodological Approaches Oriented Toward the Development of Creative Thinking. The process of training future primary school teachers with a focus on creative thinking requires a new interpretation of the content, forms, and methods of education. The effectiveness of this process largely depends on the methodological approaches

used in organizing instruction, as they serve to identify, develop, and orient the creative potential of future educators toward professional activity. These approaches envisage the harmonious development of students' personal capabilities, active participation, and professional competencies within the educational process.

1. **Learner-Centered Approach.** The learner-centered approach places the future teacher at the center of the educational process and is based on considering individual characteristics, interests, needs, and creative potential. Within this approach, the student is not a passive recipient of knowledge, but rather an active subject who independently organizes their own cognitive activity. This creates a favorable pedagogical environment for the development of creative thinking.

In the process of training primary school teachers, the learner-centered approach enables:

- identification and support of students' individual creative capacities;
- encouragement of independent thinking and self-development;
- formation of skills for analyzing one's own pedagogical activity through reflective practices.

2. **Activity-Based Approach.** The activity-based approach recognizes that creative thinking is formed directly through practical activity. According to this approach, creative thinking develops not through the assimilation of ready-made knowledge, but through solving problem situations, performing creative tasks, and gaining practical experience. Therefore, it is necessary to widely use methods that ensure students' active participation in the educational process.

Within the framework of the activity-based approach in training primary school teachers, the following are of particular importance:

- creating problem-based situations;
- organizing project and research activities;
- conducting pedagogical modeling and practical training sessions.

This approach develops students' skills in creatively

addressing pedagogical problems, flexible thinking, and making innovative decisions.

3. **Competency-Based Approach.** The competency-based approach is aimed at evaluating and developing the professional training of future primary school teachers based on learning outcomes. This approach considers not only the teacher's knowledge and skills, but also the ability to apply them creatively in practical professional activity. In this context, creative thinking is regarded as an important professional competence.

Based on the competency-based approach:

- professional, creative, and communicative competencies are developed in an integrated manner;
- skills for analyzing pedagogical situations and finding effective solutions are formed;
- professional adaptability and competitiveness of future teachers are ensured.

Teaching Methods Oriented Toward Creative Thinking. In the process of training primary school teachers, systematic use of methods that promote the development of creative thinking is of significant importance. These methods are aimed at activating students' cognitive activity, fostering creative approaches to problem situations, and developing independent decision-making skills.

In particular, the following methods are considered effective:

- problem-based learning methods, which contribute to the development of students' critical and creative thinking;
- brainstorming, which encourages the generation of new ideas and free thinking;
- clustering and conceptual mapping, which enable the systematization of knowledge and identification of relationships between concepts;
- the project method, which supports independent inquiry and creative activity;
- role-playing and analysis of pedagogical situations, which bring learning closer to real pedagogical practice;

- reflective analysis and portfolio work, which develop students' skills in self-assessment and professional improvement.

The integrated use of these methods contributes to the development of creative decision-making, independent thinking, and adaptability to pedagogical situations among students.

Pedagogical Conditions for the Development of Creative Thinking. Research findings indicate that the development of creative thinking in future primary school teachers is effective only when certain pedagogical conditions are ensured. First and foremost, it is necessary to create a creative educational environment that provides conditions enabling students to think freely, demonstrate initiative, and engage in creative activities without fear of making mistakes.

Furthermore, the use of innovative pedagogical technologies and digital educational tools enhances the effectiveness of the educational process and contributes to the development of students' creative potential. Establishing cooperation-based communication between teachers and students strengthens the intersubjective nature of the pedagogical process.

In addition, the systematic organization of reflective activities forms students' skills in analyzing, evaluating, and improving their own pedagogical practice, thereby ensuring the sustainable development of creative thinking.

CONCLUSION

In conclusion, training future primary school teachers with an orientation toward creative thinking is considered one of the priority and strategic tasks of the modern education system. Under current conditions of globalization and the rapid development of digital technologies, the need to prepare pedagogical personnel who possess a high level of adaptability, innovativeness, and creative approach in the educational process is steadily increasing. Since the primary education stage plays a crucial role in the formation of students as individuals, the creative thinking of teachers working at this level emerges as one of the key factors determining the quality and effectiveness of education.

A primary school teacher with developed creative thinking activates students' cognitive activity by organizing the

educational process based on innovative methods, problem-based situations, and interactive approaches, thereby contributing to the development of students' independent thinking, critical reasoning, and creative competencies. Such a teacher adapts the content of education to students' individual needs and capabilities, creating favorable conditions for the full realization of their intellectual and creative potential. As a result, the quality of primary education improves, and students are provided with a solid foundation for subsequent stages of learning.

The methodological approaches, teaching methods, and pedagogical conditions substantiated in the course of this research may serve as effective tools for developing creative thinking in future primary school teachers. In particular, the integration of learner-centered, activity-based, and competency-based approaches enriches the pedagogical education process in terms of content and elevates the professional training of future teachers to a qualitatively new level.

Therefore, improving methodologies aimed at developing creative thinking in the process of training future primary school teachers, ensuring their wide implementation in practice, and integrating them into the system of teacher education in higher pedagogical institutions are considered scientifically and pedagogically relevant. Research conducted in this direction contributes to enhancing the competitiveness of the education system, shaping creative and initiative-taking educators, and effectively meeting the social demands of society.

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