



FORMATION OF CREATIVITY IN FUTURE TEACHERS IN THE SYSTEM OF HIGHER EDUCATION

Elchieva Dinara Tolubaevna

Acting Associate Professor, Department of Pedagogy and Psychology,
Uzbek State University of World Languages (UzSWLU)

Abstract

The article examines the problem of developing creativity in future teachers within the system of higher education in the context of educational transformation and the transition to a competency-based model of professional training. The significance of creativity as a key characteristic of a modern teacher's professional competence is substantiated. Theoretical and methodological approaches to understanding creativity are analyzed, and psychological and pedagogical conditions for its development among students of pedagogical specialties are identified. Special attention is paid to innovative educational technologies (project-based learning, gamification, design thinking) that contribute to the development of students' creative potential.

Keywords: creativity, future teacher, higher education, professional training, pedagogical activity, innovative technologies, competency-based approach.

Introduction

Modern higher education is focused on training specialists capable of innovative and creative activity. In this regard, the development of creativity in future teachers becomes particularly important as a key component of their professional competence. Creativity is understood as an individual's ability to generate new ideas, original solutions, and non-standard approaches to professional activity¹. In pedagogy, it is manifested in the ability to develop innovative teaching methods, adapt the educational process, and stimulate students' creative development. Despite a significant number of studies, the problem of developing creativity in future teachers remains insufficiently explored, which determines



the relevance of this research. The analysis of scientific literature shows that creativity is a multidimensional phenomenon that includes cognitive, emotional, and activity-based components². In scholarly works, creativity is considered a complex psychological construct that encompasses a set of interrelated characteristics ensuring successful creative activity. Among the key characteristics of creativity, researchers identify flexibility of thinking, originality, productivity, and the ability to generate ideas¹.

Flexibility of thinking is defined as an individual's ability to change problem-solving strategies, shift between different modes of thinking, and adapt to new conditions. This characteristic is manifested in the ability to view problems from different perspectives, move beyond stereotypes, and find alternative solutions to pedagogical tasks. In professional teaching practice, flexibility is expressed through variability in teaching methods and responsiveness to changes in the educational environment and students' individual characteristics².

Originality is understood as the ability to produce unique, unconventional, and non-standard ideas that differ from typical or commonly accepted solutions. It is a crucial indicator of creative thinking, as it enables teachers to develop innovative educational practices, design original teaching methods, and foster students' interest in learning. In pedagogical activity, originality is reflected in creative ways of presenting material, designing engaging tasks, and applying unconventional instructional strategies³.

Productivity (fluency of thinking) refers to the ability to generate a large number of ideas within a limited period of time. This indicator reflects the intensity of cognitive processes and serves as an important condition for effective creative problem-solving. In the context of teacher education, productivity is manifested in the ability to propose multiple solutions to educational problems, design various lesson approaches, and actively participate in project-based activities⁴.

The ability to generate ideas is considered an integrative characteristic that combines flexibility, originality, and productivity. It reflects the capacity to create new concepts, combine existing elements in novel ways, and develop innovative solutions to professional tasks. For future teachers, this ability is especially important, as it ensures readiness for innovative activity, the development of educational technologies, and the creation of a creative learning environment.



It should be noted that these characteristics are closely interconnected and mutually reinforcing. For example, flexibility enhances originality, while productivity creates a foundation for idea generation. Together, they form the creative potential of a teacher, which is a key factor in professional success and competitiveness in the modern educational system. A number of scholars emphasize that a teacher's creativity is formed through specially organized educational activities and depends on pedagogical conditions⁴.

The Essence of Creativity of a Future Teacher

The creativity of a future teacher is an integrative personal quality that includes: the ability for innovative activity; creative thinking; readiness for professional self-development.

Creativity Development Technologies

Project-based learning is a pedagogical technology based on students' active, independent work aimed at solving practice-oriented and research-based problems. This technology fosters students' ability to independently search for knowledge, plan activities, and creatively solve problems¹.

The creative potential of project-based learning is manifested in the following aspects: development of original educational products (lessons, methodological developments, digital resources); integration of interdisciplinary knowledge; development of critical and divergent thinking skills; and development of reflective abilities. During project-based learning, future teachers act not only as implementers but also as authors of their own pedagogical solutions, which contributes to the development of their professional agency and creativity.

Case-based learning involves the analysis of specific pedagogical situations requiring decision-making under conditions of uncertainty. This technology is focused on developing analytical thinking, the ability to interpret information, and the development of alternative solutions². In the context of developing creativity, the case-based learning method ensures: development of flexible thinking through the consideration of various scenarios; Developing skills in argumentation and decision justification; the ability to transfer knowledge to new contexts; and developing professional imagination. The case study method is particularly valuable for training future teachers, as it allows them to simulate



real-life teaching situations (classroom conflict, declining student motivation, and the introduction of innovations) and seek creative ways to resolve them.

Gamification involves the integration of game elements—such as points, levels, rankings, badges, and narrative scenarios—into the educational process with the aim of increasing students’ motivation, engagement, and active participation³. Unlike traditional instructional approaches, gamification transforms learning into an interactive and experience-based process, where students become active participants rather than passive recipients of knowledge.

In the context of training future teachers, gamification serves as an effective tool for fostering creativity and pedagogical innovation. It contributes to the development of a creative approach to organizing the educational process by encouraging students to rethink traditional teaching formats and design engaging, learner-centered activities. Through gamified learning environments, future educators acquire skills in constructing game-based educational situations, including the development of quests, simulations, role-playing scenarios, and digital interactive tasks.

The implementation of gamification also enhances students’ cognitive activity by stimulating curiosity, sustaining attention, and promoting problem-solving behavior. Game mechanics such as challenges, feedback systems, and progressive difficulty levels support deeper learning and encourage persistence in achieving educational goals. Moreover, gamification facilitates the development of emotional intelligence and teamwork skills, as many game-based activities require collaboration, communication, and empathy among participants.

The creative dimension of gamification is particularly significant. It manifests in the necessity to design original game scenarios, develop meaningful narratives, and adapt educational content into interactive formats. This process requires imagination, flexibility, and the ability to combine pedagogical knowledge with elements of game design. As a result, future teachers learn to create immersive learning experiences that not only convey knowledge but also inspire and motivate learners.

Furthermore, gamification promotes a shift toward student-centered learning by providing opportunities for autonomy, choice, and personalized learning trajectories. It encourages experimentation and reduces the fear of making



mistakes, as failure is often framed as part of the learning process within a game context.

Thus, gamification not only enhances engagement but also acts as a powerful means of developing creative thinking, innovative pedagogical skills, and readiness for implementing modern educational technologies in professional practice.

Design thinking is an innovative technology aimed at solving complex problems through a creative and user-centered approach. It involves empathy, problem formulation, idea generation, prototyping, and testing. ⁴ in teacher training, this technology promotes: developing empathy and understanding of students' needs; developing skills in generating and selecting ideas; developing the ability to innovate; and creating educational products focused on practical application. Design thinking instills in future teachers a mindset of experimentation, acceptance of uncertainty, and a willingness to implement new educational solutions, which is a crucial component of creativity.

Thus, the technologies discussed have high potential for developing the creativity of future teachers because they: stimulate independent and creative activity in students; promote flexibility, originality, and productive thinking; and foster a readiness for innovative teaching. Their integration into the educational process of higher education helps create the conditions for the development of creative teachers capable of functioning effectively in the modern educational environment.

References

1. Зимняя И.А. Педагогическая психология. — М., 2014. — С. 136.
2. Андреева Г.М. Социальная психология. — М., 2012. — С. 218.
3. Хуторской А.В. Ключевые компетенции... — 2003. — С. 61.
4. Torrance E.P. Creativity in the Classroom. — 1970. — P. 45.48
5. Милиева, Муаттар. "Формирование мотивационной сферы студентов." Наука и инновации 1.1 (2024): 256-257.
6. Milieva, M.G. "About psycholinguistics and neurolinguistics of bilingualism." Issues of Science and Education 8 (2018): 20.



7. Milieva, Muattar Gaffarovna. "Increasing Students' Learning Motivation: A Comprehensive Approach." *American Journal Of Social Sciences And Humanity Research* 5.05 (2025): 92-94.
8. Милиева, Муаттар. "Talabalarda xorijiy tillarni o'rganishdagi motivatsiya va qobiliyatlari." *Наука и инновации* 1.1 (2024): 306-308.
9. Milieva, Muattar Gaffarovna. "General characteristics of training as a multifunctional method." *Academic research in educational sciences* 4.TMA Conference (2023): 762-767.
10. Gaffarovna, Miliyeva Muattar. "Xorijiy tillarni o'zlashtirish ko'nikmasi shaklanishining o'ziga xos xususiyatlari." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 508-513.
11. Халмуратова, Мухтарам Ульмасовна, and Муаттар Гаффаровна Милиева. "Психолого-педагогические условия развития творческого мышления младших школьников." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 529-532.
12. Абиева, Юлдуз Абдумуталовна, and Муаттар Гаффаровна Милиева. "Экономическое воспитание детей в семье: теоретические основы и практическая значимость." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 533-536.
13. Макимова, Гульбану Толеуовна, and Муаттар Гаффаровна Милиева. "Компоненты способностей к иностранному языку." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 514-519.
14. Милиева, М. Г. "Психолингвистика как метод изучения стратегий и тактик речевого воздействия." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 416-422.
15. Milieva, Muattar Gaffarovna. "Teaching Methods in Learning Foreign Languages and Developing Communication Skills." *Journal of Social Sciences and Humanities Research Fundamentals* 5.05 (2025): 99-102.
16. Милиева, Муаттар Гаффаровна. "Взаимоотношения психолингвистики и лингвистики." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 421-425.
17. Gaffarovna, Miliyeva Muattar. "Xorijiy til qobiliyatlari tuzilishining umumlashtirilgan ko'inishi." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 321-324.



18. Miliyeva, M.G. "Xorijiy tillarni o'zlashtirgan talabalarning kommunikativ kompetensiyasining tarkibiy qismlari." *Inter education & global study* 3.5 (1) (2025): 464-470.
19. Gaffarovna, Milieva Muattar, and Boymurodova Feruza Ziyod Kizi. "A collaborative capacity for generating ideas in the writing classroom." *Проблемы педагогики* 6 (45) (2019): 15-17.
20. Milieva, Muattar Gaffarovna, and F. Z. Boymurodova. "Up-to-date methods of using internet in teaching languages." *European research: innovation in science, education and technology*. 2019.
21. Милиева, М.Г. "Типология мотивов овладения иностранным языком." *Вестник интегративной психологии*: 193.
22. Milieva, Muattar Gaffarovna. "Conditions for Successful Monitoring of The Quality of Training and Education." *Journal of Social Sciences and Humanities Research Fundamentals* 5.05 (2025): 10-13.