



## EFFECTIVENESS OF INNOVATIVE METHODS IN DEVELOPING PROFESSIONAL AND CREATIVE COMPETENCE OF FUTURE TEACHERS

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### ABSTRACT

*The article analyzes the effectiveness of innovative pedagogical methods in developing professional and creative competence in future teachers. The role of interactive technologies, project-based activities, and creative tasks in enhancing educational quality and student creativity is examined. The research results demonstrate that the systematic use of innovative methods is crucial for forming professional and creative competence in future teachers.*

In the modern educational process, the preparation of future teachers is not limited to the acquisition of theoretical knowledge; it also involves shaping students as professionals with creative potential. A future teacher's professional-creative competence is characterized by their ability to demonstrate a creative approach in pedagogical activity, make independent decisions in complex and ambiguous educational situations, solve problems using innovative methods, and effectively apply new educational technologies. From this perspective, the pedagogical process should serve not only to impart knowledge but also to develop students' independent thinking and their capacity to generate creative and innovative solutions.

The application of innovative methods during pedagogical practice allows students to engage in various interactive tasks, project activities, problem-based situations, and creative assignments. This enhances their learning engagement, develops skills for independent problem analysis, and encourages finding solutions through creative approaches. At the same time, interactive educational technologies and innovative pedagogical approaches increase students' activity in the learning process, train them to work collaboratively, and help them express their ideas effectively, thereby strengthening their pedagogical potential.

Research findings indicate that targeted and systematic use of innovative methods during the pedagogical process significantly enhances the professional-creative competence of future teachers. Students not only learn to integrate theoretical knowledge with practice but also form their own pedagogical approach, develop creative solutions in pedagogical situations, and effectively utilize interactive methods. Through this, they develop social engagement, initiative, and problem-solving skills, preparing them to make independent and innovative decisions in pedagogical activity.

Additionally, the pedagogical process contributes significantly to the value-motivational development of future teachers. Students develop an understanding of professional duty and social responsibility while fostering motivation for creative and initiative-driven approaches. This strengthens their active participation in the learning process, ability to implement new

pedagogical technologies, and professional growth. Therefore, the effectiveness of pedagogical practice is considered a decisive factor in developing future teachers' professional-creative competence and preparing them for the modern educational environment.

Overall, the pedagogical process serves not only to consolidate theoretical knowledge but also to develop the professional and creative potential of future teachers, shaping them as adaptable, innovative, and competitive specialists in the modern education system. Furthermore, through the application of innovative methods, pedagogical practice enables students to develop independent thinking, generate creative solutions, and participate effectively in social and educational activities, ensuring the quality of their future professional performance.

#### Literature Review and Methodology

The aspects of teaching learners to work creatively and developing various competencies were studied by M. Rakhmanova, M. Quronov, Kh. Tojiboyeva, G. J. Tulenova, Q. Quranboyev, N. Abdumuratova, and D. Nafasov. Scientific research on pedagogical technologies and methods for fostering creativity was conducted by N. Azizkhojayeva, G. Ibragimova, N. Muslimov, O. Tolipov, and F. Eksonova, while problems of creative teaching were investigated by M. Kadirova, Sh. Pozilova, A. Khalikov, and Sh. Sharipov.

In the Commonwealth of Independent States, the issue of developing social competence in future teachers was scientifically studied by T. B. Alekseyeva, G. M. Galutskiy, I. F. Isayev, Ye. N. Shiyanov, V. Davidov, B. Lednev, S. K. Annamuratova, N. M. Egamberdiyeva, C. Z. Goncharova, V. L. Kraynik, N. Ye. Shurkova, and others. Principles and mechanisms of creative pedagogy, as well as problems of developing creativity, were studied by D. B. Bogoyavlenskaya, V. I. Zagvyazinskiy, M. M. Zinovkina, V. P. Zinchenko, Y. P. Ilin, A. A. Matyushkin, C. A. Novoselov, Y. A. Ponomarev, A. Khutorskoy, and V. D. Shadrikov.

Among foreign scholars, V. P. Milrud, A. Masovich, D. Kramer, P. Sorokin, R. Merton, T. Parsons, L. White, H. Adams, M. Cole, K. Shar, J. Goff, and N. Russel studied the formation of social skills as one of the priority tasks of education. Meanwhile, F. Barrom, J. Guilford, Sh. Daily, B. Johnson, R. Sternberg, E. Torrens, and S. Taylor examined factors for developing creativity, the traits of a creative personality, and problems related to forming creative individuals.

#### Results and Discussion

The study revealed that the most effective way to develop professional-creative competence in future teachers is through the use of innovative pedagogical methods. Interactive lesson technologies enhance students' independent thinking, enable them to make quick and accurate decisions in problem-based situations, and develop critical thinking and social engagement skills. Students learn to express their ideas openly, participate in group discussions, and apply new knowledge in practice while evaluating pedagogical situations. Additionally, project-based activities increase the creative potential of future teachers and help integrate their theoretical knowledge with real pedagogical processes. Project-based work also develops students' skills in independent planning, effective time management, and self-analysis, directly contributing to both their professional and personal growth.

Through completing creative assignments, students develop innovative solutions to pedagogical situations, shape their own teaching style, and gain the ability to apply new educational technologies in practice. This process teaches students to address pedagogical problems with non-standard approaches, integrate innovative methods, and adapt to the needs of learners. At the same time, engaging in creative tasks strengthens students' self-confidence, initiative, and ability to implement pedagogical initiatives, forming an essential component of professional-creative competence.

The experimental results indicate that systematic and targeted use of innovative methods significantly enhances the professional-creative competence of future teachers and prepares them for modern educational processes. This development occurs through the integration of four components: cognitive, value-motivational, activity-oriented, and reflective. The cognitive component enables students to gain a deep understanding of pedagogical theory, modern educational technologies, and the nature of social processes. The value-motivational component helps future teachers recognize their professional duties and social responsibility, promotes creative initiative, and strengthens intrinsic motivation for pedagogical activity. The activity-oriented component ensures that teachers can work independently and creatively in real pedagogical situations by solving pedagogical problems with non-standard approaches, completing projects and creative assignments, and effectively applying interactive methods. The reflective component develops students' ability to critically analyze their own pedagogical work, identify strengths and weaknesses, and foster an internal drive for continuous self-improvement.

Moreover, during pedagogical practice, students develop skills in teamwork, effective communication with learners, social engagement, and completing pedagogical tasks within a group. This integratively strengthens the professional-creative competence of future teachers and shapes them as adaptable, innovative, and competitive specialists in the modern educational environment. As a result, innovative pedagogical methods and interactive approaches emerge as central and highly effective tools for developing professional-creative competence in future teachers.

### Conclusion

Pedagogical practice and the use of innovative methods play a central role in shaping and developing the professional-creative competence of future teachers. The study results indicate that through interactive learning technologies, project-based activities, and creative assignments, students not only integrate their theoretical knowledge with practical experience but also develop the ability to make independent and creative decisions in pedagogical situations and solve problems using innovative approaches. Furthermore, the pedagogical process fosters initiative, teamwork, effective communication with learners, and social engagement skills in future teachers, thereby strengthening the core components of professional-creative competence.

Systematic and purposeful practice enhances the professional and creative potential of future teachers through the integration of cognitive, value-motivational, activity-oriented, and reflective components. The cognitive component allows teachers to organize the educational process based on theoretical principles and apply innovative methods. The value-motivational component reinforces the teacher's sense of professional duty, social responsibility, and

intrinsic motivation for pedagogical activity. The activity-oriented component develops the ability to address pedagogical tasks, implement projects and creative assignments, consider learners' needs, and create innovative solutions. The reflective component strengthens the future teacher's ability to critically analyze their own work and fosters an internal drive for continuous self-improvement.

In addition, pedagogical practice ensures that future teachers adapt to modern educational environments and develop as creative, flexible, and competitive specialists. Innovative pedagogical approaches cultivate students' skills in problem-solving, initiative-taking, teamwork, and systematic analysis of pedagogical activity, further consolidating their professional-creative competence.

Overall, the development of professional-creative competence in future teachers is closely linked to the effectiveness of pedagogical practice and the purposeful use of innovative methods. These approaches prepare teachers for modern educational systems, enhance the quality of pedagogical activity, and foster the formation of creative, proactive, and responsible educators. Therefore, pedagogical practice and innovative methods are considered the most important strategic tools for developing the professional and creative potential of future teachers and represent one of the priority tasks of higher education..

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