

# The Theoretical and Methodological Foundations for Developing the Professional and Creative Competencies of Future History Teachers

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**Abstract:** This article explores the urgent issues surrounding the development of the professional and creative competencies of future history teachers, focusing on its theoretical and methodological foundations. It provides a scientific and theoretical analysis of key concepts such as "creativity," "pedagogical creativity," "professional creativity," and "creative thinking," highlighting their differences and commonalities. The article also outlines practical conditions and methodological recommendations for fostering professional creativity in future history teachers, including the creation of an innovative educational environment, the integration of digital technologies, and the development of critical thinking.

**Keywords:** Professional creativity, future history teacher, creativity, creative thinking, historical thinking, innovative educational environment, pedagogical technology, competence, critical thinking.

**Introduction:** In developed countries such as the United States, the United Kingdom, Japan, and Russia, one of the pressing areas of research is enhancing the professional creativity of future teachers through creative approaches in education, as well as developing modern methodological support for technologies that prepare students for creative activity during the educational process. From this perspective, improving the technologies for preparing future teachers for creative activity, based on advanced international experiences and the content of modern pedagogical education, is of significant importance.

The Presidential Decree of the Republic of Uzbekistan dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026", in its Goal 77, outlines the task of "further developing the study and promotion of the history of Uzbekistan." It also includes the implementation of a concept for the development of the history discipline until 2030 [1], which confirms that the study of our nation and its statehood is a matter of national policy.

The purpose of developing the field of history education is to establish modern and effective foundations for the scientific study of the history of the

Uzbek people and its statehood, in accordance with national interests and taking into account advanced international experiences. This includes training a new generation of specialists, teachers, and researchers who possess deep knowledge and skills and think creatively and systematically. Furthermore, it aims to effectively apply scientific results in education, public awareness, and advocacy, while fostering historical thinking that strengthens the sense of national identity in society.

## METHOD

In our country, the creation of necessary conditions for preparing future history teachers for creative activity based on international education standards, and the establishment of close cooperation between each higher education institution and the world's leading academic and educational institutions, enables the broad integration of innovative technologies into the learning process. Through the effective use of methodologies aimed at developing students' professional knowledge and creative activity, it becomes possible to form the professional and creative competencies of future history teachers and to adapt them to the global educational environment.

According to B. Khodjayev, the task of the history subject is not merely to teach students dry facts or chronicles. Rather, it should aim to help them internalize the subject's content in a way that prepares them to independently understand social phenomena and actively and creatively participate in all spheres of the country's development. This task, by its very nature, demands the development of students' thinking and their ability to independently comprehend both historical events and contemporary social processes. Without such skills, they will not be able to evaluate events correctly or direct their attitudes toward appropriate actions. Therefore, the development of historical thinking in students is both a fundamental condition and a key means of history education. Here, we are speaking about the process of teaching subjects such as "History" and "Foundations of National Independence Ideology and Spirituality," which aim to help students perceive the continuity of our long-standing past, fully understand its essence, and evaluate it objectively. A deep mastery of these subjects enables students to correctly perceive and understand historical reality, to think based on this understanding, and ultimately fosters the development of historical thinking in the individual as a whole [10, 22].

The development of professional and creative abilities in future history teachers is considered one of the urgent issues facing modern pedagogy. Defining the theoretical and methodological foundations of this process first requires clarifying the meaning and essence of the concept of professional creativity, analyzing its historical and pedagogical development stages, and identifying scientific approaches that meet contemporary requirements.

Within the scope of the research, special attention was given to clarifying the content and meaning of key concepts related to the issue, such as "creativity," "pedagogical creativity," and "professional creativity."

In pedagogical research, creativity is interpreted as one of the most essential and active forms in which an individual's independent thinking abilities are manifested. Although the definitions of creativity differ significantly, several common features can be noted: the product resulting from creativity must be qualitatively new; the features of novelty introduced in the object of creativity must not have existed previously; and any creative activity necessarily involves intellectual inquiry.

Creativity refers to an individual's creative ability — the capacity to generate unconventional ideas, to think beyond traditional frameworks, and to quickly solve problematic issues. It is characterized by a constant

readiness to produce new ideas and is considered a component of the structure of abilities [12, 19].

In the National Encyclopedia of Uzbekistan, the concept of creativity is briefly defined as the work of a creator, activity typical of a creative person, or creative production [13, 177].

The Pedagogical Encyclopedic Dictionary describes creative activity as "a form of individual or collective activity aimed at creating something qualitatively new. A necessary condition for creative activity is the flexibility of thought, critical thinking, and integrity of perception" [7, 286]. This dictionary does not provide separate definitions for the concepts of "creation" and "creativity".

According to K. Todjiboyeva, there are four levels of creativity, which include:

- mastering professional knowledge, skills, and competencies;
- developing creative thinking;
- the ability to demonstrate creativity;
- being inquisitive and inclined toward research [9, 124].

In shaping future educators into creative and highly qualified professionals, it is essential that students are not treated merely as objects in the teaching and educational process. In other words, students should not be passive recipients of ready-made knowledge, but rather regarded as active subjects in acquiring and assimilating knowledge [2].

The development of professional creativity in future teachers through the use of new pedagogical technologies mainly depends on the teacher's skills, strength of scientific and creative thinking, level of cognitive development, versatility, modernity, and initiative. The process of human cognition reflects the systematic manifestation of psychological processes. This includes the future teacher's ability to perceive, retain, recall, process, and interpret professional knowledge. By the end of the last century, experts had already begun systematically studying effective methods that activate and enhance these cognitive processes in education. In cognitive pedagogy, activating future teachers and fostering an active attitude toward the learning process has become one of the leading tasks. Special attention is given to developing qualities of professional creativity through intensifying their cognitive activity [3].

According to F. Ibraimova's research, students can be trained in scientific and creative activity starting from the first year of study, provided that the following skills are developed in them:

- collecting scientific facts;
- making scientific hypotheses;
- forecasting;
- thinking synergistically;
- selecting information and using it purposefully;
- working with literature;
- communicating in written and oral form using a scientific-academic style [4, 15–16].

In today's modern science, along with the concept of "creativity," the term "creativity" is also widely used.

G. Ibragimova suggests the idea that "creativity is a set of skills related to traits of inventiveness and creative ability" [5, 55], and she emphasizes that creativity encompasses qualities such as high sensitivity to problems, intuition, the ability to foresee outcomes, imagination, a spirit of inquiry, and reflection.

Sh. Pozilova, in her research, concludes that "creativity is the activity of an individual aimed at generating new, original ideas as a result of non-standard thinking" [8, 22–23]. In our view, her perspective can be interpreted as a continuation or further elaboration of G. Ibragimova's definition of creativity.

Pedagogical research interprets creativity as the most fundamental and active form in which the qualities of independent thinking in an individual are manifested. Although definitions of creativity vary significantly, some common aspects can be identified: the product of creativity must have qualitative novelty; the innovative characteristics introduced did not previously exist in the object of creativity; and every creative activity requires intellectual inquiry [14].

Qualities such as intelligence, resourcefulness, attentiveness, curiosity, and inquisitiveness, as well as the development of independent and critical thinking, are considered essential factors in organizing a person's creative activity. Organizing educational processes on this basis necessitates the introduction of innovative technologies grounded in individual and differentiated approaches to teacher-student interaction. In his research, S. Sharipov emphasizes the broad applicability of different types of creative activity, including moral, didactic, technological, and organizational creativity [14].

Moral creativity is a type of activity based on a unique approach that produces qualitatively new outcomes in the moral and ethical domain between teachers and students.

Didactic Creativity – this type of activity is based on selecting and designing educational materials and developing new approaches for how students assimilate them.

Technological Creativity – this refers to the activity related to seeking and developing new systems, processes, and situations that enable achieving high results. It is considered the most complex form of creativity, encompassing both teacher and student activities entirely. This type of creativity is characterized by the transformation of innovative elements into specific technologies that fundamentally change their efficiency.

Organizational Creativity – this involves creativity in planning, controlling, allocating and mobilizing resources, establishing communication with the external environment, and creating new methods for managing the interconnection between students and teachers.

Creativity refers to the process carried out by learners to analyze unknown new ideas in science and practice, which involves tasks characteristic of research activities such as studying, developing, testing, and comparing various new technical and creative solutions. This process is significant as it enhances and consolidates the learner's level of knowledge, fosters active and independent thinking, contributes to a considerable growth in moral and educational levels, and ultimately supports the development of a truly creative individual.

Professional creativity is a continuously evolving process that reflects the personal and professional abilities of a modern teacher, who is capable of creating knowledge and skills, and applying new ideas and methods in pedagogical activity.

From the perspective of preparing future history teachers, creativity is understood as the initiative aimed at ensuring education is aligned with modern requirements and is engaging, creating new ideas, developing innovative approaches, conducting lessons with new and effective methods, and enriching the content of education. Through creativity, teachers incorporate new knowledge and technologies into the learning process, fostering students' historical thinking, analytical skills, and innovative problem-solving abilities. Thus, creativity in the educational process is not only about achieving a specific goal but also about forming new perspectives on historical events, developing students' skills in analysis and independent conclusion drawing, and enabling the discovery of new ideas and methods.

Creativity manifests clearly in situations involving the generation of unconventional ideas, breaking away from traditional thinking, and quickly solving problematic issues. It is characterized by a constant readiness to create new ideas and is considered a component of the ability structure [6].

Any complex modern information technologies,

integrations, and groundbreaking innovations in the field of science are first mastered by the teacher, and then, through the teacher's knowledge, level, and abilities, they are conveyed to the consciousness and thinking of the students [11, 9].

Ability is the expression of a person's individual potential and capabilities, which is distinctly different from knowledge. While knowledge is considered the result of study and scientific activity, ability is a characteristic of a person's psychological and physiological makeup. Ability differs from skills and competencies. In most scientific sources, ability and skill are interpreted similarly. Ability improves in the educational process. Any ability encompasses a system of characteristics proportional to the demands of an activity. Therefore, ability is a set of traits that enables a person to meet the requirements of their work and achieve high results.

Creative ability is a set of qualities that includes understanding the necessity and possibility of creating something new, being able to formulate the problem, using knowledge necessary for proposing a hypothesis, theoretically and practically verifying the hypothesis, searching for ways to solve the problem, and ultimately producing new original products (scientific discoveries, inventions, works of art, descriptions, etc.) [6, 10].

Taking teaching activity as an example, a teacher's creative ability should also include the above-mentioned components. The teacher should have creative imagination, i.e., form new ideas during the lesson and enrich the students' learning process. Creative skills and competencies help the teacher organize lessons in an interesting and effective way. Through creative thinking, the teacher seeks new methods and approaches to develop various abilities of students. By applying creative approaches in their

actions, the teacher can teach students deep knowledge and skills and continuously improve their pedagogical mastery. In this way, the teacher practically and effectively organizes the educational process by using their creative ability and plays an important role in developing students' creative thinking.

## RESULTS AND DISCUSSION

Taking the example of a future history teacher, they must possess the creative components mentioned above and be able to apply them effectively in their professional activities. By developing creative imagination, a history teacher can present historical events to students in a vivid and engaging manner, thereby stimulating their interest. A history teacher equipped with creative knowledge, skills, and competencies can organize lessons creatively, vividly depict historical events, and use role-plays and historical scenes to help students form a comprehensive understanding. This, in turn, increases students' interest in history and contributes to the development of their historical thinking.

Thus, a future history teacher, through the effective use of creative abilities, can organize the teaching of history more meaningfully and enhance students' motivation towards the subject. Today, history teachers are required to employ a high level of innovative approaches, foster creative thinking, and utilize modern technologies in organizing instructional activities.

During the research process, educators identified the main conditions for developing the professional and creative abilities of future history teachers, as outlined in Figure 1.

Conditions	Content
Creating an innovative educational environment	It is important to create an environment that supports students' creative activities. This environment includes modern technologies, creative approaches, and new teaching methods.
Wide implementation of digital technologies	Use of educational platforms, multimedia tools, virtual laboratories, and historical simulations.
Effective and creative guidance in independent learning	Providing creative and project-based assignments.
Establishing a collaborative teamwork environment	Organizing tasks based on teamwork. Developing creative approaches through



	collaboration.
Using methods to develop critical and analytical thinking	Creating problem-based situations for analysis and evaluation of historical events.
Using game-based learning technologies	Increasing students' interest and active participation in lessons by incorporating game elements into the study of historical topics.
Paying attention to students' emotional and Psychological States	Implementing motivational systems to encourage students to develop their abilities.
Pedagogical support	Teachers should provide students with advice and guidance aimed at fostering creative approaches.

## CONCLUSION

In summary, the development of the professional and creative abilities of future history teachers encompasses a complex yet essential process that integrates theoretical concepts, modern methodological approaches, and innovative educational technologies. Research in this field not only contributes to enhancing the quality and effectiveness of education but also serves to prepare creative pedagogical professionals who meet the needs of society.

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