

Development Of The Creative Potential Of Primary School Teachers In The Process Of Professional Development Within Continuing Education

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Abstract: This article examines the problem of developing creative ability, as well as its theoretical foundations and content. The article also discusses methods for developing the creative potential of primary school teachers and the professional pedagogical characteristics associated with this process.

Keywords: Primary school teacher, creativity, creative ability, creative potential, creative orientation, skill, creative person, qualification, competence.

Introduction: Today, the rapid changes taking place in the education system and the intensive development of pedagogical and information technologies are placing new demands on teachers. In particular, a primary school teacher must be not only a specialist who organizes the learning process, but also a creative thinker, ready to accept innovation and capable of comprehensively developing the learner's personality. This, in turn, requires teachers to engage in continuous learning, to improve their qualifications, and especially to develop their creative potential.

The main task of modern education is to identify each pupil's inner capacities and abilities, to develop them as a personality, and to educate them to be competitive in a society that is being enriched with new modern technologies. Taking this into account, general education schools must prepare graduates who possess modern knowledge, skills and competencies that can increase their self-confidence in their personal lives.

The rapid pace of global educational development primarily requires an innovative and creative approach to the educational process. This is because, throughout the world, the development and direction of any society occurs under the influence of innovative and creative activity, and is characterized by an increasing need for creativity in every sphere of human activity. Thus, as today's teachers actively participate in educational and upbringing processes, they are

required to organize their work in harmony with the times. Likewise, primary school teachers working in general education institutions must possess both general and specific competences and be able to demonstrate creative abilities in their professional activity.

It is known that professional experience is reflected as an integration of knowledge, skills and competencies. However, the acquisition of professional competences and creative activity skills by primary school teachers requires not only the integration of practical skills and competencies and the development of methods and means for effectively organizing their work as specialists, but also familiarity with the methodology of professional creativity, the development of creative thinking, and the sufficient assimilation of personal qualities of a creative nature.

In order to fully understand the general essence of the process of developing creative potential in primary school teachers, it is first necessary to clarify the meanings of the concepts "creativity" and "creative approach." Creativity (from the Latin and English "create" – to create, "creative" – creating, creative) denotes the creative ability of an individual that characterizes their readiness to generate new ideas and, as an independent factor, constitutes part of giftedness. A person's creativity is manifested in their thinking, communication, emotions and in specific types of activity. Creativity characterizes the individual as a whole or certain of their qualities, such as

intellectual sharpness.

Possession of creative qualities by teachers directs their personal abilities and their natural and social potential toward organizing professional activity in a qualitative and effective way. It also helps them to generate new ideas that differ from traditional approaches to organizing teaching and educational processes, to avoid thinking in a single pattern, to remain original and initiative, and not to tolerate uncertainty. Accordingly, a teacher who possesses creative qualities pays attention to approaching professional activity in a creative way, being active in generating new and advanced ideas that serve to develop students' learning activity and personal qualities, independently studying advanced pedagogical achievements and experiences, and constantly and consistently exchanging views on pedagogical achievements with colleagues.

Multifaceted thinking requires teachers to rely on numerous ideas when completing learning tasks, problems and assignments. In contrast, one-sided thinking is based on a single correct idea. In reasoning about a problem, it is impossible to deny either one-sided or multifaceted thinking. Thus, one-sided and multifaceted thinking are equally important in the formation of creativity. That is, when completing a task or solving a problem, an individual first looks for several solution options (multifaceted thinking), and then settles on the single correct solution that guarantees the most optimal result. A person's creativity is manifested in their thinking, communication, emotions and in particular types of activity. Creativity characterizes the individual as a whole or certain of their qualities. Creativity is also reflected as an important factor of giftedness. Moreover, creativity determines intellectual sharpness and "ensures the active engagement of students' attention in the educational process."

Today's modern system of continuous education requires a creative approach. A creative approach is a process directly connected with innovation. Indeed, for a teacher to engage in creative professional activity, they must necessarily be aware of the latest developments in their field, as well as of events and phenomena taking place in society as a whole, and be able to appropriately use innovative novelties in their work. Thus, a teacher must, in any situation, in any process and at any time, find the most effective way and, by introducing it into practice, organize the lesson process efficiently and convey the material to students' minds in a fast, clear, convenient, easy and effective way – which can also be regarded as one manifestation of creativity.

Creative potential, as a category that develops the individual, is an integral part of human spirituality and a factor in self-development of the personality. Its essence lies not in the multidimensionality of the knowledge that a person possesses, but in their striving for new ideas, in reforming and transforming established stereotypes within the process of creating innovation, and in making unexpected and unusual decisions in the process of solving life problems.

1. The essence of creative potential and its role in the teacher's activity

Creative potential is the teacher's ability to generate new ideas, find unconventional solutions, and introduce innovative pedagogical technologies into the lesson process. In the activity of a primary school teacher this quality is especially important, because young pupils' range of thinking, interests and worldview require a creative approach. A creative teacher organizes lessons in a visual, engaging and modern way, ensures active participation of pupils, fosters creative thinking in children from an early age, and remains open to methodological innovations.

2. The specific features of the system of continuing education and the professional development process

The system of continuing education supports the teacher's professional development throughout their entire pedagogical career. This system is implemented through the following: professional development courses, distance learning and online platforms, practical seminars and trainings, cooperation with professional communities, and support from methodological services. In these processes, the development of the teacher's ability to think creatively occupies a special place.

3. Main directions of developing creative potential in the professional development process

Teaching innovative educational technologies: in professional development courses, modern pedagogical technologies such as clustering, brainstorming, cinquain, project-based teaching, STEAM, and interactive methods are taught. These methods encourage the teacher to create creative solutions.

Use of digital educational tools: modern ICT tools such as interactive whiteboards, electronic textbooks, multimedia tasks and virtual laboratories enhance the teacher's creative approach and make the lesson process more effective.

Practical sessions and exchange of creative experience: in the professional development process, teachers develop their creative potential through practical

activities such as creating projects, designing lesson structures, solving problem situations, and creatively reworking learning materials.

Mentoring and the mentor–mentee system: experienced teachers support young educators by providing methodological advice, conducting lesson analyses, teaching creative approaches and jointly solving practical problems. This increases teachers' professional creativity.

The role of the STEAM approach in developing creativity: STEAM (Science, Technology, Engineering, Art, Mathematics) is considered one of the most effective approaches for developing pupils' creative thinking in primary education. In the professional development process, teachers acquire skills in creating small projects, working with construction kits and models, conducting practical experiments, and building interdisciplinary connections. This helps them to organize their own lessons in a creative and engaging way.

The professional profile of a teacher with well-developed creative potential:

A creative teacher possesses the following qualities: develops new pedagogical ideas; designs engaging lessons; encourages pupils to think creatively; uses ICT tools effectively; applies methodological innovations; creates a positive psychological climate in the classroom.

CONCLUSION

Developing creative potential in the process of improving the qualifications of primary school teachers within the system of continuing education is one of the most important directions of contemporary education. The stronger the teacher's creative thinking, the more firmly creative and innovative thinking is formed in pupils. Therefore, it is necessary to widely use creative methods, innovative educational technologies, practical sessions and digital tools in professional development centers.

In organizing learning sessions, today's teacher should first of all abandon standardized, uniform lesson formats and instead become a key factor in forming and developing pupils' independent, critical, logical and creative thinking, compelling them to think creatively, that is, to come up with new ideas, changing their attitude toward learning and motivating them to achieve success. The missing factor in learning sessions is considered to be creativity.

In today's conditions, the issue is not whether primary school teachers are creative and innovative or not, but rather that they organize their professional activity in a spirit of creativity and innovativeness and test new

ideas in the educational process. It is a requirement of the time that the teacher's creative activity be manifested in all types of pedagogical activity. The teacher's creative activity, first and foremost, leads to the general conclusion that it is connected with pedagogical mastery.

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