

Scientific And Theoretical Methodological Foundations Of Using Folk Oral Literature In Developing The Creative Activity Of Future Teachers

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Abstract: This article examines the scientific, theoretical, and methodological foundations of using folk oral literature in developing the creative activity of future teachers. The didactic potential of folk oral literature in the educational process and its role in fostering creative thinking are analyzed. In addition, effective methods for utilizing folk oral literature based on innovative approaches to enhance the professional competencies of students are scientifically substantiated.

Keywords: Creative activity, folk oral literature, future teacher, creative thinking, pedagogical competence, innovative education, methodological approach, professional training.

Introduction: In the National Pedagogical Experience

In the national pedagogical experience, folk oral literature has for centuries served as an important means of educating the younger generation and developing their thinking skills [2]. Fairy tales, proverbs, riddles, epics, and legends embody profound moral and ethical ideas, life experience, and elements of creative thinking. Effective use of this rich heritage in the pedagogical education process has a positive impact on the professional and creative development of future teachers [3].

METHOD

The formation of the creative activity of future teachers is a complex and multifaceted pedagogical process that requires a scientifically grounded theoretical and methodological approach. Creative activity is understood as an individual's ability to find unconventional, innovative, and effective solutions in problematic situations [8]. In pedagogical practice, this quality is manifested in organizing the educational process, enriching lesson content, and selecting appropriate teaching methods [4]. Accordingly, developing students' creative abilities through teaching methods based on the use of folk oral literature in fostering the creative activity of future teachers is of great importance. Today, one of the main tasks is to create modern methodological support for designing a

creative educational process by developing teachers' creative competence through the use of folk oral literature, as well as to enhance the creativity-oriented abilities of future teachers directed toward their professional fields of activity.

The methodology of teaching based on the use of folk oral literature in developing the creative activity of future teachers encompasses the creative application of educational technologies, the development of creative potential, and the balanced formation of various methods, knowledge, and skills. Creativity is manifested as a set of skills related to an individual's creative and innovative qualities.

Creativity includes a high level of sensitivity to problems, intuition, the ability to anticipate outcomes, imagination, research orientation, and reflection. An individual's creativity is expressed in thinking, communication, emotions, and the activities they perform. Creativity may be manifested in the overall personality or in specific individual characteristics. In addition, creative talent stands out as an important factor that contributes to the development of intellectual sharpness.

Creativity is undoubtedly a process closely connected with an individual's psychological characteristics. Its development occurs under the influence of intellectual capacity, intuition, and logical thinking processes.

It can be observed that our great scholars persistently advocated the introduction of new ideas and innovative approaches into education. Prominent Eastern scholars such as Muhammad ibn Musa al-Khwarizmi, Ahmad al-Farghani, Abu Ali Ibn Sina, Yusuf Khos Khojib, Abu Nasr al-Farabi, Alisher Navoi, and Zahiriddin Muhammad Babur were representatives of new and progressive pedagogical ideas and thoughts in their time. Independent learning was considered one of the most effective methods of that period. The aforementioned scholars, recognized as some of the world's greatest geniuses, achieved remarkable discoveries, inventions, and innovations primarily through independent study and reading. Their works highly valued the ideas of independent learning, self-awareness, self-development, self-education, continuous learning, diligent work, persistent inquiry, observation, creativity, and initiative as means of nurturing a spiritually mature and well-rounded generation.

When interpreting the concept of "forming creative qualities in future primary school teachers," attention is directed not only to the outcomes of creative activity but also to the individual who carries out this activity. In other words, the core of creativity lies in a person's inner potential, thinking, and abilities. Material and spiritual values are interpreted as tools and methods that support a teacher's professional growth. Creativity is an individual's intellectual and spiritual potential that enables them to go beyond existing experience, approach problems in unconventional ways, and generate innovative ideas. The use of folk oral literature in developing the creative activity of future teachers, ensuring their comprehensive development and well-being, creating conditions for the realization of their interests, and implementing consistent reforms aimed at bringing the quality and effectiveness of education to a new level have significantly expanded opportunities for developing students' creative abilities through interactive teaching methods. As previously noted, the Russian scholar V. P. Bepalko [8] was among the first to draw attention to this field in a number of his research works. His studies, including "Methodological Guidelines for Determining the Goals, Content, and Duration of Specialist Training and Conducting Didactic Analysis" and "Methodological Recommendations for Objective Control and Assessment of the Quality and Effectiveness of Students' Knowledge," approach this field as an integrated system.

In his research work entitled "On the Criteria for the Quality of Specialist Training," V. P. Bepalko examined the process of determining indicators for the acquisition of knowledge, skills, abilities, and

competencies of professional personnel by distinguishing four stages. Thus, V. P. Bepalko not only described the technology for determining the quality of specialist training but also comprehensively demonstrated the conditions, forms, tools, and methods of conducting pedagogical lessons, pedagogical mastery, creative activity, and ways of professional development.

According to the scholar R. A. Mavlonova, the highest level of a teacher's creativity is determined by their ability to independently organize professional activity. A teacher may use existing methods; however, they enrich these methods with their own personal approach, experience, and perspectives. The teacher's creative individuality is manifested through consideration of learners' personal characteristics, the overall level of class development, the degree of воспитанность (educational upbringing), and the specific conditions of the educational process.

Furthermore, the degree of using ready-made methodological recommendations may vary: in some cases, they require optimization; in others, a heuristic (creativity-stimulating) approach is applied; at a higher level, the teacher strives to develop their own independent methods.

In studies conducted by V. Slastyonin, L. Podimova, and N. Gnatko, the mechanism of creativity is divided into two main forms: potential (manifested as an internal capacity) and actual (realized directly in the process of activity) types [8].

However, in this work, the specific and distinctive aspects of directing the creative potential of pedagogical teachers toward the use of folk oral literature in classroom practice have not been sufficiently covered.

Today, a future primary school teacher plays a key role in organizing educational activities by using folk oral literature, abandoning uniform lesson formats, developing the critical and creative activity of the younger generation, encouraging them to generate ideas creatively, transforming their approach to learning, and motivating them to achieve success. One of the most essential elements lacking in educational activities today is creativity.

The use of folk oral literature plays an important methodological role in developing the creative thinking of future teachers [6]. For example, problem-based situations can be created through fairy tales and legends; analytical thinking can be developed through proverbs; and logical and rapid thinking can be formed with the help of riddles. These methods increase students' engagement and encourage them to conduct independent inquiry[1]. Furthermore, the use of folk

oral literature becomes more effective when implemented through an integrative approach. That is, folklore materials applied in close connection with pedagogy, psychology, and teaching methodology contribute to the comprehensive development of the professional competencies of future teachers [5]. Folk oral literature integrated with innovative educational technologies possesses significant didactic potential for enhancing students' creative activity.

DISCUSSIONS

The research results indicate that systematic and purposeful use of folk oral literature in the training of future teachers significantly enhances their creative activity. As a result, students develop creative thinking skills, the ability to make independent decisions, and flexible approaches to pedagogical situations [7].

Discussions revealed that lessons organized on the basis of folk oral literature not only improve students' knowledge levels but also strengthen their respect for national values. This, in turn, serves as an important factor in the formation of professional self-awareness among future teachers. Thus, the use of folk oral literature can be recognized as an effective scientific-theoretical and methodological foundation for developing the creative activity of future teachers.

CONCLUSION

The findings of this study demonstrate that the use of folk oral literature in developing the creative activity of future teachers has significant scientific-theoretical and methodological importance. Systematic and purposeful integration of folk oral literature into the educational process contributes to the formation of creative thinking, independent decision-making, and innovative approaches among future teachers. The study also found that lessons organized on the basis of fairy tales, proverbs, riddles, and legends increase students' engagement, encourage creative exploration, and enhance their professional competencies. At the same time, the use of folk oral literature strengthens future teachers' respect for national values and has a positive impact on their professional self-awareness.

In conclusion, the use of folk oral literature in developing the creative activity of future teachers is one of the most effective and promising approaches in the modern pedagogical education system. Widespread implementation of this approach in higher pedagogical education institutions will contribute to improving the quality and effectiveness of education.

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