

Stages Of Developing Creative Activity In Future Educators Based On The Functional Approach

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Received: 15 December 2025; **Accepted:** 12 January 2026; **Published:** 31 January 2026

Abstract: This article examines the pedagogical process in developing creative activity among future educators, the distinctive stages of developing creativity in the pedagogical process, and the perspectives of psychologist G. Wallas and V.V. Bayluk on the stages of the creative process.

Keywords: Creativity, pedagogical process, creative approach, creative thinking, methodological, technological, reflective, awareness of inconsistency, divergent thinking.

Introduction: The economic power of any country and the elevation of its socio-spiritual life are determined by the competitiveness of its education system and the advancement of science. The Decrees of the President of the Republic of Uzbekistan No. PQ-2707 dated December 29, 2016 "On Measures for Further Improvement of the Preschool Education System in 2017-2021," No. PQ-3261 dated September 9, 2017 "On Measures for Fundamental Improvement of the Preschool Education System," No. PQ-3955 dated September 30, 2018 "On Measures to Improve the Management of the Preschool Education System," No. PQ-4312 dated May 8, 2019 "On Approval of the Concept for Development of the Preschool Education System of the Republic of Uzbekistan until 2030," the Resolution of the Cabinet of Ministers No. 391 dated May 13, 2019 "On Measures for Further Improvement of Preschool Education Institutions," and the Order of the Minister of Preschool Education No. 155 dated August 30, 2019 "On Approval of Working Documents for Teachers of State Preschool Education Organizations" establish the integration of the preschool education system with science, technology, and production sectors as a pressing issue of today. This demonstrates the increasing demands on the pedagogical skills and creative abilities of specialists working in the preschool sector. The emergence of

such demands makes it of significant pedagogical importance to introduce innovations into the educational-methodological process while widely implementing advanced foreign experience, to develop teachers' creative potential, and to equip them with pedagogical competence.

Creativity holds particular significance for future educators as an activity within an activity. The pedagogical process plays a crucial role in developing creative activity among future educators. The Encyclopedia of Pedagogy describes the pedagogical process as follows: "PEDAGOGICAL PROCESS - mutual cooperation between teacher and students in an educational situation that is goal-oriented, content-rich, and structurally well-defined.

The pedagogical process is an educational environment consisting of a complex of factors that serve the formation and development of personal qualities, changes in behavior and worldview, enrichment of experience, and the formation and development of knowledge, skills, and abilities through interpersonal relationships and direct and indirect influence (educational relationships)" [7].

As is known, a process refers to the course of an event, its development, and the sequential expression of certain states. In relation to human activity, a process is a set of sequential actions directed toward achieving

specific results.

In developing professional creativity among future educators, the content-based, methodological, technological, and reflective directions of the pedagogical process are equally important. The development of creativity in the pedagogical process occurs in distinctive stages:

1. Stage of Awareness of Inconsistency - This is the initial stage of creative development characterized by students' conscious perception of inconsistency between their existing knowledge, experience, and thinking methods and new situations, problems, or requirements. In other words, this state manifests itself in students' dissatisfaction with what they know and the knowledge they have acquired, and their understanding of the necessity to find complex solutions. The priority of recognizing inconsistency serves to form in students the skill of understanding the difference between existing knowledge and new problems, and the contradiction between expected and actual results. This state serves as a stimulus for forming creative activity. In the process of recognizing inconsistency, when students experience emotional-psychological tension, they develop states such as discomfort, hesitation in accepting solutions, dissatisfaction with their actions, and intellectual anxiety. This is not a negative state but is evaluated as a positive state necessary for creative activity.

At the stage of awareness of inconsistency, there are several functions that develop creative activity in students. The function of problem sensing, where the student perceives the problem in a consciously understood manner rather than in a ready-made form. The function of creating motivation, within which internal cognitive needs are activated in students rather than external incentives. This motivates the student to be exploratory, to find new solutions, and to conduct experiments. The function of development point, which marks the point of developing creative function in students and expands their opportunities to find creative solutions, seek new knowledge, and strive for personal-professional improvement. The stage of awareness of inconsistency is the most necessary and important stage in developing creative activity among future educators, helping to form the student's internal need for creative exploration upon realizing that their knowledge and experience do not allow them to

perform professional tasks.

2. The Stage of Problem Formulation in Developing Creative Activity Among Future Educators. This stage is a decisive one following the awareness of inconsistency in the process of developing creative activity, where the student transforms an unclear, inconsistent situation into a specific, comprehensible problem requiring a solution. Problem formulation is a process of analyzing the existing situation, comparing it with the ideal state, and clearly expressing the contradiction between them. At this stage, the problem is not presented in a ready-made form but is formulated by the student themselves. The significance of this stage in developing creative activity among students lies in developing their skills in purposeful creative thinking, directing exploration, abandoning random ideas, and forming variants with specific substantive content. The distinctive characteristics of the problem formulation stage manifest in the expression of problems in question form, the openness of solutions, and the personal significance of explorations. The professor-teacher develops problem formulation in students through methods of reasoning over contradictory evidence, working with unusual cases, unsolvable situations, and erroneous models. Problem formulation is the student's ability to recognize the insufficiency of existing knowledge and experience in a situation of inconsistency awareness and to express the contradictory situation in the form of a comprehensible, open problem requiring a solution.

3. The Divergent Thinking Stage is a stage that develops thinking aimed at expanding students' creative thinking activity, multiplying alternative variants, and departing from standard patterns. The development of creative activity begins with awareness of a contradictory situation, proceeds through clear problem expression and creation of alternative solutions, and concludes through development of innovative decisions and reflective analysis. The main characteristics of divergent thinking manifest in multivariance, adaptability, unconventionality, naturalness, uniqueness, and generation before analysis. Here, students simultaneously put forward numerous ideas, easily transition to different viewpoints, possess elements of novelty, ideas are not criticized, and evaluation is postponed. For future

educators, approaching a situation in different ways serves to form the skill of considering the needs of learners at various levels. In the pedagogical process, it is advisable to use methods such as brainstorming, open-ended assignments, case studies, and role-playing to develop divergent thinking. Divergent thinking is a style of thinking aimed at creating not just one but multiple alternative, unconventional, and substantively diverse solutions in problematic situations.

4. The Stage of Making Innovative Decisions. This is the main practical stage in the development of creative activity, where students select and attempt to justify the most optimal, novel, and feasible solution from among the many ideas created during the divergent thinking process. At this stage, students compare alternative ideas with each other, evaluate their degree of novelty, effectiveness, and practical value, and make specific decisions. They strive to defend them. The distinctive characteristics of the innovative decision-making stage are novelty and unconventionality, substantiation, and practical character. Making innovative decisions is the process of selecting and developing decisions based on alternative solutions created as a result of divergent thinking, which are aimed at solving problems, based on novelty, and possess practical value.

5. The Reflection Stage. Reflective analysis and self-awareness constitute the concluding and stabilizing stage of the creative activity process, where the student consciously analyzes, evaluates, and generalizes the adopted innovative decision, its results, and their own activity style. At this stage, future educators see the effectiveness of the adopted decision, can distinguish successes and shortcomings in their activity, and transform their personal and professional experience into conscious conclusions. This is because reflection is a mechanism of development through understanding the character and essence of one's own activity. Reflection possesses distinctive pedagogical characteristics such as understanding the substantive essence of educational outcomes, purposefully directing students toward future professional activity, and self-professional development. As a result of reflective analysis, self-awareness is a cognitive-personal activity stage aimed at students' understanding of the substantive essence

of their creative activity results and forming a clear vision of the results of their future professional activity.

The pedagogical process, through its content, methods, technologies, and system of relationships, serves as the primary environment for forming and developing the professional creativity of future educators. A pedagogical process of a creative nature is of great importance in forming creative activity among students.

The creative process is a phenomenon that occurs stage by stage. The renowned American psychologist G. Wallas developed a schema and stages of the creative process. He proposed the following stages: the first stage is characterized by problem analysis, gathering and processing information, and attempting to consciously solve the problem. This stage ends without results and the subject of the creative process forgets the problem. The second stage is the maturation stage. At this stage as well, no distinctly manifest development is observed. The third stage is the illumination stage, and the fourth stage is the verification stage for checking the correctness of the found solutions. The author proposed his next model, which embodied five stages.

1. The emergence of a creative theme. At this stage, the necessity of work is felt by the creative subject, and internal tension aimed at mobilizing creative forces emerges.
2. The stage of accepting the theme, analyzing the situation, and understanding the problem.
3. The stage of working on finding a solution to the problem. At this stage, active work is done to solve the posed problems. In this process, hypotheses are first put forward, tested, rejected or accepted, and the necessary means for solving the problem are selected.
4. The emergence of the solution idea, that is, insight.
5. The process of technical implementation, which does not require separate explanation.

If the created creative product has certain shortcomings and cannot fully perform its function, a contradiction arises between this product and the need. V.V. Bayluk specifically distinguished the following stages of the creative process.

First stage. The emergence of a creative idea, critical

understanding of relevant information, and problem formulation. As is known, a creative idea comprises the needs of the individual and society. Contradictions arise in situations where it is impossible to satisfy them through existing knowledge and experience. When this contradiction is understood by the creative individual, a problematic situation is formed. Thus, as a result of understanding the problematic situation, problems emerge. The process of identifying problems occurs simultaneously with collecting and processing information related to the creative idea and efforts aimed at solving the problem.

Second stage. Searching for ways to solve the problem and finding its solution. The author proposed two ways of finding solutions to problems: 1) through logical thinking, 2) through intuitive cognition. In this process, intuition is directly connected with rational cognition. The theory of rational cognition was founded by Abu Nasr Farabi, Muhyiddin Arabi, Abu Rayhan Biruni, Ibn Sina, Imam al-Ghazali, R. Descartes, B. Spinoza, G. Leibniz, and I. Kant. In solving complex problems, the harmony of logical and intuitive paths is probably necessary.

Third stage. Initial verification of the correctness of the problem solution.

Fourth stage. Expression of the subjective image of the new thing created by the creative individual through written and oral speech. Through written speech, the new product created by the creator leaves its subjective form and becomes a cultural or anti-cultural material object existing outside consciousness. As a main point, it is worth specifically emphasizing that the transition of the new product from subjective form in the creator to written and oral speech forms is, first, creative activity itself is a distinctive creative process, because expressing any content in its appropriate form requires creativity from the individual; second, it is precisely in this process that the product of the subjective creative process itself is reworked and perfected. Therefore, it would be incorrect to interpret the 5th stage distinguished in the second model of the creative process only as an implementation stage that is essentially technical and does not require separate explanation. It is expressed based on oral speech, thus the appraisal of the creative product is carried out. In this process, the creative student accepts the attitude of group members and enters into creative

communication with them.

Fifth stage. Objective expression and re-expression of the creative product. What is created in the creative process creates a basis for practical application through its expression and re-expression in oral speech. This creates the opportunity for mass production of the creative product. As a result, favorable conditions are created to satisfy the need for these products. The social content of the produced creative product is determined by the need that demanded it. Only when the substantive essence of the product satisfies social needs does it acquire objective character [6].

The creative products created by future educators should serve to satisfy the need for developing pedagogical processes in preschool education organizations in the future. As can be seen, creativity includes the creative ability of the person engaged in creation, the creative process, and the creative product. Creativity is the foundation of creative activity, embodying human thinking, creative imagination, and the creative process. Creativity possesses both commonalities and differences with these components and requires their harmonization.

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