PEDAGOGICAL NECESSITY FOR DEVELOPING THE CREATIVE ACTIVITY OF PROSPECTIVE PRIMARY SCHOOL TEACHERS IN A DIGITIZED EDUCATIONAL ENVIRONMENT

Feruzaxon Baxodirovna Xoshimova
PhD Candidate, Andijan State Pedagogical Institute
Assistant Lecturer, "University of Economics and Pedagogy" NTU
fbaxodirqizi82@gmail.com
https://orcid.org/0009-0003-8546-5922
+998 93 416 05 88
https://doi.org/10.5281/zenodo.16403423

Abstract

This article analyzes, from a pedagogical standpoint, the urgency of fostering the creative activity of future primary school teachers under digitized education conditions. It demonstrates how the innovative organization of the learning process—based on artificial intelligence, interactive platforms, multimedia tools, and other digital technologies—contributes to the development of creative potential. The study substantiates that cultivating creativity at the primary level is a decisive factor in enhancing educational quality and forming modern pedagogical competencies.

Keywords: digital education, creativity, primary school teacher, artificial intelligence, pedagogical competence

1. Introduction

In today's era of globalization and digital technologies, creativity, an inclination toward innovation, and technological adaptability have become leading indicators of human potential. These forces are profoundly transforming education. Unlike traditional approaches, contemporary schooling demands innovative solutions grounded in digital technologies, artificial intelligence (AI), virtual and augmented reality (VR/AR), and information-communication tools.

2. Global and National Drivers of Digital Education

The digitization of education is advancing worldwide. International organizations such as the World Bank, UNESCO, and the OECD emphasize that digital education is not merely the use of technological devices to deliver knowledge; rather, it is a system aimed at cultivating digital literacy, critical thinking, creative approaches, and information-processing skills in learners [2].

In Uzbekistan, substantial steps have been taken to implement digital education and consolidate its legal and methodological foundations. Presidential Decree PF-60 of 28 January 2022, "On the Development Strategy of New Uzbekistan for 2022–2026," designates the widespread integration of digital technologies at all levels of education as a priority [1]. Concrete tasks have been set for modern pedagogical approaches, the formation of next-generation teacher competencies, and the conduct of lessons in interactive and creative ways.

3. Digital Ecosystems in Uzbek Schooling

Today, Uzbekistan's education system is rapidly embracing digitization. As an educator actively engaged in this field, I have personally observed how teaching has transformed over recent years. Where once students and teachers relied solely on printed textbooks and

notebooks, now the classroom experience has been enriched through interactive platforms, online quizzes, video content, and digital communication tools.

For instance, platforms like my.edu.uz, UzEdu LMS, and Kundalik.uz have significantly changed how teachers interact with students and parents. These systems not only streamline lesson delivery and assessment but also encourage more dynamic engagement. However, I have come to realize through experience that digital fluency alone is not sufficient — what truly matters is the ability to use these platforms creatively to cultivate an inspiring and interactive learning environment.

My classroom observations affirm that lessons enhanced with multimedia elements are especially effective in engaging primary school students. This demonstrates that digital ecosystems are not merely technical infrastructure; they serve as creative spaces for teachers who are willing to innovate and experiment. These platforms are transforming the very nature of pedagogy, positioning the teacher not as a transmitter of facts, but as a designer of creative learning journeys [1], [2].4. Creativity in Primary Education

The need is even more acute in the primary grades, where curiosity, motivation, self-expression, and the first elements of creative thinking emerge. A primary-school teacher must thus be both a subject-matter expert and an innovator capable of designing creative pedagogical solutions that resonate with children.

Readiness for creative activity is a key component of future teachers' professional competence. It determines the effectiveness of their future work and, ultimately, the entire educational system. Special software-methodological approaches, new-generation curricula, and technology-based methods therefore become indispensable.

5. Pedagogical Foundations of Creative Activity

Modern educational paradigms are learner-centred, highlighting each pupil's abilities, thinking style, decision-making skills, freedom of expression, and creative activity. In this setting, the teacher acts not as the centre of the process but as a manager, guide, and motivator—roles that presuppose creative thinking and continuous self-development [4].

G. S. Altshuller defines creativity as "the ability to solve problems by departing from standard solutions and applying new, advanced, and efficient methods" [3]. In a digitally enriched environment this definition is especially relevant: sustaining pupils' interest in an interactive, multimodal setting requires continual experimentation and innovation from the teacher.

From a psychological-pedagogical perspective, creativity is the capacity to generate new ideas, reinterpret existing situations, and propose diverse solutions based on accumulated knowledge and experience [7]. A creative teacher not only applies known methods but also devises new instructional strategies, adapts materials to learners' needs, and conducts lessons in engaging, real-life-oriented forms.

6. Specific Demands on Prospective Primary Teachers

Primary pupils have not yet systematized their knowledge and are just beginning to master cognitive skills such as reasoning, observation, and generalization. The teacher's ability to use creative methods—visual, experiential, or game-based; to tailor tasks to each child's interests and abilities—directly affects educational quality [5].

Therefore, a future teacher must be imaginative, proactive, open to innovation, and committed to self-development. Beyond mastering existing textbooks and manuals, they should be capable of designing their own methodological tools and fostering a modern

learning environment through interactive technologies. Today's pupils—members of the digital-native generation [6]—process information differently from earlier cohorts, compelling teachers to adopt pedagogical tools and approaches that fit this reality.

7. Strategic Vision and Personal Factors

Uzbekistan's "Education Development Strategy to 2030" prioritizes preparing teachers who think creatively, act independently, and exhibit high digital literacy [1]. Creativity is thus viewed not merely as an individual trait but as an integral dimension of pedagogical competence.

In addition, psychological preparedness for creative activity in a digital milieu—including communication skills, flexibility, reflection, emotional stability, critical thinking, and motivation management—directly influences creative potential [8],[9].

7. Strategic Vision and Personal Factors

Uzbekistan's Education Development Strategy until 2030 [1] clearly prioritizes the training of teachers who are creative thinkers, independent decision-makers, and digitally literate professionals. Reading this document as a practitioner in the field, I was struck by how well it reflected the real challenges I see daily — particularly the hesitation some teachers still feel toward new methods, and the lack of emphasis on creative pedagogy.

The success of this strategic vision, however, depends not only on external reforms but also on the inner world of the teacher. A teacher's mindset, flexibility, emotional intelligence, and eagerness to grow personally and professionally play a crucial role.

Some of the most effective teachers I've worked with were those who deeply loved their profession, placed student interest above routine, and treated each lesson as a fresh opportunity. These educators consistently demonstrated qualities such as:

- open-mindedness;
- critical and analytical thinking;
- a commitment to self-improvement;
- emotional stability and optimism.

These human traits, when aligned with digital tools and professional training, empower teachers to realize their full creative potential [4], [8], [9].

8. Conclusion

To conclude, digital transformation is not merely about adopting new devices or systems — it's about rethinking what it means to be a teacher. It requires us to reimagine our role, to update how we think, and to make room for creativity in every part of the learning process.

A primary school teacher is more than an instructor — they are a child's first guide through the world of learning. The way they teach, the words they choose, the empathy they show — these all shape the child's attitude toward education. Therefore, the preparation of such teachers demands more than content knowledge.

Higher education institutions must offer methodological and pedagogical support specifically designed to nurture creativity, not only through textbooks but also through experience-based training, reflective practices, and innovative thinking. This means supporting future educators in becoming creators, not just followers of instructional guides. It also means recognizing that today's students — members of the digital-native generation [6] — learn differently, and teachers must adapt accordingly.

I believe that if a teacher finds joy in being creative, if they treat each lesson as an adventure alongside their students, then real educational transformation begins. This is where pedagogy becomes not just a profession, but a shared creative journey — one that needs dedicated support, innovative methods, and a clear, heartfelt vision for the future.

References:

1.Decree of the President of the Republic of Uzbekistan (PF-60, 2022). On the Development Strategy of New Uzbekistan for 2022–2026. https://lex.uz/docs/5841063
2.UNESCO. Digital Education: Publications 2021. UNESCO Digital Library. http://unesdoc.unesco.org/
3.Altshuller, G. S. (1986). Algorithm of Invention: Theory of Inventive Problem Solving. Moscow: Sovetskoye Radio.
4.Hamidova, M. (2022). Methodological Approaches to Forming the Digital and Creative Competence of the Modern Teacher. Education and Innovations, 1(3), 55–60.
5.Begmatova, G. (2018). The Role of Creative Activity in Developing Professional Competence of Primary School Teachers. Pedagogical Education, 3(2), 45–49.
6.Prensky, M. (2001). Digital Natives, Digital Immigrants. On the Horizon, 9(5), 1–6. https://doi.org/10.1108/10748120110424816
7.Runco, M. A., & Jaeger, G. J. (2012). The Standard Definition of Creativity. Creativity Research Journal, 24(1), 92–96.
8.Amabile, T. M. (1996). Creativity in Context. Boulder, CO: Westview Press.
9.Yuldashev, A. (2020). Technologies for Forming Creative Competencies in Prospective Teachers. Uzbekistan Pedagogical Journal, 4(2), 66–71..