



“DEVELOPING TEACHERS’ CREATIVE COMPETENCE BASED ON AN INTEGRATIVE APPROACH AS THE CONCEPTUAL BASIS OF PEDAGOGICAL EDUCATION.”

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Аннотация

В статье анализируется, что развитие творческой компетентности учителей на основе интегративного подхода является концептуальной основой педагогического образования.

Основные понятия: интеграция, учебная деятельность, творчество, компетентность, умение, компетенция, знание, методология, интеллект, образование.

Integrative Approach to Developing Creative Competence of Teachers

The article analyzes that the development of teachers’ creative competence based on an integrative approach represents the conceptual foundation of teacher education.

Key Concepts; Integration, learning activities, creativity, competence, ability, knowledge, methodology, intelligence, and education are considered the basic concepts of this research.

The concept of “*competence*” emerged as a result of a new approach to human resources development, driven by the need for individuals to adapt to rapidly changing socio-economic conditions. According to A.V. Khutorskoy, the introduction of the concept of “*competency*” into educational practice helps to solve a common problem in schools, where students often acquire theoretical knowledge but face significant difficulties in applying it to practical tasks or problem-solving situations.



Researcher I.A. Zimnyaya, summarizing studies on the competency-based approach, identifies three stages of its development:

1. **1960–1970s** – introduction of the concept of “competency” into the scientific framework;
2. **1970–1990s** – use of “competence/competency” in language teaching theory, practice, and management;
3. **1990–2001** – active application of “competence/competency” in education.

Since the 1990s, the competency-based approach in Uzbekistan has been considered a promising direction for eliminating shortcomings in the education system and strengthening the connection between education and real societal needs (S.Y. Batyshev, E.F. Zeer, A.M. Novikov, I.D. Frumin, and others).

Approaches to Creative Competence Development

Studies of the 1980s–1990s identify three main directions in implementing the competency-based approach in creative education:

1. **Technological approach** – focuses on developing creative knowledge, skills, and functional competencies related to professional activity.
2. **Person-centered approach** – emphasizes independent learning, information, and communication competencies.
3. **Integrated approach** – combines both directions and aims at developing a holistic personality with creative, technological, social, and civic competencies.

From this perspective, creative competence is considered an integrative indicator of professional readiness, characterized by initiative, creative problem-solving ability, decision-making skills, and adaptability to new educational conditions.

International Development of Competency-Based Education



Since 2000, European education has increasingly focused on international integration processes in competency-based learning. Modular education has become a key tool for reforming creative education systems. The main objectives include:

- creating a unified European educational space;
- ensuring transparency of qualifications and mobility of learners;
- developing systems for recognition of competencies and lifelong learning;
- improving quality assurance mechanisms;
- training teachers and instructors in creative education.

Principles of the Competency-Based Approach

According to O.Ye. Lebedev, the main principles include:

- using learners' social experience as part of educational content;
- reflecting didactically adapted social experience in education;
- developing independent problem-solving skills;
- creating conditions for the formation of cognitive, communicative, creative, and moral competencies;
- assessing learning outcomes based on achieved levels of education.

Modern Features of Competency-Based Education

Modern education is characterized by:

- rapid development of competency-based approaches;
- transition from knowledge accumulation to activity-based learning;
- investment in teacher training;
- increasing integration of science and educational practice.

Formation of Creative Competence

In vocational education, knowledge, skills, and abilities are transformed into creative competencies that define professional performance.



Universal competencies include:

- independent cognitive activity;
- civic and social competence;
- labor and professional competence;
- everyday life competence;
- cultural and recreational competence.

Competency development is based on learner activity. According to classical learning theories (J. Piaget, L.S. Vygotsky, P. Bruner, P.Ya. Galperin, N.F. Talyzina, etc.), competencies are formed through active participation such as project work, role-playing, and interactive training.

Conclusion

In conclusion, the competency-based approach in education is a practically oriented system that integrates theoretical knowledge with real-life application. It serves as the conceptual basis for developing creative competence in future primary school teachers.

The integration of competency-based and personality-oriented approaches provides a methodological foundation for preparing innovative and professionally competent teachers capable of meeting modern educational demands.

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