



## Article

# The Development of Creative Abilities of Future Primary School Teachers Through The Use of “Innovation” As A Research Object

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**Abstract:** In the evolving landscape of education, equipping future primary school teachers with creativity and innovation has become a strategic priority for achieving long-term quality and relevance in pedagogical outcomes. Creativity is increasingly recognized as a vital competency in the professional formation of educators, while innovation serves as a mechanism for fostering pedagogical transformation. Despite this recognition, integration of innovation into teacher training remains insufficiently developed, particularly in primary education. Existing literature extensively discusses innovation in education, but lacks a targeted framework that systematically connects the concept of innovation with the development of creative abilities in future primary school teachers. This study aims to investigate how innovation, as both a concept and a practical tool, can enhance creative thinking in teacher education, and to analyze the theoretical foundations, mechanisms, and pedagogical strategies that facilitate this process. The analysis shows that an innovative educational environment, supported by creative methodologies, significantly contributes to the formation of diagnostic culture, methodological competence, and autonomous thinking in future teachers. Furthermore, innovation encourages active engagement, novel idea generation, and the rethinking of traditional instructional paradigms. The research introduces a conceptual framework linking creativity and innovation through a systematic, pedagogically grounded approach. It also distinguishes between innovation and simple novelty, offering refined criteria for their educational application. These findings underscore the need for integrating innovative approaches in teacher training curricula to enhance creative capacity, ensure future-ready educators, and promote dynamic, learner-centered instruction in primary education.

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## 1. Introduction

In the context of modern society, improving the quality and effectiveness of education and implementing innovative approaches within the pedagogical process have become increasingly critical. Primary education, in particular, plays a foundational role in the intellectual, social, and aesthetic development of individuals. Consequently, the necessity to enhance the creative abilities of future primary school teachers during their professional training is growing more urgent.

Creativity is defined as an individual's ability to generate new and original ideas and to propose unconventional solutions to existing problems. In fostering this competency, innovation and innovative approaches occupy a central position. Within the educational sphere, the concept of “innovation” encompasses the introduction of new methods, advanced technologies, and pedagogical strategies aimed at strengthening students' motivation for learning, fostering independent thinking, and stimulating creative activity.

In this regard, an in-depth exploration of the content, role, and implementation mechanisms of innovation in the development of the creative abilities of future primary

school teachers holds considerable scientific and practical significance. This article aims to provide a thorough analysis of this issue and to explore, on a scientific basis, the interrelationship between creativity and innovation.

## 2. Materials and Methods

In our country, the innovative educational environment has been studied by many scholars such as B.B. Sobirov, N.Sh. Erkaboyeva, S.T. Turg'unov, A.A. Egamberdiyev, G. Bahodirova, J. Mannopov, D.U. Qo'chqarov, M.A. Jumayeva, X.N. Qodirova, and others [1].

B.B. Sobirov, in his research, emphasizes that innovation is related to solving pedagogical problems [2], analyzing the course, characteristics, classification, content, and structure of innovative processes in the field of education [3].

The pedagogue N.Sh. Erkaboyeva views innovations in education as a process that requires introducing novelties into the content, objectives, forms, and methods of teaching and upbringing [4].

S.T. Turg'unov defines innovation as goal-oriented changes that involve the introduction of new and relatively stable elements into a particular social unit (institution, association, community, groups) [5]. He especially emphasizes the priority development associated with the moral-cultural behavior and material progress of the people within the country's socio-economic advancement [6].

A.A. Egamberdiyev defines the concept of "innovation" as the process of creating material and spiritual wealth based on new ways of thinking and activities of society members, noting that this process leads to positive changes in socio-economic life [7].

Issues related to applying innovative approaches to the formation of students' cognitive activity have been studied by G. Bahodirova [8]. This research covers important areas such as revealing the socio-psychological and pedagogical characteristics of forming students' cognitive activity, justifying the pedagogical potential of innovative approaches [9], identifying the criteria and indicators for developing cognitive activity, developing a model for its formation [10], and improving the pedagogical conditions for its implementation [11]. In addition, the research separately addresses the improvement of technologies for forming cognitive activity and evaluating their effectiveness [12].

J. Mannopov conducted scientific research on developing the methodological competence of future vocational education teachers based on an innovative approach. In this study [13], the state and essence of developing future vocational education teachers' methodological competence through an innovative approach in higher education institutions were analyzed [14]. Additionally, issues such as determining the content of professional-pedagogical training and organizing classes by comparatively analyzing traditional and innovative approaches to developing methodological competence were studied [15].

Doctor of Philosophy (PhD) in Pedagogical Sciences, D.U. Qo'chqarov, in his dissertation titled "Developing Professional Skills of Future Teachers through Innovative Approaches," utilized innovative approaches in fostering the professional skills of future teachers. His research includes analyzing the pedagogical potential of forming professional skills based on integrative, activity-based, differentiated, and information-technological approaches, developing didactic aspects of professional skill formation, improving the model of developing professional skills through innovative approaches, and enhancing the mechanisms for developing the professional skills of future teachers.

Moreover, according to the scholar, "Innovation refers to something new, a novelty, or a change. Innovation demands the introduction of novelty as both a means and a process. In the context of the pedagogical process, it implies the introduction of new objectives, content, methods, and new forms of teaching and upbringing, characterized by the collaborative activities of educators and learners. The innovation process refers to the activity of creating pedagogical innovations, applying them in educational practice, and disseminating these innovations."

Innovative activity refers to the adoption of innovations by educational institutions, leading to the planning of positive changes and improvements in the education system.

An innovative approach to improving education means introducing and utilizing pedagogical innovations in the educational process of higher education institutions.

M.A. Jumayeva conducted research on the topic "Technology for Preparing Future Teachers for Innovative Activities Based on a Creative Approach." She paid special attention to terms such as innovation, innovative pedagogy, innovative environment, pedagogical innovation, innovative process, innovative approach, innovative ability, and innovative education.

The *innovative environment* is described as a creative, sincere, and friendly atmosphere created within the pedagogical team and in higher education institutions overall, where teachers feel free and motivated. In such an environment, teachers are ready for creative thinking and striving, supported by high levels of material and spiritual interest within the community.

The purpose of innovative activity is to achieve maximum results from the knowledge, skills, and competencies invested. Unlike other types of innovation, it creates mechanisms for changes in innovative management and control. However, not every new development in the education system qualifies as innovation. Therefore, it is essential to distinguish between the concepts of *novatsiya* (novelty) and *innovatsiya* (innovation).

This distinction is determined through the specific form, content, and scale of reform activities. If an activity is short-term, does not affect the system's holistic characteristics, and only aims to modify certain elements, it is considered a *novatsiya* rather than a full innovation.

An *innovative approach* involves introducing innovations and creating the conditions and changes necessary to ensure the successful transition of a system to new conditions. It includes preparing for innovative changes and implementing them in practice.

X.N. Qodirova carried out research on the topic of forming the diagnostic culture of future primary school teachers within an innovative educational environment. Her work focused on improving the opportunities for forming diagnostic culture specifically among future primary school teachers; enhancing their levels of diagnostic culture; developing the objective and subjective components of their diagnostic culture in an innovative educational environment; and strengthening the social activity of future primary school teachers within this context.

### 3. Results

In the study, a model of activities aimed at developing the methodological competence of future vocational education teachers based on an innovative approach was developed, and the possibilities of its implementation in practice were examined. Furthermore, special attention was given to advancing mechanisms for applying modern teaching methods by utilizing innovative technologies during the process of developing methodological competence.

By the mid-20th century, pedagogical innovations began to be studied as a distinct research subject. The contradiction between the increasing need for further development of continuous education institutions and the lack of readiness among pedagogical staff to implement such changes stimulated the emergence of pedagogical innovations as an independent field.

The widespread application of innovations created fertile ground for an increased demand for new knowledge. As a result, new terms and concepts such as *newness*, *innovation*, *innovative process*, *innovative activity*, *innovator*, *innovative opportunity*, *innovative educational environment*, and *innovative approach* were introduced into pedagogy.

### 4. Discussion

According to the author's interpretation, "Innovation is the development of any field into a transformed form and content compared to its previous state; it vertically changes the status, quality, and effectiveness of the field in fulfilling its priority tasks, presenting a new dynamic of system performance. Over time, any innovation is characterized by the emergence of a newer, improved (in terms of security) and simplified (in terms of usability) version, causing the existing form to become obsolete."

In light of the above considerations, it is essential to take into account the implementation of innovative processes to ensure the sustainable development of the country. Today, planning the development of education, its future, and outcomes within the context of innovations, alongside processes such as globalization, integration, modernization, and informatization, serves as a guarantee of achieving goals.

Innovative approach in pedagogy is a modern trend that involves addressing issues in the educational process through innovative methods and technologies. This approach motivates educators and learners to independently discover new approaches and directions during their research endeavors. Furthermore, the innovative approach supports the creative autonomy of researchers, educators, or learners, encouraging their personal initiatives.

## 5. Conclusion

The innovative approach serves as an important didactic foundation for improving the effectiveness of innovative processes. Therefore, the theoretical part of the research is given special attention in ensuring the effectiveness of innovative processes, and is carried out in a systematic manner:

1. The data collected during the research and the existing conclusions are compared with one another;
2. Hypotheses and corresponding evidence are compared;
3. Causal relationships are identified and other relevant aspects are analyzed.

Thus, the innovative approach provides the researcher with the opportunity to enter a new stage of creative development, enhances their skills in innovative thinking, and enables active and selfless participation in creative activities.

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