

INNOVATIVE TECHNOLOGIES FOR DEVELOPING PEDAGOGICAL COMPETENCIES THROUGH A CREATIVE APPROACH

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Abstract: *This thesis presents an analytical overview of implementing innovative technologies in the teaching process to develop students' pedagogical competencies through a creative approach in higher education institutions. It highlights the importance of fostering students' creative thinking abilities, improving their professional competencies, ensuring the integration of theory and practice through the use of information and communication technologies in teaching, delivering innovative knowledge relevant to their fields of activity, and continuously enhancing professional skills and qualifications through educational technologies. The thesis outlines and substantiates the key priorities for increasing the effectiveness of these practices.*

Keywords: *Creativity, technology, competence, information and communication technologies, educational technologies, pedagogue, profession, activity, ability, society, innovation, personality, environment, scientific-theoretical, professional-methodical, pedagogical-psychological.*

In the context of new social conditions, achieving the intended goals in the educational and upbringing processes of higher education institutions and training highly qualified specialists with strong pedagogical competencies has become a central issue. Regarding this, the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, stated: "Another issue that must be addressed is the professional level of the teaching staff and their specialized knowledge. It is necessary to create an environment that actively supports the processes of education, spiritual and moral development, and the formation of true values."

[1. On the Strategy of Actions for Further Development of the Republic of Uzbekistan. Presidential Decree PF-4947 dated February 7, 2017 // Collection of Legislative Acts of the Republic of Uzbekistan. – Tashkent, 2017, Issue 6.]

One of the most important tasks of higher education institutions is to ensure the comprehensive professional preparation of future specialists and, accordingly, to develop their specific competencies. In this regard, we analyzed the issue of professional preparation and the implementation of a creative approach. In our country, the development of future teachers' creative abilities and pedagogical competencies, their tactical and strategic preparation for pedagogical activity, and the enhancement of their professional engagement based on the affiliation motive as a socio-psychological factor shaping students' moral identity are recognized as priority directions in education.

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

This is also emphasized in the Strategy of Actions for Further Development of the Republic of Uzbekistan, which identifies the following as a priority task: "Further improvement of the continuous education system and continuation of the policy of training highly qualified personnel in accordance with the modern needs of the labor market."

Improving Students' Creative Activity Mechanisms Based on a Creative Approach in Education: Opportunities for Using Innovative Educational and Information Communication Technologies and Forming Professional Pedagogical Competence in Future Teachers

The social-pedagogical and integrative-pedagogical aspects of forming professional pedagogical competencies in future teachers, improving students' creative activity mechanisms based on a creative approach, and assessing the level of competency formation are discussed in the works of several pedagogical scholars. For example, I.Ya. Lerner in his work *Philosophy of Didactics and Didactics as Philosophy* defines pedagogical technology as a process that ensures the formation of educational outcomes through students' conscious and goal-oriented actions.

According to V.P. Bepalko, pedagogical technology is "a specific pedagogical system project implemented in practice." This perspective allows us to view the retrospective and future development of pedagogy as the evolution of its technologies. Observing the dynamics of these processes, it becomes clear that the development of teaching tools and related methodologies, and their increasing significance in pedagogical systems over time, has stimulated the technologization of pedagogy. Under technological pressure from other fields, pedagogical technologies gain new opportunities to influence traditional educational processes and enhance their effectiveness.

In N.F. Talizina's work *Formation of Cognitive Activity of Junior Schoolchildren*, it is emphasized that every teacher must possess a system of knowledge presented at a technological level before constructing a real pedagogical process. German scholars Hilbert Meyer and A. Klapper (*Unterrichtsstandards für ein kompetenzorientiertes Lernen und Lehren – Berlin, 2009*) distinguish between the competencies of learners and teachers, stressing that the concept should be primarily directed toward the learner.

Although extensive research has been conducted on various aspects of developing professional training through creative and competency-based approaches, there has been no specific study focused on forming pedagogical competencies in future pedagogy teachers through a creative approach. In preparing students for professional activity, it is essential to design a module that develops their creativity and pedagogical competence. This requires organizing specific components of the educational process continuously, applying modern teaching principles, approaches, forms, methods, tools, and technologies, and utilizing contemporary information and communication technologies within an innovative educational environment.

Methodological competence, a core component of pedagogical competencies, plays a crucial role in achieving high results and indicators in a teacher's professional

preparation. Its key features include the ability to select, apply, and adapt teaching methods suitable for solving pedagogical problems. The quality and effectiveness of a lesson depend not only on the teacher's theoretical preparation but also on their ability to choose appropriate methods and tools, organize and manage the lesson, monitor progress, analyze performance, and implement innovations.

To ensure high-quality instruction in pedagogy-related subjects based on a creative approach, we employed active and interactive teaching methods, innovative technologies, and harmonized teaching tools. As a result, the organizational-methodical features developed by us proved effective in forming students' professional pedagogical competencies. When teacher-student interaction is established, the student becomes an active subject of the educational process, and the nature of pedagogical relationships changes.

Currently, both traditional and non-traditional teaching methods are used in pedagogy education. Our analysis presents a classification of the most widely applied interactive teaching methods and recommends ways to use them in organizing creative education. When selecting methods during lessons, teachers must consider students' motivational levels. First and foremost, motivation toward all subjects, especially pedagogy, must be cultivated to activate students' learning engagement.

To develop and enhance pedagogical competencies in students through a creative approach, the following teaching forms are recommended: the "Think and Reflect" method, which reveals previously unknown material, objects, or phenomena through intellectual activity. This method is implemented using specific techniques and requires teachers to prepare appropriate questions and tasks.

A comparative analysis of the above approaches shows that a research-based and comparative approach enables students to develop independent thinking, address existing problems creatively and analytically, find independent solutions, evaluate outcomes, and make informed decisions. The analysis of methodological literature and educational regulatory documents clarified the concepts of "competence," "competency," "professional competence," and "pedagogical competence." It was determined that a competency-based approach can improve the quality of education in our country, highlighting the need to enhance didactic support.

In the process of forming pedagogical competencies in pedagogy teachers, ensuring the integration of theory and practice, selecting appropriate teaching forms, methods, and tools, organizing innovative activities correctly, and effectively using information and communication technologies were found to be essential. In an innovative educational environment, implementing creative, competency-based, innovative, integrative, and axiological approaches based on motivational, structural-content, functional-activity, and evaluative-result components for future biology specialists, along with defining pedagogical conditions, evaluation criteria, and levels, and developing pedagogical introspection, improvisation, and facilitation, was scientifically validated as a method for forming pedagogical competencies.

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