

DEVELOPING CREATIVE COMPETENCE THROUGH AN INTEGRATIVE PEDAGOGICAL MODEL AND ITS FOUNDATIONS

Askarova Zilolaxon Nurmuxamadovna

Lecturer, Department of “Exact and Natural Sciences”, Pedagogical Mastery Center
of Fergana Region Independent Researcher, Fergana State University

<https://orcid.org/0009-0004-0725-3147>

Abstract. This study examines the pedagogical foundations of developing pre-service teachers’ creative competence through an integrative approach. The research analyzes the historical evolution of the concept of competence, the structural components of pedagogical competence, as well as the content and key indicators of creative competence based on scientific sources. A methodological model grounded in an integrative approach is proposed, in which motivational, cognitive, practical, and reflective components are justified step by step. Furthermore, methodological principles underpinning the model such as integration, gradual development, reflection, creative tasks, and active learner participation are defined and theoretically substantiated.

Keywords: creative competence, integrative approach, pedagogical model, methodological principles, professional competence, methodological competence, ICT competence, pre-service teacher preparation, creative thinking, pedagogical integration.

The education system of the 21st century requires teachers to possess a wide range of competencies, including high professional mastery, creative thinking, effective use of ICT tools, and readiness for social collaboration. Since 2017, the educational reforms undertaken in Uzbekistan have been aimed at transitioning to a competence-based education model, modernizing educational standards in accordance with the requirements of the Bologna Declaration, and orienting the learning process toward practical application. In this context, the development of creative competence in pre-service teachers through an integrative approach has become a matter of both theoretical and practical significance.

The concept of “competence” was first introduced into scholarly discourse by Noam Chomsky (1965) and was later expanded upon by scholars such as Dell Hymes, R. White, and John Raven. Various approaches to the structure of pedagogical competence have been developed by A.K. Markova, E.F. Zeer, V.A. Slastenin, and V.N. Vvedenskiy. Today, the theoretical, practical, and personal components of professional competence constitute the foundation of teacher preparation. The central

objective of this study is to develop an integrative and methodologically grounded pedagogical model aimed at fostering creative competence in pre-service teachers.

The first methodological approach applied in this research was theoretical and linguistic analysis. This involved an in-depth examination of scientific perspectives on competence, creative competence, pedagogical competence, methodological competence, and ICT competence, all of which hold particular relevance to the present study. The theoretical frameworks proposed by scholars such as A.K. Markova, E.F. Zeer, A.V. Khutorskoy, and V.N. Vvedenskiy enabled a systematic analysis of scientific literature related to the development of creative competence through an integrative approach. This provided an essential theoretical basis for constructing the proposed model.

The second method employed in the study was comparative analysis. The state educational standards of Uzbekistan were compared with the European Competence Framework, the requirements of the Bologna Process, and international classifications of competencies. This comparative approach substantiated the necessity of integrating international best practices into the national education system in the process of developing creative competence among pre-service teachers. Furthermore, examining how competence-based education is interpreted globally ensured that the proposed model possesses universal applicability and methodological relevance. The third method used in the research was the development of a methodological pedagogical model based on an integrative approach. Within this model, the motivational, cognitive, practical, and reflective components were examined in an interconnected manner, and mechanisms aimed at effectively developing creative competence in pre-service teachers were systematically structured. The main advantage of the proposed model lies in the coherent integration of theory, methodology, and practice into a unified system.

The fourth method involved expert evaluation. The structural components of the developed model were reviewed and validated by twelve experienced specialists in the field of pedagogy. This process strengthened the model's scientific credibility, practical significance, and applicability. Analytical feedback provided by the experts confirmed that the integrative pedagogical model for developing creative competence represents an effective concept that can be implemented directly into the educational process. Methodologically, the model is grounded in the principles of integration, gradual progression, reflection, active learner engagement, and the use of creative tasks in the teaching process.

During the research process, the historical stages of competence development were systematized, and its evolution was divided into three major periods: the initial linguistic and communicative interpretations of competence in the 1960–1970s

(Chomsky, Hymes); the formation of social and managerial competencies in the 1970–1990s; and the development of the competence-based education model and the system of professional competencies after 1990. In addition, the scientific foundations of pedagogical competence were consolidated into a unified framework through integrative analysis, identifying four key components: psychological–pedagogical competence, methodological competence, ICT competence, and creative competence. As a result, a structural model of creative competence aligned with contemporary definitions was developed, outlining such indicators as the ability to generate innovative solutions, apply creative approaches to pedagogical situations, employ cognitive operations of creative thinking (analysis, synthesis, modeling), and utilize innovative technologies in the teaching process. Another significant outcome of the study is the development of an integrative pedagogical model. This model consists of motivational, cognitive, practical, and reflective components and is designed to support the gradual and systematic formation of creative competence in pre-service teachers. The model clearly defines mechanisms for fostering creative thinking, deepening professional knowledge, designing innovative lessons using ICT tools, and evaluating and reflecting on teaching practices. The advantages of the integrative approach include strengthening interdisciplinary connections, enhancing learning motivation, activating creative thinking, and reinforcing practical competencies.

The analysis indicates that developing creative competence in pre-service teachers is a complex and systemic process that cannot be achieved solely through isolated academic subjects; rather, it requires an integrative learning environment. The works of scholars such as Markova, Zeer, and Slastenin demonstrate that pedagogical competence is a multi-component system; however, in most models, the creative component is not presented as an independent structural element. This research substantiates creative competence as an autonomous pedagogical category. A comparison with transversal competences in the European education system and the 4C model widely used in the United States (Creativity, Critical thinking, Communication, Collaboration) further confirms the necessity of developing creative competence among future teachers in Uzbekistan. The strength of the integrative approach lies in ensuring coherence between theory, practice, ICT applications, and creative pedagogical strategies. The integrative methodological model contributes not only to the development of creative thinking but also to the formation of independent decision-making skills in real pedagogical contexts.

According to the findings, the development of creative competence in pre-service teachers can be effectively achieved through an integrative approach. The motivational, cognitive, practical, and reflective components of the integrative model enhance professional preparation, activate creative thinking, and elevate overall pedagogical

competence. Therefore, integrating methodological subjects, incorporating ICT tools into creative teaching practices, modeling creative pedagogical situations, and organizing training sessions on innovative approaches play a crucial role in developing creative competence in future teachers. The proposed methodological model establishes a systematic approach to fostering creative competence in higher education and can be directly implemented in the teaching–learning process.

References

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