

Creative Description Of The Development Of Teachers' Methodological Competence In The Professional Education System

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Abstract: Mastering knowledge of high-level academic interpretation can sometimes be a challenging task. The primary reason for this lies in the inadequately developed teaching methodology. Since the methodology has not been empirically formulated correctly, it fails to meet the demands of the times and cannot satisfy socio-educational needs. Naturally, periodic changes impose new requirements on the methodological competence of educators. Therefore, it is advisable to ensure that the process of developing teachers' methodological competence is creatively outlined within the professional development system. The article provides a creative description of the content involved in the development of teachers' methodological competence within the training system.

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1. Introduction

The widespread development of modern technology and techniques creates opportunities for quickly and easily acquiring knowledge, skills, and competencies in specific fields. Today, individuals can acquire necessary and valuable information for their personal and professional needs at any time and place. However, the information they acquire does not necessarily translate into knowledge. This is because the process of assimilating information often lacks a structured system. Continuous education and the various types of pedagogical activities organized at each stage are considered significant precisely because they are systematically structured.

In the context of globalization, the methodology chosen to deliver existing knowledge plays a critical role in ensuring the quality of education. Today, finding and acquiring necessary and useful knowledge through modern technology and techniques is not a problem. The main challenge lies in how knowledge is delivered, i.e., the extent to which educators possess high methodological competence. Unfortunately, the methodological competence of many educators, especially those just beginning their professional careers, does not meet the demands of

modern education. This, in turn, underscores the importance of focusing on developing educators' methodological competence within the professional development system.

The creative nature of the process aimed at developing educators' methodological competence within the professional development system ensures that the methodologies and technologies applied in teaching practices are innovative, interactive, and creative.

By studying the professional needs of learners, understanding the general essence of the professional development process, and analyzing the structural components of educational modules, it has become clear that adopting innovative, interactive, and creative approaches can imbue courses with a creative character.

Today, the "innovative approach is considered a key condition for modernizing the education system and achieving educational efficiency" [5, p. 49]. Therefore, the innovative approach holds significant importance in developing educators' methodological competence within the professional development system. In an information-driven society, technological opportunities for updating

methodological knowledge emerge constantly. The essence of the innovative approach can be fully explained by relying on the concept of “innovation.”

2. Materials and Methods.

The term “innovation” refers to “adopting new tools, methods, technologies, programs, etc.; creating new methodologies and programs, applying them to the educational process, and fully understanding them creatively” [4, p. 207]. It is worth noting that in pedagogical practice, the concept of “innovation” is interpreted in two directions: first, updating the content, structure, methodological design, and diagnostic composition of the educational process based on educational needs; second, adopting foreign and local methodological experiences to achieve modern, high-quality education.

Adopting an innovative approach in the professional development system to enhance educators’ methodological competence requires updating and improving the content of educational modules in both directions and “transforming the internal structure of the system” [2].

The innovative nature of the teaching process can be achieved in two ways. First, educators adopt foreign and local experiences that meet modern educational needs. Second, based on their professional competence, pedagogical expertise, work experience, and creative approaches to solving professional tasks and challenges, educators independently develop innovative ideas and present them to the pedagogical community. Creating innovative developments based on original ideas is considered one of the factors that confirms and evaluates educators’ high methodological competence.

In essence, the interactive approach also serves to unlock educators’ creative abilities within the professional development system. While interactive methods come with ready-made methodological guidelines, educators must possess creative abilities to select them appropriately, considering the description, functional capabilities, and the nature of the material presented in the relevant educational module, and to effectively prepare methodological developments using these methods.

Introducing history teachers to educational platforms (e.g., Moodle – Modular Object-Oriented Dynamic Learning Environment; HEMIS – Higher Education Management Information System; Skillbox, Infourok, Foxford), game-based learning platforms (e.g., Kahoot, Khan Academy, Quizlet, iSpring Learn), ZOOM (a video conferencing tool), online services (e.g., Madtest, “Crossword Factory,” “Test Constructor,” IQ.ACADEMY, Online Test Pad,

Wordwall, Plickers, Mindomo), and applications (e.g., Hot Potatoes, Lucidchart, Google Slides, Google Docs) and developing their ability to work with these tools creates the necessary technological opportunities for effectively preparing interactive methodological developments.

From a pedagogical perspective, the interactive approach can be considered both an independent approach and a component of the innovative approach. By its nature, interactivity inherently carries innovative content. The interactive approach in teaching educational modules within the professional development system primarily involves introducing educators to new interactive methods and technologies. Furthermore, it enhances their competence in working with interactive methods and technologies.

The interactive approach encompasses applying interactive technologies (e.g., educational platforms and applications, virtual reality (VR), augmented reality (AR), cloud services) and tools (e.g., interactive whiteboards, multimedia devices, tablets), organizing teaching in interactive forms, and delivering educational content through interactive methods.

In the professional development system, it is advisable to introduce history teachers to interactive methods that foster logical thinking, in-depth analysis, comparative study of historical events, phenomena, and processes, synthesis, generalization, and classification of historical knowledge based on specific characteristics, and to further develop their skills in preparing innovative educational-methodological projects using these methods. Such interactive methods include “Conceptual Table,” “Narrative Diagram,” “Venn Diagram,” “Comparative Diagram,” “Sequence Diagram,” “Decision Path,” “Morphological Box,” “Flowchart,” “Periodic Scale,” “Evidence Map,” “Character Map,” “Linear Storytelling,” “Belief Structure,” “Delphi,” and “Mind Map” (or “Intellectual Map”).

The creative approach complements the innovative and interactive approaches in terms of content. The essence of the “creative approach” lies in “using non-standard and innovative methods to solve tasks and problems in the educational process” [1].

Enriching the content of educational modules in the professional development system with the principles of the creative approach creates the necessary pedagogical conditions for educators to master techniques and technologies for generating unique, non-standard ideas, gain knowledge of new methods for effectively organizing “idea battles,” acquire experience in applying them in pedagogical

practice, and develop competencies in proposing distinctive hypotheses. Additionally, relying on the creative approach in the professional development system “enables the highly effective activation of human resources, allowing the individual characteristics and creative abilities of each subject to be fully realized” [3, p. 8].

3. Discussion.

In the professional development process, systematically introducing educators to creative methods, exploring new methods that promote creative ideas used in the educational experiences of foreign countries, and creating a methodological base for “Creative Generation” are among the key tasks facing the system. Using methods such as “Brainstorming,” “Six Thinking Hats,” “Incomplete Picture” (Torrance Test), and exercises like “Random Associations,” “Association Table,” “Hot Evidence” (Natalia Algeshkina), “One-Painting Museum” (Lidiya Fedorova), “Synectics Attack,” “Thinking Outside the Circle,” and “Freewriting” in developing educators’ creative abilities within the professional development system is considered practically beneficial and effective.

Thus, periodic changes and new requirements for educational quality make the issue of developing educators’ methodological competence increasingly relevant. Therefore, ensuring the creative nature of the process of developing educators’ methodological competence within the professional development system is crucial. The creative character of the professional development curriculum contributes to effectively developing methodological competence in

educators, including history teachers. Relying on innovative didactic methods and the functional capabilities of modern technologies in this process enhances learners’ motivation to master educational material and increases their cognitive activity. This, in turn, guarantees the achievement of the social goal of improving teaching quality and elevating its effectiveness to a higher level.

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