

## The Need to Priority The Functional Approach in The Development of Creative Activity in Future Educators

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### ABSTRACT

**Objective:** To explore the integration of a functional methodology in teacher education aimed at enhancing creative skills and pedagogical competence. **Method:** Employing qualitative analysis and pedagogical review, the investigation considered socio-cultural influences and historical developments in preschool pedagogy, drawing on theoretical frameworks and practical case studies. **Results:** Findings indicate that adopting a functional approach significantly enhances the development of creative attributes in future teachers, effectively aligning pedagogical practices with evolving educational demands and social contexts. Furthermore, the dynamic evolution of pedagogical knowledge contributes to the establishment of robust methodological support, bridging the gap between theory and practice in teacher training. **Novelty:** The study introduces an innovative perspective on integrating functional principles within teacher education programs, offering a comprehensive framework that informs future research and practical application in enhancing creative pedagogical strategies.

## INTRODUCTION

On December 29, 2016, the President of the Republic of Uzbekistan Sh.M. Mirziyoev's decision No. PQ-2707 "On measures to further improve the preschool education system in 2017-2021" was adopted. In this decision, priority is given to the issue of increasing the effectiveness of the pedagogical process in preschool educational institutions and raising it to a new level of quality [1].

A number of measures were developed in order to implement the Decision of the President of the Republic of Uzbekistan dated May 8, 2019 No. In this concept, special attention is paid to the training of future teachers [2].

## RESEARCH METHOD

In addition to critical analysis and renewal taking into account the requirements for the quality improvement of preschool education, organizing pedagogical processes with a creative approach in order to raise the quality of education in preschool educational organizations to a new level requires future educators to have functional competence. Because today preschool education organizations are given the task of developing creative thinking activities of new social order children. For this purpose, future teachers should be able to demonstrate creativity in organizing their pedagogical activities. It is required that future educators can organize the process of preschool education based on the requirements of cooperative pedagogy, use innovative methods

in this process, be aware of modern pedagogical approaches, and develop themselves based on a functional approach [3].

Among the requirements for the qualitative improvement of higher pedagogical education: training future teachers for interpersonal communication in pedagogical processes, teaching them to organize subject-subject relations; diagnosis of students' cognitive abilities; it is required to form functional competencies related to the organization of the preschool educational process with the help of creative technologies. In this way, it is intended to ensure the quality and effectiveness of teaching future educators to think creatively in the process of higher pedagogical education [4].

The social order placed on preschool education increases the need to organize the training system of future educators based on a functional approach. In this, the future educators acquire functional competencies related to the organization of the activities of the subjects of the preschool education process. As a result, they are armed with creative ideas and technologies that serve to improve the process of preschool education [5].

The process of preschool education is a complex pedagogical system, and its organization requires creativity from pedagogues. In addition, preschool education is an important stage in the formation of children, and it is necessary for teachers to have interactive knowledge. Accordingly, research on the development of creative activity in future educators should be carried out based on methodological approaches related to pedagogy and psychology [6].

Research in the field of preschool education pedagogy includes the system of knowledge related to the organization of this process and its scientific methodical provision in future educators. Future educators should have functional knowledge of organizing processes related to pedagogical situations used in preschool education, creating ideas about technologies for successful implementation of certain functional tasks. For this purpose, the future educators will first be provided with information about the theoretical and pedagogical foundations of preschool education [7].

Future educators will be armed with knowledge about the emergence of views on the pedagogy of preschool education, the dynamic development of pedagogical knowledge based on these views, and the creation of methodological support for the process of training educators. Information on the pedagogy of preschool education, teachings and experiences in this field were also created by our thinking ancestors. Because the Uzbek people have a lot of experience in the field of raising children. This experience has been handed down from ancestors to generations for many centuries [8].

For example, a number of pedagogical views on the need to educate children from a young age are stated in "Temur's Laws". The same pedagogical teachings were put forward by Abu Nasr Farabi, Alisher Navoi, and Zahiriddin Muhammad Babur. In the pedagogy of preschool education, using the pedagogical views of our ancestors, it is required to inculcate the knowledge of the organization of preschool education processes into the future teachers, to pay special attention to ensuring the quality and efficiency of this process. Our thinking ancestors expressed valuable ideas in the field of effective organization of any educational process. In this field, they have left a huge pedagogical

legacy to today's generations. Effective use of this pedagogical heritage in training future educators is important from the point of view of forming creative activity in them [9].

Reforms in the field of preschool education require a transition to a functional education paradigm. In recent years, a number of researches have been carried out in this field. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-60 dated 28.01.2022 "On the new development strategy of Uzbekistan for 2022-2026", Decree No. PF-158 dated 11.09.2023 on the strategy "Uzbekistan - 2030", dated May 8, 2019 Decision No. PQ-4312 "On approving the concept of development of the preschool education system of the Republic of Uzbekistan", Resolution No. 391 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 13, 2019 "On measures to further improve the activities of preschool education organizations", special attention is paid to the development of the professional competence of pedagogical staff of preschool education organizations. These documents express the approaches aimed at further improving the preschool education system, strengthening the material and technical base, expanding the network of preschool educational organizations, providing qualified pedagogical personnel, fundamentally improving the level of preparation of children for school education, implementing modern educational programs and technologies in the educational process, and creating conditions for the comprehensive intellectual, moral, aesthetic and physical development of children. This, in turn, strengthened the need to organize the process of developing the creative activity and functional competencies of future educators based on new pedagogical approaches [10].

## RESULTS AND DISCUSSION

It shows that it is necessary to raise the process of higher pedagogical education to a new level of quality, and to implement new mechanisms to increase the creative activity of future educators, while arming them with innovative technologies. Specific tasks are set before the process of developing creative activity in future educators. In order for future educators to have the skills to organize the preschool education process based on a new approach, it is required to thoroughly master the content of innovative technologies. This, in turn, makes it possible to improve the process of training future teachers based on a functional approach, to enrich the educational activities carried out in this process with cognitive technologies. That is why it is more urgent than ever to improve the process of forming creative activity in future educators based on a functional approach, to create its scientific methodical support. Because the future teachers should have the ability to develop the children of the preschool educational organization intellectually, morally, and physically in every way.

In the concept of development of the preschool education system in the Republic of Uzbekistan until 2030, certain tasks are set before the system of training future teachers. Because there is a shortage of highly qualified and creative teaching staff in preschool educational organizations. At the same time, it is becoming clear that the process of training future teachers is insufficiently provided with didactic materials. Didactic materials used in this process should primarily serve to develop creative activity in future

educators based on a functional approach. These tasks show that improving the quality of the process of preparing future teachers for creative activity is one of the urgent problems.

The organization of the preschool education process based on modern requirements requires updating the methodological support for the training of pedagogues based on a functional approach. The process of globalization accelerates the intellectual development of its students. As a result, students are trying to learn more. To meet their needs, educators are required to have a high level of functional competence and creative activity. Pedagogical approaches and theories dedicated to creative activity demand that the creation, implementation and use of innovations become a holistic goal-oriented activity. The creative activity of educators should serve to form the ability of students to develop their independence, responsiveness, independent thinking, and the ability to find a way out of difficult situations. Only then, educators rely on their abilities to help the students to be able to act clearly in changing situations. In addition, they can establish cooperation with the parents of the students.

In order to have the skills of comprehensive development of students, future educators should acquire the competence of organizing the preschool education process based on a creative approach. For this, it is necessary to harmonize all pedagogical technologies that serve to prepare the student for social life. Preschool education is a pedagogical process of an integrative nature that serves the comprehensive development of children.

The creativity of the educator is important in organizing this process in an appropriate manner. In order to show creative activity in the process of preschool education, future educators are required to:

1. Individual approach to students;
2. Implementation of a valuable approach to the process of preschool education;
3. Mastering the methods of comprehensive development of students;
4. Creating favorable pedagogical conditions for the development of pupils;
5. Pedagogical support of the interests of students;
6. Creating motivation for students to develop themselves;
7. Regular reflection of pedagogical processes;
8. Formation of pedagogical competencies necessary for the development of all pupils is required.

## CONCLUSION

**Fundamental Finding:** this study reveals that a functional approach significantly enhances creative activity among future educators in preschool settings, fostering essential competencies for interactive and cooperative pedagogy. **Implication:** these results underscore the necessity for teacher training programs to integrate innovative pedagogical tools and creative skill development to meet modern educational demands. **Limitation:** however, the study's scope was confined to short-term outcomes within a specific educational context, which may limit the generalizability of the findings. **Future**

**Research:** subsequent investigations should examine the long-term impact of this approach on both educators' professional growth and preschool academic achievements, as well as explore the incorporation of emerging pedagogical technologies into teacher training curricula.

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