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Concept Of Creative Competence And Its Scientific Interpretation

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ABSTRACT

This work briefly describes the essence of creative competence and its scientific-pedagogical interpretation. Creative competence is considered as the ability to think creatively and find new solutions.

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Аннотация: В данной работе кратко рассматривается сущность креативной компетентности и её научно-педагогическая интерпретация. Креативная компетентность рассматривается как способность к творческому мышлению и поиску новых решений.

Ключевые слова: креативная компетентность, творческое мышление, педагогическая компетентность, инновации, образовательный процесс, начальное образование, рефлексия

Annotatsiya: Ushbu ishda kreativ kompetentlikning mazmuni va uning ilmiy-pedagogik talqini qisqacha yoritiladi. Kreativ kompetentlik ijodiy fikrlash va yangi yechimlar topish qobiliyati sifatida ko‘rib chiqiladi.

Kalit so’zlar: kreativ kompetentlik, ijodiy fikrlash, pedagogik kompetensiya, innovatsiya, ta’lim jarayoni, boshlang‘ich ta’lim, refleksiya

Creative competence and its scientific interpretation.

Creative competence in modern pedagogy is interpreted as an individual’s readiness for creative activity, the ability to generate new ideas, and the capacity to apply them in practice. It is not only creativity itself, but also an integrative competence that includes knowledge, skills, motivation, and reflection.

In scientific literature, creative competence is explained based on the following approaches:

Cognitive approach – the ability to analyze problems, generate new knowledge, and think logically.

Activity-oriented approach – the ability to apply creative ideas in practical activity.

Motivational approach – the presence of internal need and interest in creative work.

Reflective approach – the ability to analyze one’s own activity and improve it.

According to N. Musayeva, creative competence is the ability of a future teacher to find new pedagogical solutions based on a creative approach in the educational process and effectively implement them in practice.

V. A. Slastenin interprets creative competence as the teacher's ability to quickly and effectively find solutions in non-standard pedagogical situations and apply innovative approaches in professional activity.

E. P. Torrance describes creativity as the process of recognizing problems, forming hypotheses, and generating original solutions, which forms the psychological basis of creative competence.

Creative competence is a complex integrative structure consisting of several interrelated components, each of which plays an important role in the formation and development of a future teacher's creative activity.

First, **knowledge (cognitive component)** forms the theoretical basis of creative competence. This component includes the future teacher's knowledge of pedagogy, psychology, and methodology, as well as concepts related to creative activity. Through the cognitive component, a person analyzes problems, generates new ideas, and applies logical thinking. Thus, it creates the necessary intellectual foundation for creative activity.

The second important component is **skills and abilities (operational component)**. This component reflects the ability to apply acquired knowledge in practice. The future teacher develops creative lesson plans, finds non-standard solutions in problem situations, and effectively uses digital technologies and interactive methods. The operational component ensures the connection between theory and practice and transforms creative activity into real outcomes.

Third, the **motivational component** reflects an individual's internal need and interest in creative activity. This component determines the future teacher's aspiration for innovation, willingness to engage in self-development, and readiness for innovative practice. Motivation is considered the driving force of creative competence, because without it, creative activity cannot be fully formed.

The fourth important aspect is the **reflective component**, which refers to the individual's ability to analyze, evaluate, and improve their own activity. Through reflection, the teacher identifies strengths and weaknesses in pedagogical practice, corrects mistakes, and develops new approaches. This ensures the continuous development of creative competence.

In conclusion, all components of creative competence are closely interconnected and together contribute to the formation of a future teacher as a creative, innovative, and professionally competent individual.

Below is a table presenting the components of creative competence, their content, and advantages:

Component	Content	Advantages
Knowledge (cognitive component)	The system of theoretical knowledge in pedagogy, psychology, and methodology, as well as concepts necessary for creative thinking.	It helps to analyze problems, develop logical thinking, and provides a basis for generating new ideas.
Skills and abilities (operational component)	The ability to apply acquired knowledge in practice, create creative lesson plans, and use digital technologies.	It connects theory with practice and ensures effective solutions in real pedagogical situations.
Motivational component	Internal interest in creative activity, aspiration for innovation, and the need for self-development.	It stimulates innovative activity, activates creativity, and ensures continuous professional growth.
Reflective component	The ability to analyze, evaluate, and improve one's own pedagogical activity.	It enables identification and correction of mistakes, self-development, and professional improvement.

This table systematically presents the structural components of creative competence. Each component is considered separately, and its content as well as its significance in the pedagogical process is explained on a scientific basis.

The first column lists the main components of creative competence — cognitive (knowledge), operational (skills and abilities), motivational, and reflective components. These components form an integral structure of creative competence and are closely interconnected.

The second column explains the content of each component. For example, the cognitive component represents a system of theoretical knowledge, while the operational component reflects the ability to apply this knowledge in practical activities. The motivational component includes internal interest in creative activity, and the reflective component involves the process of analyzing and evaluating one's own activity.

The third column presents the advantages of each component. These advantages demonstrate their role in the formation and development of creative competence. In particular, the system of knowledge develops logical thinking, operational skills enhance practical effectiveness, motivation strengthens creative activity, and reflection ensures continuous professional development.

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