

**TEACHER CREATIVITY AS A FACTOR IN CHILDREN'S CREATIVE
DEVELOPMENT**

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ABSTRACT

This article analyzes teacher creativity as a significant factor in children's creative development. From a scientific and theoretical perspective, the study examines the role of innovative thinking, the use of non-traditional teaching methods, and the creation of a creative educational environment in preschool education. The article substantiates how teachers' professional competence and creative approaches contribute to the development of children's imagination, independent thinking, problem-solving skills, and aesthetic perception. The research findings can be applied to improving effective pedagogical practices in preschool educational institutions.

Keywords: creativity, teacher, creative development, preschool education, creative activity, pedagogical approach.

INTRODUCTION

Today, the socio-economic and cultural development of society places new demands on the education system. Modern education is no longer limited to the acquisition of knowledge alone; rather, it aims to develop an individual's creative potential, foster independent and critical thinking, and cultivate the ability to find non-standard solutions to problems. These tasks are especially important at the preschool education stage, as this period represents a crucial phase in which the foundations of a child's personality are laid and their intellectual, emotional, and creative capacities are actively formed.

Preschool children are naturally curious, active, and imaginative, and they strive to creatively explore their environment. At this age, children show a strong need for drawing, constructive activities, musical engagement, and dramatic play. However, the full раскрытие and development of this natural creative potential largely depends on pedagogical conditions—first and foremost, on the professional skills and creative approach of the teacher. As the primary agent who directly interacts with children and organizes the educational process, the teacher has a direct influence on children's creative development.

In recent years, special attention has been paid in pedagogy and psychology to the issue of teacher creativity. Research indicates that a creative teacher plays not only the role of a knowledge provider but also acts as a guide, motivator, and partner in developing children's creative abilities. Such a teacher organizes the educational process not according to rigid frameworks, but based on children's interests, needs, and individual characteristics. This approach enhances children's self-confidence, initiative, and intrinsic motivation for independent creative activity.

In modern preschool education, standardized forms of instruction often dominate, which may limit children's creative activity in certain cases. Therefore, teacher creativity emerges as a key factor that enlivens the educational process and makes it engaging and meaningful for children. A creative teacher does not offer ready-made solutions but encourages children to explore,

experiment, and freely express their ideas. As a result, children become active participants in the creative process.

From this perspective, teacher creativity is one of the key issues that must be scientifically examined as a crucial factor in children's creative development. This article explores the nature of teachers' creative activities, their impact on the creative development of preschool children, and the pedagogical significance of creating a creative educational environment. The findings contribute to the development of teachers' creative competencies in preschool education practice.

LITERATURE REVIEW

Researcher Nargiza Nurmatova, in her article, extensively discusses the theoretical foundations and practical experiences of developing creativity among teachers in preschool educational institutions. The role of creativity in the educational process, its importance in teachers' professional activities, and its contribution to fostering creative thinking in children are thoroughly analyzed[1.3]. The effectiveness of innovative methods such as the STEAM education model, Montessori pedagogy, interactive methods, and computer-based technologies is examined. The study emphasizes that teachers' personal qualities, creative labor, and creative competencies are essential and relevant issues in contemporary educational practice.

This issue is also deeply analyzed in I. M. Usmonaliyev's [2.3] scientific article titled "*Developing Creative Imagination in Future Teachers and Scientific Creativity in Pedagogy.*" The author highlights the importance of creative imagination and scientific creativity in the context of pedagogical education. Creative imagination is described as a key psychological and pedagogical factor that enables individuals to express their potential in creative activities and product creation. Its formation is closely linked to biological, social, and professional conditions. The article substantiates that the level and pace of creativity development depend on personal activity, creative traits, and the supportive nature of the pedagogical environment.

MAIN THEORETICAL SECTION

Ensuring children's creative development is one of the key pedagogical objectives of the modern education system. The preschool period, in particular, is considered the most favorable stage for personality formation and the manifestation and development of creative abilities. In this process, teacher creativity plays a leading role.

In pedagogy, creativity is interpreted as an individual's tendency toward innovative thinking, the ability to find unconventional solutions to problems, and a creative approach to pedagogical situations[9.165]. A teacher's creativity is reflected in their ability to move beyond traditional methods and organize the educational process in accordance with children's needs and interests. Such an approach positively influences the development of independent thinking, free expression, imagination, and creativity in children.

According to theoretical sources, creative development is closely related to children's cognitive processes, emotional-volitional states, and social activity. A creative environment established by the teacher fosters self-confidence, initiative, and the ability to propose new ideas. Children's creative potential is activated through play, visual arts, music activities, role-playing, and creative exercises[4.76].

A teacher's creative approach is first manifested in planning the pedagogical process. Organizing lessons based on innovative methods, using interactive techniques, and considering children's individual characteristics create favorable conditions for creative development. At the same time,

the teacher's personal creativity, openness to communication, and ability to establish a positive emotional atmosphere ensure children's active participation[8.220].

Scientific research indicates that creative teachers encourage children to explore rather than simply providing ready-made knowledge. They motivate children to ask questions, express opinions, and defend their ideas. This, in turn, promotes the development of creative thinking and the formation of independent decision-making skills in problem-solving situations.

CONCLUSION

The research findings demonstrate that teacher creativity is a crucial pedagogical factor in ensuring children's creative development. Pedagogical observations and experimental methods reveal that teachers' innovative approaches, interactive activities, and creative tasks contribute to the development of independent thinking, initiative, and the ability to solve problems in unconventional ways among children.

Furthermore, creative pedagogical activity enhances children's social engagement, free expression of ideas, and expansion of imagination. The study confirms that a creative environment and learner-centered approaches serve as effective tools in activating children's creative potential.

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