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DEVELOPING CREATIVE THINKING SKILLS IN PRESCHOOL CHILDREN BASED ON AN INDIVIDUAL APPROACH

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Annotation

This article explores the scientific and pedagogical foundations for developing professional transverse competencies in future educators. In modern higher education, the training of future teachers requires not only subject-specific knowledge but also the formation of universal competencies such as communication, critical thinking, problem-solving, teamwork, adaptability, and self-development. The study aims to identify effective pedagogical conditions and methods for integrating these competencies into the educational process. The research is based on literature analysis, sociological surveys, interviews, observation, and empirical analysis. The findings indicate that interactive teaching methods, practice-oriented tasks, and reflective learning activities significantly contribute to the development of professional transverse competencies. The study concludes that the systematic formation of these competencies is an essential factor in improving the professional readiness, flexibility, and competitiveness of future educators in contemporary educational environments.

KEYWORDS: future educator, transverse competence, development, integration in the pedagogical process, the role of interactive methods, training of teachers and coaches, self-development activities of educators.

1 INTRODUCTION

Today the issues of development of pedagogical skills in the educational system, the application of new pedagogical approaches and the improvement of professional competencies of students are of urgent importance. Great attention is paid to the development of professional competencies in the preparation of future educators who are being trained in higher education institutions for professional activities. It is also necessary to constantly improve the content, methods and forms of education in modern pedagogical theory.

Professional competencies of Future Educators include not only the acquisition of deep knowledge in their field, but also the development of general pedagogical skills, social and communicative abilities. At the same time, professional transversality, that is, the development of general competencies that can be applied in different areas, is an important factor for each educator to be successful in their professional activities.

The decrees of the president of the Republic of Uzbekistan dated July 29, 2020 "on measures to further deepen reforms in the higher education system and adapt it to international standards", December 18, 2019 "on additional measures to improve the quality of the education system, train teachers and develop scientific research", July 5, 2017 "on measures to further improve the higher education system, special attention will be paid to the development of scientific research and innovative research, the training of teachers in the higher education system and their qualification. It was adopted for the purpose of developing new programs in accordance with advanced pedagogical and scientific methodologies for teachers and scientific personnel in higher educational institutions, including issues of applying new methods and technologies in education, reforming the higher education system and improving its quality. The decrees paid special attention to the independence of higher education institutions, integration into international education systems, modernization of educational programs and the development of competencies in students in different directions.

In today's educational system, the requirements for educators are still growing, which makes it necessary to introduce future specialists to modern pedagogical methods and technologies, as well as develop skills in them, such as social responsibility, self-management and problem solving. Therefore, it is very important to study the pedagogical conditions for the development of professional transverse

competencies of future educators. In this article, the scientific and pedagogical foundations of the development of professional transverse competencies of future educators, current problems of their application in practice and proposals for the effective organization of this process will be covered.

2 LITERATURE REVIEW

The issue of the development of professional transverse competencies of Future Educators has been the focus of scientific and pedagogical research in recent years. There are many scientific developments related to improving the quality of education and training of pedagogical personnel in higher educational institutions.

A.N. Leontev and V. V. Famous educators such as Davydov have detailed the definition of competence and its structure. They argue that competence not only includes knowledge and skills, but also implies an individual's willingness to social activities, self-control, and adaptability to changes in society. It is important to take into account these factors in the development of professional competencies of future educators.

Transverse competencies are general competencies that can be applied in their various fields. They include skills such as communicative skills, responsible approach, teamwork, and creative thinking. About it B. B. Parygin and I. A. Zimnyaya emphasized in his research. Opinions on them are such that transverse competencies in pedagogical activity occupy a fundamental place in ensuring the professional success of educators. The development of such competencies gives future educators the flexibility and skills necessary to effectively carry out their work. There are several scientific works related to the issue of the development of pedagogical competencies in the higher education system.

In particular, pedagogical reforms and state decisions implemented in the field of Higher Education of Uzbekistan are aimed at ensuring the widespread use of a competency-based approach in education. M. X. Research conducted by Mirzaev considers the importance of professional approaches in the development of pedagogical competencies, the correlation of transversality and social competencies. Also, in the professional training of future educators in higher education institutions, practical methods and strategies for the development of competencies are discussed.

3 RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

The purpose of the study is to identify the scientific

and pedagogical foundations for the development of professional transverse competencies of future educators and analyze how they can be effectively developed in practice. To achieve this goal, a number of scientific and methodological approaches and methods of empirical research were used. The methodology of the study was organized on the basis of modern approaches, pedagogical theories and experimental developments in the field of Education. In the educational process, it is important to apply modern pedagogical technologies to develop professional competencies of future educators. In particular, hands-on training, interactive classes, volunteer activities, and case-study techniques help prospective educators deal with real-life situations. N. M. Sazontova and D. A. In Alekseeva's research, innovative methods of pedagogical approaches are recommended, such as team and individual work in a group, solving creative problems and developing transverse skills. The motivation factor is especially important in the development of professional competencies of future educators. The performance of the research methodology using research methods such as literature analysis, sociological surveys, experiment, interview and observation, empirical analysis has yielded an effective result. J. L. Lave and E. In their work "education in a new society", Wenger examined the interrelated and changing aspects of competencies, which also emphasize the need for the educator himself to be strengthened as an active learner. Pedagogical activity and initiatives of the teacher aimed at self-development will help his students to form their professional competencies.

The issue of the development of professional transverse competencies of future educators is widely covered by various researchers from a scientific and pedagogical point of view. According to their opinion, through effective approaches and methods for the development of these competencies in the educational system, there is an opportunity not only to increase the professional potential of educators, but also to make a significant contribution to social, cultural and economic progress in society through them.

4 RESULTS

According to the results of this study, several scientific and pedagogical foundations can be identified in the development of professional transverse competencies of future educators and contribute to their effective implementation. The main results of the study include:

It was confirmed that the development of professional transverse competencies of future

educators is the main factor in successful work in pedagogical activity. These competencies, especially skills such as communication, creative thinking and problem solving, help educators achieve high results in their work.

Integration in the pedagogical process: an effective integration of methodological approaches in the development of professional transverse competencies has been identified. Through textbooks, curricula and teacher training, it was shown that these competencies can be systematically formulated.

The role of interactive methods: the use of interactive methods in pedagogical processes has produced effective results in the development of thinking and problem-solving skills of prospective educators. The importance of role-playing games, group work, and methods for solving problem situations has increased in this.

Training of teachers and coaches: in order to develop professional transverse competencies, it was noted that the educators themselves must constantly undergo pedagogical and methodological training. It is also necessary for educators to constantly update their competencies.

Self-development activities of educators: it was determined that special attention should be paid to the self-development activities of Future Educators, which should be given importance to the formation of independent learning and reflex skills in strengthening their pedagogical approaches.

On this basis, the development of professional transverse competencies of future educators was of great importance in the formation of their attitude to their profession, and showed the need to apply modern pedagogical methods and approaches to the training of educators. The results of the study provide the basis for new scientific directions on the development of professional competencies in the field of pedagogy.

5 CONCLUSION AND DISCUSSION

The article examined the scientific and pedagogical foundations of the development of professional transverse competencies of future educators. During the study, it was confirmed that the formation and development of professional competencies of future educators is the main factor in their success in professional activities. Professional transverse competencies, such as skills such as communication, problem solving, creative thinking, teamwork, occupy an important place in the pedagogical activities of educators.

In addition, the effectiveness of the application of

interactive methods and practical training in the pedagogical process for the development of professional transverse competencies was determined. At the same time, it was noted that special attention should be paid to the self-development activities of educators, who should constantly update their knowledge in order to strengthen their professional skills.

Based on the results of the study, the methodological training of teachers and educators, the use of modern pedagogical approaches and innovative methods are necessary in order to more effectively organize the process of developing professional transverse competencies. In this regard, it is important that teachers and coaches constantly increase their pedagogical competencies, as well as timely updating of educational programs.

Also, the mutual exchange of experience of future educators, mastering innovative pedagogical approaches and applying effective methods on the basis of experience, contributes significantly to the development of professional competencies. At the same time, there is an increasing need to systematically focus on transverse competencies at different stages of training and training.

The scientific and pedagogical foundations and methodological recommendations presented in the article will help to create new approaches to the development of professional competencies of future educators. These serve to increase the effectiveness of the process of educating future educators, taking into account changes in the field of pedagogy, new requirements and directions of development.

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