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IMPROVING THE PROFESSIONAL AND CREATIVE ACTIVITIES OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

The article examines the improvement of the professional and creative activities of future primary school teachers in the higher education system. It emphasizes that modern requirements demand individuals to understand the world, comprehend the laws of life and society, and independently analyze the views, ideas, and aspirations of various peoples and nations. The study highlights the importance of organizing independent research effectively, conducting professional activities based on creativity, working collaboratively, processing information, expressing personal opinions, applying creative approaches, avoiding errors in reasoning, developing analytical thinking, drawing clear conclusions, and identifying effective solutions.

Keywords: future primary school teachers, professional and creative activity, professional and creative skills, education, specialist, professional competence, personality, primary school, constructive activity, innovative activity, creative activity, learner-centered education, self-awareness, self-determination, self-management.

INTRODUCTION

Considering the complexity of global processes and deeply analyzing the achievements attained by our country, priority directions of reforms aimed at improving people's welfare under the principle of "For Human Dignity," transforming economic sectors, accelerating entrepreneurship, ensuring human rights and interests, and establishing an active civil society have been determined in recent years. Particular attention has been paid to educating young people in the spirit of patriotism, respect for national traditions and values, and raising a spiritually mature, intellectually developed, and physically healthy generation while protecting their rights and interests.

However, the low level of foreign language proficiency and information and communication technology skills among university teachers has hindered the development of their professional competence. At the same time, analyses indicate that support mechanisms for youth, especially unemployed and socially inactive young people, remain insufficient. Issues such as creating favorable conditions for self-realization, vocational guidance, employment, and encouraging initiatives require further improvement

LITERATURE REVIEW

The education system serves as the primary source for enhancing the intellectual potential of society. Teachers occupy a central position in this process, as the quality of general education largely depends on their professional competence, culture, and creative potential. The words of K.D. Ushinsky remain relevant today:

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"Everything in education should be based on the teacher's personality because educational power arises only from the living source of the human personality. No regulations, programs, or institutional structures, no matter how skillfully designed, can replace the personality of the teacher in education."

RESEARCH METHODOLOGY

The study employed pedagogical and psychological literature analysis, examination and generalization of pedagogical experiences, pedagogical observation, modeling based on theoretical and practical descriptions, and survey-diagnostic methods including interviews and questionnaires. The success of teaching activities depends not only on instructional methods but also on the teacher's personality, character, skills, relationships with students, and creative attitude toward work.

Modern education requires improving mechanisms for developing creative and professional competencies through innovative approaches and implementing these mechanisms into practice. The formation of intellectual resources and competitive specialists through cognitive thinking and innovative pedagogical processes has become increasingly important.

ANALYSIS AND RESULTS

Student creativity refers to activities aimed at creating new intellectual values and products previously unknown to the individual. Original approaches to problem-solving, restructuring problems, and finding unique solutions constitute novelty. Future teachers do not become creative spontaneously; creativity develops gradually through continuous learning and self-improvement.

Teachers should pay particular attention to solving problematic situations, analyzing educational issues, and producing pedagogical innovations. In today's world, every individual should be capable of understanding social and natural phenomena, independently thinking, and evaluating different perspectives and ideologies. Professional creativity promotes teamwork, information processing, expressing personal opinions, creative thinking, and drawing logical conclusions.

The current mission of education is to teach students how to function effectively in an information-rich environment and use information consciously and rationally. Creative activity represents a process of generating new knowledge characterized by objectivity, reliability, and accuracy. It involves determining research topics, analyzing existing information, formulating hypotheses, conducting experiments, analyzing results, verifying hypotheses, discovering new facts, and making scientific predictions.

Professional and creative activity is a complex process involving the integration of ideas, opportunities, and knowledge with the reconstruction and reinterpretation of concepts and information. It is a multidimensional process occurring simultaneously at several levels of active and interactive cognition.

International experience demonstrates the significance of involving students in professional and creative activities. European higher education institutions actively integrate educational and scientific training by engaging students in research and experimental work. Professional and creative activity is considered one of the fundamental components of teacher education.

Professional development is characterized by stable positive motivation, socially and professionally significant personal qualities, readiness for continuous growth, and the ability to perform professional activities creatively and effectively. Research findings indicate that successful scientific activity depends not only on professional competence but also on creative connections and scientific experience.

Various forms of research activities have emerged, including interdisciplinary projects, extracurricular research, and creative initiatives. Organizational and pedagogical conditions that encourage creativity consist of objective and subjective factors determining content, organizational forms, and teaching methods that actively involve future teachers in creative activities.

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Research conducted in higher education institutions revealed that many future primary school teachers are unaware of conferences, competitions, and professional-creative events. Particularly during the first two years of study, approximately three-fourths of students lacked such awareness. Moreover, two-thirds of respondents stated that they were not engaged in any creative activities, while the remaining students mainly referred to reading additional literature for seminar preparation.

CONCLUSION AND RECOMMENDATIONS

The findings indicate that the majority of future primary school teachers do not actively participate in creative or research activities. Therefore, it is necessary to explore effective methods for improving their professional and creative competence. Greater attention should be paid to motivation and incentives as well as to overcoming existing barriers.

The prestige of science among young people still exists; however, some students believe that its social status has declined. Only a limited number of students express a desire to pursue scientific or creative activities after graduation. Others point to financial concerns or doubts about their abilities.

These factors demonstrate the influence of broader socio-economic conditions that restrict students' interest in research and creative work. Consequently, enhancing the quality of professional training requires strengthening the social prestige of science and creating favorable educational environments. The majority of students emphasize that professional and creative activities are supported by their peers, university professors, and parents, which creates a favorable socio-psychological atmosphere for further development.

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