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A. AKHMETSAPA<sup>1\*</sup>, H. UZUNBOYLU<sup>2,3</sup>, G. ZHOLTAYEVA<sup>1</sup>, U. ABDIGAPBAROVA<sup>3</sup>

<sup>1</sup>I.Zhansugurov Zhetysu University (Taldykorgan, Kazakhstan)

<sup>2</sup>University of Kyrenia (Kyrenia, Northern Cyprus, Turkey)

<sup>3</sup>Abai Kazakh National Pedagogical University (Almaty, Kazakhstan)

\*e-mail: [aiguliyaboo\\_ahmetsapanova@mail.ru](mailto:aiguliyaboo_ahmetsapanova@mail.ru)

## CONTENTS AND ORGANIZATION ASPECTS OF PREPARING FUTURE ELEMENTARY SCHOOL TEACHERS FOR PROFESSIONAL CREATIVE ACTIVITIES

### Abstract

This article is dedicated to the issues of improving the professional training of future elementary school teachers. The article justifies the relevance of developing the creative abilities of younger students and preparing future elementary school teachers for professional creative activity. To determine the organizational and substantive aspects of preparing future primary school teachers for professional and creative activity, a survey was conducted among 114 teachers, including 93 teachers of grades 1-4 and 21 teachers of preschool education. The results of a search and analytical work are presented. The authors considered the methodological approaches that underlie the preparation of future teachers, the structure and content of the preparation of future elementary school teachers, as well as the conditions and organizational-content aspects of preparing future elementary school teachers for professional-creative activity, which include interdisciplinary interaction and integration of disciplines within the educational program.

**Keywords:** academic disciplines, creativity, creative activity, educational program, methodological approaches, primary school teacher, professional activity.

**Basic provisions.** The article discusses the current aspects of the training of future primary school teachers, various approaches and research in the field of general pedagogical creativity, and teacher training for professional and creative activities. Theoretical studies and the current state of readiness of practicing primary school teachers for professional and creative activity are analyzed. Statistical data obtained by questioning teachers to determine the level of their readiness to implement professional and creative activities are presented. Based on the analysis of the current state of readiness of primary school teachers for professional and creative activity, the relevance of the problem of creative activity for most teachers is substantiated and the main issues requiring study in this direction are formulated. It also describes the revealed interest of teachers in expanding their knowledge, and skills and the desire to develop skills of professional and creative competence. It is noted that many problems require further study, such as conditions for organizing effective professional and creative activities of participants in the educational process, establishing optimal feedback with students using new technologies; correcting teachers' actions when working in a modern educational environment, critical assessment of behavior, formation of independence and creative skills of teachers in the development of educational tasks; effective application of professionalism and creative competencies, communication and involvement of students in the organization of group work and project activities with students, prospects for their development are described.

**Introduction.** The modern stage of education development is characterized by the emergence of a humanistic attitude towards learning and upbringing, which presupposes a personality-oriented approach to organizing the educational process and promoting personal development (Salfiyadi et al., 2023). This is associated with changes that affect all spheres of human life (Holban, 2023). The changes in social and economic life raise new tasks for the upbringing of a capable person not only of acquiring knowledge, and adapting quickly to new conditions, but also of influencing

the course of vital public processes, thinking independently, and creatively solving existing problems.

The effectiveness of solving these tasks largely depends on the professionalism of the teacher in constructing such an educational process in the school that would strengthen the child's interest in cognition, the discovery of the new, ensure the strength and reliability of the acquired knowledge and contribute to the formation of a real and creatively thinking, self-critical personality (Alshumaimeri, 2023). The development of students' creative abilities is important at all stages of school education, but special importance is attached to the formation and development of creative abilities at an early school age since it is the age that the foundations of conscious and managed creative activity are laid.

Pedagogical science and practice prove that only a creative personality can raise another creative personality (Ahiskali, 2023; Snepvangers & Rourke, 2020). Creativity in pedagogical activity requires the formation of a wide range of professional and creative, professional and methodological skills, abilities, and talents among future primary school teachers (Mansouri & Hamzaoui, 2023; Abo Orabi, 2023). However, as analysis of various publications and real educational practice shows, standardization in a teacher's work is often encountered in school. Teachers sometimes use the repetition of the same techniques and methods in teaching. This can lead to a reduction in the independent and creative thinking of students. Therefore, a modern school teacher is required to pay attention not only to the formation of general learning skills but also to the organization of students' creative activity, and their performance of search-and-creative tasks.

In this regard, there is a need to address this issue, primarily driven by the requirements of real educational practice and the presence of certain difficulties faced by teachers in practical organization and implementation of professional and creative activities (Chiu, 2024). The emergence of such difficulties among teachers is largely determined by their insufficient

development of creative competence, as well as the presence of a fragmentary, non-systematic basis of readiness for teachers to carry out professional and creative activities. It is precisely because teachers who are currently teaching and educating students do not possess the necessary level of a developed complex of professionally significant qualities that their pedagogical work is still predominantly focused on students' cognitive activities rather than creative activities; if there is a creative activity, then its effectiveness is often low. Therefore, questions related to the professional training of future primary school teachers for creative activities are relevant and significant.

Consequently, there is a need for serious theoretical and practical preparation of primary school teachers for professional and creative activities. This necessitates a revision of the content of educational programs for the training of primary school teachers, and the modernization of methodological approaches and pedagogical technologies aimed at their effective professional and creative activities (Walter, 2024). Given the novelty of the situation and the possibility that future teachers will face work related to the creative development of students in the future, it was extremely important to learn more about the experience of practicing primary school teachers and the professional qualities necessary for creative activities.

Therefore, this work aimed to determine the organizational and substantive aspects of the preparation of future primary school teachers for professional and creative activities. The following tasks have been identified to achieve the goal: Study and analyze the current state of readiness of elementary school teachers for professional and creative activities; Study regulatory and legal documents in the field of education, psychological and pedagogical research, experience in preparing elementary school teachers for professional and creative activities.

Thus, this study is aimed at identifying what problems and difficulties teachers face in carrying out professional and creative activities and what knowledge and skills they need for successful creative activities. It also aims to

determine the structure and content of the preparation of future elementary school teachers for professional and creative activities.

At the present stage, the development of a comprehensively developed personality the student, the development and implementation of his creative abilities, is one of the priority directions of educational policy in the Republic of Kazakhstan. Special attention is paid to the issues of forming and developing the creative personality of schoolchildren and the importance of the teacher's creative potential in this area in regulatory and legal documents in the field of education. The Law "On Education" of the Republic of Kazakhstan (Zakon, 2023) highlights the development of creative abilities, and aesthetic education (Section 1, Article 2) as an important task of the education system, emphasizes the development of diverse interests and abilities of children and youth in extracurricular education and training (Section 2, Article 14), and the duties of teachers include "creating conditions for the manifestation and development of individual and creative abilities of students" (Section 3, Article 29).

In the Professional Standard "Teacher" (Minister of Education, 2022), which determines the basis for educational programs for teacher training, the section "Criteria for teacher competency by qualification categories, structured on the principle of accumulation," subsection 2.1 notes the following professional knowledge of a university graduate (teacher-trainee/teacher): "...knowledge of modern pedagogical and psychological approaches for the individual development of students/wards." In the State compulsory standard of elementary education (Zakon, 2022), along with other values, work, and creativity are defined as basic values in the updated content of elementary education. It is noted that an educational environment conducive to the harmonious formation and development of the personality of the student, possessing the basics of functional and creative application of knowledge, should be created, and one of the aspects of determining the updated content of education is the need to develop critical, creative, and positive thinking (Chapter 2, Paragraph 1). In such conditions,

the problem of preparing highly qualified and creative teachers for elementary school becomes of great importance, capable of ensuring the all-round development of the child as a holistic personality, developing their creative abilities and talents, and enriching the intellectual potential of the people, their spirituality, and culture on this basis.

Currently, the development of human creative abilities is a significant theoretical and practical problem of pedagogy and psychology (Wu & Liu, 2022; Fan et al., 2022). The study of the problem of creativity and creative abilities in the 21st century is influenced by new vital requirements of society. Significant experience has been accumulated in the history of science in studying the theory of creativity. The problem of creativity has always been at the center of attention for many outstanding philosophers, who have made a significant contribution to the development of ideas about the essence of creativity and creative activity (Sternberg & Karami, 2022).

It is necessary to highlight the study of the problems of creativity by psychologists. They analyzed different approaches to the essence of the concepts of “creativity” and “creative abilities,” substantiating the prerequisites and levels of development of the creative abilities of the individual. Pedagogues have made a significant contribution to the study of the problems of creative abilities. Pedagogical innovators testify to the necessity of a creative approach by teachers to the development of creative skills in children (Cockerill, 2022). The features of forming a creative personality in the educational process were covered in the works of Koshanova et al., (2021). Questions about forming and developing the creative abilities of elementary school children have been analyzed as well.

Psychologists and teachers emphasize the importance of educational activities for the formation of cognitive activity, creative thinking, and accumulation of experience in creative search activities of students (Apostolopoulou & Issari, 2022; Zhang, 2021). Researchers, considering different aspects of the problem, draw the attention of teachers to the need for a

creative approach to their work for the successful development of children’s creative abilities, and give recommendations for organizing creative activities of students, selecting means, methods, and forms of learning.

Currently, updated programs have been introduced in schools, the implementation of personality-oriented education, the formation of the ability to learn, and the development of a student’s interest in learning, and cognitive abilities (Hofer et al., 2024). Nevertheless, the issues of creating pedagogical conditions, including organizational and methodological aspects of the development of creative abilities of elementary school students, remain relevant. Therefore, the modern teacher in school is required to pay attention not only to the formation of general learning skills but also to the organization of creative activities of students and their performance of search-creative tasks (Richterich, 2022). Accordingly, improving the professional training of future primary school teachers, and increasing attention to their development as creative teachers who stand at the forefront of the development of a child’s creative abilities, is an important problem.

This problem has received significant attention in the past. The theoretical and methodological foundations for the preparation of future teachers were developed in the works of Khabibullayevna, (2021) and others. Studies by Tutolmin (2006), Varlakova (2013), Yurevich (1998), Turgynbaeva (2012), and others were devoted to the study of the problem of preparing teachers for creative pedagogical activities. They considered organizational and pedagogical conditions for the functioning of the system of teacher training for professional and creative activities, the formation of the teacher’s professional and creative competence, the development of creativity among future bachelors of pedagogical education, etc.

Various aspects of the formation readiness of primary school teachers for creative activities were examined in the dissertation research of Rodionova (2010), Usova (2002), Rakhmanova (2013), and others. For example, Rodionova’s work [8] was devoted to the development of a technology for the formation of creative activity

experience in future teachers of primary classes, while Usova (2002) aimed to determine the pedagogical conditions for the formation of readiness for professional and creative self-realization of future teachers of primary classes. Strokova (2007) studied the pedagogical conditions for the creative activities of future teachers of primary classes in a pedagogical college, and Rakhmanova (2013) investigated the conditions for the development of creative abilities of future teachers of primary classes in the process of pedagogical practice. The issue of preparing primary school teachers for creative activities was also addressed in the research of domestic scientists such as Zhiyenbayeva (2022), Kurakbayeva (2008), Dzhanbubekova (2010), and others.

In some studies, it has been shown that the goal and result of preparing a teacher for professional and creative activity is their readiness for creative implementation of pedagogical activities, and the criteria for the effectiveness of the teacher's preparation system for professional and creative activity are distinctive features by which one can judge its state, level of functioning, and development (Sawyer, 2015; Borodina et al., 2019; Levchenko, 2020).

An analysis of the studied works shows that both foreign and domestic researchers recognize the significance of preparing future teachers for professional and creative activities.

**Materials and Methods.** The survey was conducted among teachers of grades 1-4 and preschool classes in secondary schools in the Almaty region. One-hundred and fourteen (114) people took part in the survey, including 93 teachers of grades 1-4 and 21 teachers of preschool education. Of these, 44 (38.6%) had 6-10 years of work experience, 23 (20.2%) teachers had 11-15 years of experience, 10 (8.7%) teachers had 16-20 years of experience, 18 (15.8%) teachers had 21-25 years of experience, 14 (12.3%) teachers had 26-30 years of experience, and 5 (4.4%) teachers had more than 30 years of experience.

*Data collection tool.* To form an understanding of the current state of readiness of primary school teachers for creative work, a survey was conducted. One of the tasks of the survey

was to identify problems and difficulties in implementing professional and creative activity, as well as types of enhancing the competence of teachers for successful implementation of creative activity. The questionnaire contained the following items:

Do you consider professional and creative activity necessary?

How do you evaluate your readiness for professional and creative activity?

What resources and educational technologies did you use for creative activity?

Do you need help to carry out creative activity?

What problems and difficulties most hinder you in carrying out creative activity?

What kind of help do you need to implement professional and creative activity?

Is special training necessary for professional and creative activity?

What kind of competence enhancement do you prefer?

Your opinions and recommendations on preparing teachers for distance learning.

*Procedure.* To determine the organizational and substantive aspects of preparing future primary school teachers for professional and creative activity, the study was conducted in the following sequence:

- conducting a search-analytical work, during which the state of the problem was studied, an analysis of regulatory legal documents in the field of education and psycho-pedagogical literature was carried out, and the methodology of the study was determined.

- surveying to establish the actual state of readiness of primary school teachers for professional and creative activity and determine the structure and content of preparing future primary school teachers for professional and creative activity.

- studying the results of the research, processing the obtained materials, and conducting systematization and generalization of the results of the research.

**Results.** The survey results showed that 65.1% of respondents noted that they are generally ready for creative work, but some things have to be learned in the process of

pedagogical activity; 30.2% answered that they are not sufficiently prepared and need to learn many things, and 4.7% stated that they are not ready. Thus, the majority of teachers surveyed said that they have to learn a lot in the process of work. The survey results also showed that the majority of teachers (88.4%) noted the need for special knowledge on issues of creative activity, that is, the need for special training.

Regarding the question “What assistance do you need to implement professional and creative activities?”, 47.4% of respondents answered that they need methodological assistance; 37.7% answered that they need the expansion of creative competence; 10.5% answered that they need the organization of creative activities for students with special educational needs; and 29.5% answered that they need the development and creation of resources (educational and methodological materials, means of control and evaluation, etc.).

In the section “Your opinions and suggestions on preparing teachers for creative activities”, respondents also noted the need for greater attention to special training in professional development courses, seminars, and master classes, exchanging experiences, as well as preparing future teachers for professional and creative activities in higher educational institutions (universities).

It should also be noted that the respondents’ answers indicated their insufficient knowledge of the essence of the concept of “professional and creative activity”. Thus, it was revealed that the problem of implementing professional and creative activities is relevant for the majority of surveyed teachers. If this task is not solved, there is a high probability of reducing the effectiveness and creative activity of students, which can affect the quality of education.

An analysis of the general state of the problem showed that teachers, psychologists, and methodologists have done significant work related to the theoretical and practical aspects of preparing teachers for professional creativity. However, further research is required in modern conditions, studying and generalizing existing experience, testing recommended means, methods, and forms of work on preparing future

primary school teachers for creative activities. The content and structure of training, the criteria for preparing primary school teachers for professional and creative activities in the conditions of education modernization, and the conditions for training in the system of higher pedagogical education are insufficiently defined in pedagogical theory.

Thus, the results of the study indicate the need for further research into the preparation of teachers, particularly those teaching primary classes, for professional and creative activities. Given the features of the updated programs, teachers need to: expand their knowledge about the psychological characteristics of younger students; master teaching methods oriented towards developing students’ creative abilities; acquire skills in using new approaches to teaching and learning in the classroom; expand their knowledge about using adaptive approaches, methods for organizing collaborative work among students, pedagogical reflection, and effective feedback forms.

One possible strategy for organizing and designing the training of future teachers for professional and creative activity is the need to review the content of educational programs, modernize methodological approaches and pedagogical technologies that focus on teachers’ implementation of professional and creative activity, as well as interdisciplinary interaction and the use of interdisciplinary connections within the educational program.

The professional activity of a future teacher requires daily solutions to a huge number of creative tasks, including organizing the educational process under different, often changing socio-cultural conditions; designing, implementing, and regulating the educational process; creating educational and methodological developments, creatively using them, etc. In their professional activity, a teacher encounters a large number of sometimes unpredictable and unforeseen situations related to various circumstances that affect the development of their students. The more a teacher develops their creativity, the easier it will be for them to choose the right methods and techniques to solve problems.

The study and analysis of theoretical and practical materials on the professional training of future teachers and the organization of creative activities allowed for the identification of several approaches to the problem of preparing primary school teachers for creative activities:

First is the systemic approach, which is necessary for managing the educational process in a professional educational institution as a holistic pedagogical system (Lopatiev et al., 2017). In modern conditions, the need for a systemic approach to the professional training of future teachers is determined by the high degree of integration of social processes, when theoretical and practical issues of training acquire a complex nature. In the system of professional training of future teachers for creative activities, it is necessary to have sufficient educational, methodological, technical, personnel, and other resources for students to fully master the educational program. All these resources are subsystems of the higher education system. Thus, we understand that the successful preparation of future teachers for professional and creative activities is possible only based on a systemic approach.

Second is the activity approach, which is considered a process of human activity aimed at the formation of their consciousness and their personality as a whole (Melenteva, 2018). The activity approach to forming teachers' readiness for professional and creative activity has clear advantages since all pedagogical measures are directed toward activating students' cognitive independence and research activities. Of course, all of this should be carried out at a level accessible to the students and with the help of the teacher. When selecting the content of educational material for students, their educational needs must be taken into account. The teacher's task is to select the appropriate content, methods, techniques, and teaching technologies. This approach is evident in the studies of Batishchev (1997), Potashnik (1988), Rudenko (1991), and others.

Third is the personality-oriented approach allows for ensuring and supporting the self-realization of the student's personality, and

the development of their individuality in educational activities: The contents and features of formation of emotional concepts and their verbalization in children of senior preschool age. This approach is based on the humanistic principle of the relationship between teacher and student, taking into account the subjective experience of the student and providing pedagogical support. The personality-oriented approach in education provides an educational process aimed at forming a personality capable of independent exploration of the world, further self-education and self-development, and self-assertion (Savitskaya, 2010).

Next is the competence approach, which involves the acquisition of knowledge and skills by learners that enable them to act effectively in their future personal and professional lives, and views the individual as a carrier of specific competencies. This approach is reflected in the pedagogical research of Tutolmin (2006).

Also, there is the culturological approach that allows for the consideration of the formation of the competence of the future specialist from the perspective of culture and serves as a guide for the individual towards creative and developmental activities and a conscious approach to one's learning and development. This approach is embodied in the works of Isaev (2004), Levina (2001), Mudrik (2011), and others. According to the culturological approach, readiness for creative activity is formed as a result of the development of the professional culture of the future teacher and presupposes the presence of deep knowledge and qualitative mastery of professional activity.

Lastly, the problem-solving approach involves the intellectual and creative development of learners through the resolution of modelled non-standard problem situations (Apostol, 2017). Such engagement of future teachers in creative activity ensures the development of personal qualities of the future teacher.

**Discussion.** As researchers of this study note, the effectiveness of preparing teachers for professional and creative activity largely depends on the integrity, systematicity, and integrativeness of the educational process. Several researchers focus on the importance

of implementing interdisciplinary connections in education, as well as implementing an integrative approach and others (Kremer & Kuznetsova, 2017). The need for a synthesis of scientific knowledge, and integration of educational disciplines in the preparation of future elementary school teachers is due to the multi-profile nature of the educational process in primary education, the diverse individual interests, abilities, and opportunities of younger students. Furthermore, the question of forming a new creative integrative way of thinking for primary education teachers becomes more acute, necessary for creating a favourable emotional-psychological atmosphere for each student, solving complex problems and tasks, etc.

Therefore, the preparation of students in the educational program (EP) 6B01301 - Pedagogy and Methods of Elementary Education for professional and creative activity should be carried out in the process of studying educational disciplines of all three cycles of the EP and with the following pedagogical conditions: creating a special atmosphere of creativity in educational classes and extracurricular work, conducting systematic work to form students' motivational readiness for professional and creative activity in educational institutions, introducing an elective course "Professional and Creative Activity of Elementary School Teachers" into the educational process, widespread use of student teaching practice as an important means of forming the professional and creative readiness of future elementary school teachers, diagnosing the initial state and dynamics of forming professional and creative skills and abilities in students.

Thus, disciplines included in the cycle of general education disciplines (modern history of Kazakhstan, sociology, psychology, philosophy, political science, interdisciplinary course "Sociological Knowledge," foreign language, ICT, physical education) allow for solving such tasks as forming a system of methodological knowledge about the nature and regularities of creative activity, forming a general creative culture, knowledge of common creative methods, psychology of creativity and

skills in creative activity, and motivational-personal attitude towards creative activity.

The subjects in the cycle of basic disciplines include mandatory courses (new technologies in teaching specific disciplines, pedagogy, theoretical foundations of the initial course of Kazakh (Russian) language, theoretical foundations of elementary school mathematics, basics of natural science, development physiology of schoolchildren, history and spelling of writing, inclusive education, theory and methodology of educational work in elementary school, working with parents as a teacher of elementary classes) and elective courses. These create favourable conditions for the future teacher to master a system of knowledge about creativity in pedagogical activity, advanced creative pedagogical experience, self-development and self-education of personality, modern technologies of developmental learning, and general and special pedagogical and psychological knowledge as the basis of pedagogical creativity. This forms the theoretical basis for the creative activity of future teachers of elementary classes, skills in pedagogical creative activity, pedagogical technique as a tool for pedagogical creativity, professionally significant qualities and properties of the teacher as a master-creator.

Disciplines and the cycle of profiling disciplines play an important role in preparing future teachers for creative activity. Mandatory components include teaching methods of mathematics, teaching methods of cognition of the world, teaching methods of the alphabet, teaching methods of literary reading, teaching methods of the Kazakh (Russian) language, and teaching methods of natural science. Innovative approaches in elementary education equip students with knowledge of the basics of planning, organizing, and conducting lessons, teaching technology of subject matter and methodical lines of elementary school subjects, skills in designing and implementing student activities to form subject and integrated competencies, skills in researching and analysing the pedagogical process.

*Proposed elective course program.* Taking into account the above provisions and the

experience in training future teachers in universities of the Republic of Kazakhstan, we have developed an elective course program “Professional-Creative Activity of Elementary School Teachers”, which is implemented at the Higher School of Pedagogy and Psychology of I. Zhansugurov Zhetysu State University. Studying this course will contribute to the development of students’ scientific, psychological, and pedagogical thinking and teaching skills, as well as artistic aesthetic, and technological abilities, as well as the cultivation of general labor culture, the development of the ability to solve creative and inventive tasks, the formation of the ability to think independently and creatively use acquired knowledge.

Considering the elective course program “Professional-Creative Activity of Elementary School Teachers”, students can learn about the basic concepts of “creativity” and “creative abilities,” as well as the various forms and subjects of creative work, the content of an elementary school teacher’s creative activity, the theory and methods of fostering primary school students’ creative abilities, and more.

This course is worth 5 academic credits/ECTS, including lectures of 30 hours, practical work of 15 hours, independent work of 30 hours, and guided work of 75 hours. The discipline aims to develop a systematic understanding of the theoretical foundations and practical aspects of the professional and creative activities of teachers of primary classes and to evaluate their results.

The objectives of studying the discipline are:

- Familiarization with the key concepts, characteristics, and features of creative activities, understanding creativity as a special kind of human activity;
- Mastery of the principles of organizing creative work, documenting, and evaluating its results;
- Preparation for professional activities at the level of creative skills and abilities;
- Equipping with skills to organize creative activities for younger schoolchildren;
- Development of personal qualities, and positive attitudes towards the implementation of creative activities.

- As a result of studying the discipline, the student should know:

- The general theoretical foundations of creativity in educational activities;
- The peculiarities of planning and organizing creative activities;
- The laws of creative activities of primary school children;
- The specifics of primary education and the peculiarities of organizing work with younger schoolchildren;
- Modern trends in the development of primary education.

- As a result of studying the discipline, the student should be able to:

- Analyze educational and methodological materials to determine the purpose, selection of means, methods, and content of creative work;
  - Plan, carry out, and evaluate creative activities;
  - Perform motivational, diagnostic, corrective, communicative, and methodological activities in the educational process;
  - Creatively use pedagogical knowledge in teaching activities;
  - Identify and implement the developmental potential of the primary school educational program.
- As a result of studying the discipline, the student should possess:
- Ways of motivating and organizing the creative activities of students;
  - Methods and techniques of creating a creative environment;
  - Technologies for creatively constructing the process of teaching and educating primary school children;
  - Skills for conducting diagnostic examinations of elementary school children;
  - Skills for self-analysis of professional and creative activities.

Teaching methods include reproductive, explanatory-illustrative, partially problem-solving exposition, research, and heuristic. The topics considered are:

Creativity. The nature of creativity.

Psychological foundations of creativity.

Creative activity. The main types of creative activity.

Creative character of pedagogical activity.  
Content and structure of professional and creative activity of a teacher.

Historical and pedagogical analysis of the problem of professional and creative activity of primary school teachers.

Creativity is a personal ability for creativity.

Creative and creative competencies.

Methods and techniques of creative activity.

Forms and means of developing creative activity.

Technologies of creative activity.

Ways of developing creative abilities of elementary school children.

Organization of creative activities for elementary school children.

Features of development of creative abilities of elementary school children in the educational process.

Monitoring the formation and development of creative abilities of elementary school children.

Diagnosis and expertise of the professional and creative activities of a teacher.

The most effective techniques for developing students' creativity, stimulating original thinking, and promoting self-directed learning of new knowledge are student-led research activities and the creative process of solving scientific and educational problems, organizing discussions, using situational analysis (case studies), and other interactive teaching methods.

These conditions are provided by the methodological approaches underlying the training of future primary school teachers.

**Conclusion.** During the study of the problem of labor and creativity, basic values of the content of primary education were identified; and one of its tasks is the necessity

of developing critical and creative thinking in students, as well as the obligation of teachers to create favourable conditions for the manifestation and development of individual and creative abilities of students. To prepare specialists who meet the requirements, the structure and content of the preparation should be determined, and certain conditions should be created. One of the conditions for the preparation of future elementary school teachers, in our opinion, is the inclusion in the module of an additional educational program of an elective course "Professional and Creative Activity of Elementary School Teachers" and the development of a curriculum that integrates questions on the formation of knowledge, skills, abilities, and competencies of future elementary school teachers for professional and creative activity. These conditions are provided by systemic, activity, personality-oriented, and competence-based, problem, and cultural approaches to the preparation of future teachers. The systematic study of the mandatory disciplines of the educational program 6B01301 Pedagogy and Methods of Primary Education will contribute to deepening students' knowledge and developing competencies that correspond to their professional activity. It will also promote a deeper mastery of the psychological and pedagogical foundations of creative activity in schools, the ability to use pedagogical innovations and technologies of developmental learning in conducting lessons, to use interdisciplinary connections, to develop diagnostic and control-evaluation materials to determine students' intellectual and creative abilities, and more. Thus, an interdisciplinary approach and integration of academic disciplines will allow for a new quality of teacher readiness.

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V. MUSSINA<sup>1\*</sup>, S. ABILDINA<sup>1</sup>, A. MUTALIYEVA<sup>2</sup>

<sup>1</sup>*Buketov Karagandy University (Karaganda, Kazakhstan)*

<sup>2</sup>*Eurasian National University (Astana, Kazakhstan)*

\*e-mail: [venerah\\_m\\_81@mail.ru](mailto:venerah_m_81@mail.ru)

## CONCEPTUAL THEORIES OF THE FORMATION OF REFLECTIVE SKILLS IN A FUTURE TEACHER

### *Abstract*

The article examines the conceptual foundations of the formation of a teacher's reflective skills. Reflective skills are defined as an important component of professional competence, which consists of the ability to comprehend and analyze one's pedagogical activity to improve it and adapt it to the needs of primary school students and the educational environment. The purpose of the study was to theoretically substantiate the conceptual foundations for the formation of a teacher's reflective skills. The authors analyzed various theories and the concept of critical reflection. The analysis of the theories demonstrates that a teacher's reflective skills are a multifaceted and dynamic process that includes self-analysis, critical thinking, and continuous professional development, and have several stages in their formation. The formation of reflective skills requires awareness, readiness for change, and a desire for continuous improvement of pedagogical practice. The importance of forming reflective skills in future teachers to enhance a teacher's professional competence in an inclusive environment is particularly relevant, as it contributes to improving the quality of the educational process and creating a supportive and equitable educational environment for all primary school students.

*Keywords:* reflection, reflective skills, reflective skills of a future primary school teacher, theories of the formation of a teacher's reflective skills.

**Basic provisions.** The formation of the conceptual foundations necessary for the reflective skills in teachers plays a key role in the formation of reflective skills in teachers. In their professional development, as these skills contribute to the comprehension and analysis of their pedagogical activity. These skills allow teachers to adapt to the needs of primary school students and the changing educational environment, which ultimately leads to an improvement in the quality of education. The study aimed to theoretically substantiate the conceptual foundations necessary for the formation of reflective skills in teachers. In this context, an analysis of the theories of well-known scientists, including John Dewey, David Kolb, Donald Schön, Lawrence Kohlberg, James Rest, Graham Gibbs, and Albert Bandura, as well as the concept of critical reflection, was conducted. It was revealed that reflective skills are a complex and multi-stage process that includes elements of self-analysis,