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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqichlari bo'yicha)
13.00.07 Ta'limda menejment
13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
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01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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DEVELOPING CREATIVE COMPETENCE DURING PEDAGOGICAL PRACTICE: AN INTEGRATED MODEL FOR FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: Pedagogical practice is a key stage in which future English language teachers connect theoretical preparation with classroom decision-making. However, practice does not automatically produce creative competence when student teachers mainly reproduce established lesson formats and receive feedback focused on procedural compliance. This article presents an integrated pedagogical model developed in a dissertation study to organize creativity development as a continuous cycle of professional problem-solving. The model combines professionally oriented problem situations, creative tasks, guided autonomy, reflective support, collaborative interaction, CLIL and interdisciplinary activities, digital and multimodal resources, and portfolio-based professional products. Its central mechanism is a repeated sequence of problem identification, generation and evaluation of alternatives, methodological choice, implementation, reflection, feedback, and revision. The article explains the function of each mechanism, describes a staged implementation approach, and discusses the model's implications for supervising pedagogical practice. Experimental findings from the dissertation are summarized cautiously: among 458 participants, the share at the high and above-average levels rose more in the experimental group than in the control group. The results support the model's promise under the study conditions, while limitations concerning assignment, assessor awareness, and reliability remain important.

Key words: pedagogical practice, creative competence, integrated pedagogical model, English language teachers, CLIL, guided autonomy, reflective feedback.

Annotatsiya: Pedagogik amaliyot bo'lajak ingliz tili o'qituvchilari nazariy tayyorgarlikni sinfdagi pedagogik qarorlar qabul qilish jarayoni bilan bog'laydigan muhim bosqich hisoblanadi. Biroq talaba-o'qituvchilar asosan shakllangan dars formatlarini takrorlagan va ularning faoliyatiga beriladigan fikr-mulohazalar belgilangan tartib-qoidalarga rioya etishga qaratilgan hollarda pedagogik amaliyotning o'zi ijodiy kompetensiyaning rivojlanishini avtomatik ravishda ta'minlamaydi. Ushbu maqolada dissertatsiya tadqiqoti doirasida ishlab chiqilgan, ijodkorlikni rivojlantirishni kasbiy muammolarni hal etishning uzluksiz sikli sifatida tashkil etishga yo'naltirilgan integratsiyalashgan pedagogik model taqdim etiladi. Model kasbiy yo'naltirilgan muammoli vaziyatlar, ijodiy topshiriqlar, yo'naltirilgan mustaqillik, refleksiv qo'llab-quvvatlash, hamkorlikdagi o'zaro faoliyat, CLIL va fanlararo faoliyat, raqamli hamda multimodal resurslar, shuningdek, portfolioga asoslangan kasbiy faoliyat mahsullarini birlashtiradi. Modelning asosiy mexanizmi muammoni aniqlash, muqobil yechimlarni ishlab chiqish va baholash, metodik tanlov, amaliyotga tatbiq etish, refleksiya, fikr-mulohaza olish va qayta takomillashtirish bosqichlarining takrorlanuvchi ketma-ketligidan iborat. Maqolada har bir mexanizmning vazifasi tushuntiriladi, modelni bosqichma-bosqich amalga oshirish yondashuvi tavsiflanadi hamda uning pedagogik amaliyotga rahbarlik qilishdagi ahamiyati muhokama qilinadi. Dissertatsiyada olingan eksperimental natijalar ehtiyotkorlik bilan umumlashtiriladi: 458 nafar ishtirokchi orasida yuqori va o'rtachadan yuqori darajadagi talabalar ulushi tajriba guruhida nazorat guruhiga nisbatan ko'proq oshgan. Natijalar tadqiqot sharoitida modelning istiqbolli ekanligini tasdiqlaydi, biroq ishtirokchilarni guruhlarga taqsimlash, baholovchilarning guruhga mansublikdan xabardorligi va baholash ishonchliligi bilan bog'liq cheklovlar muhimligicha qolmoqda.

Kalit so'zlar: pedagogik amaliyot, ijodiy kompetensiya, integratsiyalashgan pedagogik model, ingliz tili o'qituvchilari, CLIL, yo'naltirilgan mustaqillik, refleksiv fikr-mulohaza.

Аннотация: Педагогическая практика является важным этапом, на котором будущие учителя английского языка связывают теоретическую подготовку с принятием педагогических решений в условиях реального класса. Однако сама по себе практика не обеспечивает автоматического развития творческой компетентности, если студенты-практиканты преимущественно воспроизводят устоявшиеся форматы уроков, а обратная связь сосредоточена на соблюдении установленных процедур. В статье представлена интегрированная педагогическая модель, разработанная в рамках диссертационного исследования и направленная на организацию развития творческой компетентности как непрерывного цикла решения профессиональных задач. Модель объединяет профессионально ориентированные проблемные ситуации, творческие задания, направляемую самостоятельность, рефлексивную поддержку, совместную деятельность, CLIL и междисциплинарные виды деятельности, цифровые и мультимодальные ресурсы, а также профессиональные продукты деятельности, представленные в портфолио. Центральным механизмом модели является повторяющаяся последовательность этапов выявления проблемы, разработки и оценки альтернативных решений, методического выбора, практической реализации, рефлексии, получения обратной связи и последующего совершенствования. В статье раскрываются функции каждого механизма, описывается поэтапный подход к реализации модели и рассматривается её значение для руководства педагогической практикой. Экспериментальные результаты диссертационного исследования обобщаются с необходимой осторожностью: среди 458 участников доля студентов с высоким и выше среднего уровнями развития творческой компетентности увеличилась в экспериментальной группе в большей степени, чем в контрольной. Полученные результаты свидетельствуют о перспективности модели в условиях проведённого исследования, однако ограничения, связанные с распределением участников по группам, осведомлённостью оценщиков о групповой принадлежности и надёжностью оценивания, сохраняют свою значимость.

Ключевые слова: педагогическая практика, творческая компетентность, интегрированная педагогическая модель, учителя английского языка, CLIL, направляемая самостоятельность, рефлексивная обратная связь.

INTRODUCTION

Pedagogical practice provides future teachers with valuable opportunities to observe classroom interaction, plan lessons, teach learners, assess progress, and respond to various classroom situations. These experiences can contribute significantly to the development of independent and creative professional decision-making. The effectiveness of this process may be further enhanced when practicum activities extend beyond lesson observation, the completion of established plans, and the application of familiar teaching methods to include opportunities for adaptation, reflection, and methodological improvement.

The development of creative competence benefits from a comprehensive and supportive organization of pedagogical practice. Student teachers can strengthen their professional skills by identifying authentic classroom challenges, considering different approaches, explaining their methodological choices, implementing appropriate solutions, evaluating outcomes, and improving their teaching practices. In this context, creative activities can be particularly valuable when they are systematically integrated into professional learning and assessment.

The purpose of this article is to present the integrated pedagogical model developed in the dissertation and explain how its elements can be coordinated during pedagogical practice to support the development of creative competence among future English language teachers.

LITERATURE REVIEW

The development of creative competence among future teachers has received considerable attention in educational psychology, teacher education, and pedagogical research. Scholars have explored creativity in relation to professional knowledge, cognitive flexibility, motivation, and the ability to develop appropriate solutions to educational challenges. These perspectives provide a valuable theoretical foundation for understanding creativity as an important component of teachers' professional competence.

T. M. Amabile (1983) conceptualized creativity through the interaction of domain-relevant skills, creativity-relevant processes, and task motivation. Her research highlights the importance of individual abilities and supportive conditions in encouraging independent thinking and the development of original ideas. In teacher education, this perspective suggests that creative competence can be strengthened through purposeful professional activities that encourage students to apply knowledge, evaluate alternatives, and make informed pedagogical decisions.

E. de Bono (1985) introduced the Six Thinking Hats approach as a structured technique for examining problems from different perspectives. This approach offers opportunities to develop flexible thinking, generate alternative solutions, and evaluate decisions systematically. In pedagogical practice, such techniques can assist future teachers in considering various instructional strategies and adapting their decisions to specific classroom situations.

P. Drapeau (2014) examined practical approaches to promoting creativity and innovative thinking in educational settings. The author highlights the importance of tasks that encourage learners to explore possibilities, formulate ideas, and solve problems creatively. These principles are particularly relevant to preparing future English language teachers, as they emphasize the contribution of purposeful learning activities to the development of creative thinking and problem-solving skills.

D. Coyle, P. Hood, and D. Marsh (2010) developed the theoretical and methodological foundations of Content and Language Integrated Learning (CLIL). Their approach emphasizes the integration of content, communication, cognition, and culture in educational practice. For future English language teachers, CLIL provides opportunities to design interdisciplinary activities, coordinate language and content objectives, and select appropriate instructional strategies. Such activities can create favorable conditions for creative professional thinking by encouraging student teachers to develop pedagogical solutions suited to particular educational contexts.

The reviewed literature demonstrates that creativity can be supported through motivational conditions, structured thinking strategies, problem-solving activities, and interdisciplinary teaching approaches. These contributions offer complementary perspectives on creative development and provide a valuable foundation for further integrating different pedagogical mechanisms within the professional preparation of future English language teachers.

Building on these theoretical perspectives, the present study proposes an integrated pedagogical model that brings together authentic professional problem situations, creative tasks, guided autonomy, collaborative interaction, CLIL activities, digital and multimodal resources, reflective feedback, and portfolio-based assessment. A distinctive feature of the model is the coordination of these components within a continuous cycle of problem identification, generation and evaluation of alternatives, methodological decision-making, implementation, reflection, feedback, and revision.

Thus, the proposed model approaches creative competence as a professional capacity that can be developed systematically through meaningful pedagogical experiences. Its contribution lies in bringing together established theoretical principles and practical mechanisms within a coherent process of professional learning, thereby creating additional opportunities to support the creative development of future English language teachers.

RESEARCH METHODOLOGY

The model is based on five mutually reinforcing principles.

Professional authenticity. Tasks are designed around realistic classroom and methodological challenges, such as varying levels of learner participation, mixed language proficiency, the need for clearer instructions, limited resources, alignment between assessment and learning objectives, and the adaptation of materials to meet learners' individual needs.

Productive choice. Students are encouraged to generate several possible responses and explain why a particular option may be appropriate. Creativity is supported when students have meaningful opportunities to make choices while considering learning objectives, available time, resources, and learner needs.

Guided autonomy. Supervisors initially demonstrate diagnostic and planning processes and gradually move towards coaching and observation as student teachers develop greater professional responsibility. Autonomy is understood as a gradual transfer of responsibility supported by appropriate guidance.

Reflection and revision. Students are encouraged to use lesson evidence and feedback to identify successful practices, recognize opportunities for improvement, and make appropriate adjustments. Revision is considered a constructive and integral part of professional learning.

Integration. The model combines professional tasks, reflective practice, collaboration, digital resources, and interdisciplinary learning within a coherent cycle. Individual techniques are selected according to their pedagogical functions and their contribution to the overall learning process.

The integrated model includes several interconnected mechanisms that complement and reinforce one another.

A problem situation provides a starting point for creative professional reasoning. For example, a class may benefit from additional support in speaking activities, or a planned task may require adaptation for learners with different proficiency levels. Students first describe the situation using available evidence, identify relevant conditions, and formulate a question to guide their planning. This stage supports abductive diagnosis and encourages the thoughtful consideration of possible solutions.

Creative tasks provide opportunities for students to design alternative lesson activities, adapt textbook exercises, create differentiated learning materials, develop CLIL lessons, plan responses to possible classroom situations, and analyse teaching cases. SCAMPER, Six Thinking Hats, storytelling, role-play, "what-if" scenarios, and design-oriented activities can be used when they correspond to the objectives of a particular task (de Bono, 1985; Drapeau, 2014). These techniques serve as practical tools for supporting professional reasoning and creative decision-making.

Students compare alternative approaches using criteria such as alignment with learning objectives, language demands, inclusivity, feasibility, learner engagement, and assessment. The supervisor gradually shifts from direct instruction towards questioning, consultation, and coaching. This process makes students' professional reasoning more visible and creates opportunities to strengthen independent pedagogical judgement.

CLIL creates opportunities to integrate content, communication, cognition, and culture within a lesson (Coyle et al., 2010). In the proposed model, CLIL is considered one of the methodological environments that can support creative development and systemic thinking. Through CLIL activities, students coordinate content objectives, language scaffolding, cognitive challenges, learning activities, and assessment procedures.

Digital tools can support multimodal storytelling, interactive tasks, collaborative planning, and the development of learning materials. Their educational value is closely related to the pedagogical purposes for which they are selected. The thoughtful integration of technology can provide additional opportunities to improve access to learning, interaction, representation, feedback, and the collection of learning evidence.

Following implementation, student teachers analyse lesson outcomes, consider mentor and peer feedback, and identify opportunities for further improvement. A portfolio can include initial and revised lesson plans, task prototypes, case analyses, reflective diary entries, and explanations of methodological decisions. In this way, the portfolio documents both the final professional products and the process of their development and refinement.

The model is implemented through the following repeated sequence:

- **Problem identification:** Describe a professional challenge and identify the evidence that indicates its presence.
- **Diagnosis and question formation:** Formulate possible explanations and identify relevant conditions and constraints.
- **Generation of alternatives:** Develop several possible pedagogical responses.
- **Evaluation and methodological choice:** Compare alternatives using pedagogical criteria and justify the selected approach.
- **Design and implementation:** Prepare the activity or lesson and implement it in pedagogical practice where appropriate.
- **Reflection and feedback**: Examine learner responses, lesson evidence, and feedback from supervisors or peers.
- **Revision:** Improve the teaching product and explain the reasons for the proposed changes.

The cycle is recursive and allows students to revisit earlier stages when new information or feedback becomes available. For example, reflection may provide additional insights into the initial problem or suggest alternative explanations. Student teachers can therefore return to diagnosis, reconsider possible solutions, and refine their methodological decisions. This iterative process contributes to continuous professional learning and the gradual development of creative competence.

ANALYSIS AND RESULTS

The dissertation describes the implementation process as a gradual increase in student autonomy. A practical three-phase sequence can be used to organize this development (see Table 1).

Table 1: **Phases of Developing Student Teachers' Creative Autonomy During Pedagogical Practice**

Phase	Supervisor role	Student-teacher activity	Typical evidence
Guided exploration	Models, explains, prompts	Observes and analyses cases, redesigns a familiar task, identifies constraints	Case analysis, alternative task versions
Co-designing	Consults and coaches	Co-plans and teaches a lesson, integrates language and content, reviews peer feedback	Lesson plan, CLIL task, reflective diary
Independent adaptation	Observes and evaluates	Selects methods, implements a lesson, analyses outcomes, and revises independently	Revised lesson, portfolio commentary

ANALYSIS AND RESULTS

The phases can be adapted to the duration and requirements of the local practicum. They are intended as flexible stages rather than fixed calendar periods, allowing students to receive additional guided practice in particular areas while demonstrating greater independence in others.

The dissertation uses an analytic rubric to assess six manifestations of professional-creative thinking, with each manifestation scored from 0 to 3 and a total possible score of 0–18. Four developmental levels are identified: low (0–6), average (7–10), above average (11–14), and high (15–18). Professional products, including case analyses, alternative task designs, lesson plans, reflective diaries, portfolios, and observed teaching, provide evidence for assessment.

To support consistent and responsible assessment, assessors are encouraged to identify the specific products or observations supporting each score, apply assessment descriptors consistently, and maintain records of initial and final evaluations. Where feasible, independent raters and clearly defined agreement procedures can further strengthen the assessment process. In the dissertation study, inter-rater reliability coefficients were not calculated; therefore, the rubric is appropriately presented as a developed assessment procedure rather than a fully validated instrument.

The dissertation reports a pedagogical experiment involving 458 future English language teachers, including 230 students in the experimental group and 228 in the control group. The initial distributions did not differ significantly, $\chi^2(3) = 2.95$, $p = .399$. At the final stage, the proportion of students in the high and above-average categories increased from 21.7% to 73.9% in the experimental group, compared with an increase from 20.2% to 48.7% in the control group. The difference between the changes observed in the two groups was 23.7 percentage points.

The final distributions differed significantly, $\chi^2(3) = 43.00$, $p < .001$, with Cramér's V approximately .31. The reported Mann–Whitney test also indicated a significant difference, $U = 34{,}796$, $p < .001$, $r = .30$. These findings provide empirical support for the potential effectiveness of organizing pedagogical practice according to the integrated model under the conditions of the study.

The findings should be interpreted in consideration of the study design and assessment procedures. The study involved intact academic groups rather than individual random assignment, assessors were aware of group membership, inter-rater reliability coefficients were not calculated, and delayed follow-up assessments were not conducted. Furthermore, the available data describe aggregate developmental levels rather than separate improvements in each of the six manifestations of professional-creative thinking. These considerations provide valuable directions for further research and methodological refinement.

Institutions interested in implementing the model can align practicum tasks with programme outcomes, establish shared expectations regarding evidence of student teachers' professional development, and prepare supervisors to provide feedback on both pedagogical reasoning and teaching performance. A shared task bank may include authentic classroom problems, material adaptation tasks, CLIL lesson design, alternative activity generation, contingency planning, and structured reflection. Supervisors can encourage students to justify their methodological decisions and document subsequent improvements while maintaining a clear focus on learning objectives.

The model can also strengthen coordination between university methodologists and school mentors. The use of common assessment criteria and collaborative discussions of professional products can contribute to more consistent and constructive feedback across university-based and school-based learning environments.

CONCLUSION AND RECOMMENDATIONS

The integrated pedagogical model organizes creativity development as a repeated professional cycle rather than an occasional classroom exercise. Its central mechanisms–authentic problem situations, creative tasks, methodological choice, guided autonomy, CLIL and interdisciplinary work, digital resources, reflection, feedback, and revision–are designed to function as a coherent system.

The dissertation's experimental results demonstrate a greater shift towards the higher developmental categories in the experimental group than in the control group, indicating the model's potential effectiveness under the conditions of the study.

Further research is recommended to strengthen assessment reliability, examine the development of the six manifestations of professional-creative thinking separately, and investigate the persistence and transfer of the observed outcomes.

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar bo‘yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg‘ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqichlari bo‘yicha)
13.00.07 Ta’limda menejment
13.00.08 Maktabgacha ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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