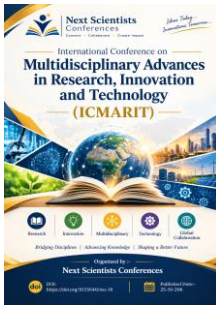
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Structural-Functional Model For Developing Creative Competence And The Feedback Loop Principle Within It

Xamidova Gulbaxor
Associate Professor at Department of Preschool Education at Jizzakh State Pedagogical University, Uzbekistan

ABSTRACT
The article analyzes the structural-functional model for developing the creative competence of future teachers based on an innovative approach. The goal-methodological, content-technological, process-stage, and result-criteria blocks of the model, as well as the relationships between them, are examined.

KEYWORDS: Creative competence, future teacher, structural-functional model, feedback, monitoring, formative assessment, visual activities, innovative approach.

INTRODUCTION
The quality of education is determined, above all, by the professional and creative potential of teachers. OECD studies recognize creativity and critical thinking as key educational outcomes of the 21st century and indicate that their integration into school practice requires teachers themselves to possess these qualities [6].

The third edition of the national curriculum “Ilk Qadam” (“First Step”) defines the teacher as a facilitator of the educational process and identifies children's creative development as a separate developmental area [5]. If preschool educators themselves lack creative competence, the idea of developing creativity in children cannot be realized in practice.

International research emphasizes that creativity development requires a systematic approach. D. Henriksen, P. Mishra, and P. Fisser have demonstrated that integrating creativity and technology into education requires transforming the entire system rather than applying isolated methods [10]. R. Beghetto and J. Kaufman have shown that supporting creativity in the classroom depends on teachers' purposeful instructional design and feedback practices [7]. In their dynamic componential model of creativity, T. Amabile and M. Pratt demonstrated that the “sense of progress,” or the ability to recognize one's own development, is a major source of intrinsic motivation [9]. Local studies have examined the methodology for developing future teachers' creative competence [14] and the pedagogical model for developing creative pedagogical thinking among future preschool educators [15].

Feedback operates in two directions. First, student-oriented feedback enables students to observe their own “creative growth trajectory,” thereby strengthening the sense of progress emphasized by T. Amabile and enhancing intrinsic motivation [9]. Second, teacher-oriented feedback allows instructors to adjust the difficulty level of assignments, educational technologies, and learning content based on diagnostic results. Thus, assessment is transformed from a means of control into a means of development. This approach is consistent with findings indicating that feedback effectiveness depends on its timeliness, specificity, and orientation toward subsequent action [12].

The effective functioning of the feedback loop requires the following pedagogical conditions: provision of adequate material and technical resources for a creative learning environment; transition of teacher–student relationships to a subject–subject interaction model; creation of a psychologically safe environment that allows mistakes; systematic encouragement of students' creative activities; and the teacher's own possession of creative competence.

The model was experimentally tested between 2022 and 2025 among students majoring in preschool education at Jizzakh State Pedagogical University, Nukus State Pedagogical Institute, and Gulistan State University (245 students in the experimental group and 249 students in the control group). In the experimental group, the proportion of students demonstrating a high level increased from 24% to 43%, while the proportion demonstrating a low level decreased from 39% to 14%. In the control group, the indicators remained almost unchanged (high level — 21%). The mean score in the experimental group increased from 3.85 to 4.29, while the control group's mean score was 3.79. Student's t-test yielded a value of 7.58 (> 1.96), and the effectiveness coefficient was 1.132. The results confirm the effectiveness of the model, particularly its feedback loop.

Recommendations

- Introduce a module aimed at developing creative competence into the curricula of higher pedagogical education institutions and establish formative assessment as its mandatory component;
- Implement an individual “creative development roadmap” and digital portfolio for each student;
- Plan feedback at weekly, monthly, and semester levels and ensure the mandatory use of diagnostic results to adjust the educational process;
- Introduce a three-way feedback system involving the student, methodologist, and preschool educator during teaching practice (the “4+2” system);
- Organize professional development courses for university instructors on formative assessment and creative pedagogy.

Conclusion

The structural-functional model for developing future teachers' creative competence consists of an integrated system of goal-methodological, content-technological, process-stage, and result-criteria blocks. The principal advantage of the model is the feedback principle, which returns assessment results to the design of the subsequent cycle and transforms the model into a self-improving system. The implementation of feedback at weekly, monthly, and semester levels strengthens students' intrinsic motivation and enables teachers to make timely adjustments to the educational process. The experimental results indicate that the widespread implementation of the model in higher pedagogical education is appropriate.

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