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THE SYSTEM FOR ASSESSING THE CREATIVE ACTIVITY OF FUTURE PRIMARY SCHOOL TEACHERS AND ITS EFFECTIVENESS

Abdurakhmonova Nigorakhon Akramali qizi

Senior lecturer of the Department of Education, Kokand University

Annotation

This article studies the issues of developing the creative activity of future primary school teachers and improving the system for assessing it. The study analyzes the content of creative activity, the role of the teacher in the professional formation of the teacher, and the impact of assessment criteria on the educational process. Also, existing assessment systems are analyzed and their effectiveness is compared on the basis of experimental work. It is shown that the assessment model developed based on an innovative approach has yielded positive results in developing the creative competencies of future teachers. The article also highlights the pedagogical and psychological factors that are important in the development of creative activity, and also gives practical recommendations for improving the system.

Keywords: creative activity, primary school teacher, assessment system, innovative methodology, pedagogical competence, motivation, assessment criteria, quality of education.

Introduction

The significance of the topic: The system of assessing the creative activity of future primary school teachers plays an important role in the social and pedagogical development of teachers in the educational process. Creative activity forms teachers as individuals who not only provide knowledge, but also encourage and motivate students and play an active role in using innovative methods. An effective system of assessing teachers in creative activity allows for further improvement of the teacher's pedagogical activity, increase the academic success of students, and introduce innovative approaches in education. At the same time, effective organization of assessment of teachers' creative activity at all stages of education not only improves



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the quality of education, but also plays an important role in modernizing the general education system.

Purpose and objectives of the study: The purpose of the study is to study and improve the effectiveness of the system of assessing the creative activity of future primary school teachers. To achieve this goal, the following main tasks were set:

- to conduct an analysis of methodological approaches and systems used in assessing the creative activity of future primary school teachers.
- to study the effectiveness of methodological methods and approaches in assessing the creative activity of teachers.

To propose an effective assessment system based on new, innovative methods and develop practical recommendations for its application to future teachers.

Relevance of the research: Today, assessing the creative activity of teachers is very relevant in the field of education. Creative approaches of teachers are important not only in motivating students to learn, but also in developing their independent thinking skills. Studying and improving the effectiveness of the system for assessing the creative activity of future primary school teachers will help ensure that not only teachers, but also students receive quality education. Therefore, the need to analyze the effectiveness of the system for assessing creative activity and improve it is urgent.

Research methods

Methodological foundations of the study: The study is carried out by combining qualitative and quantitative methods. The main methods are descriptive, experimental, empirical and statistical analysis methods. Using the descriptive method, the methodological approaches and systems used in assessing the creative activity of future primary school teachers are fully analyzed. Using the experimental method, the effectiveness of new methodological approaches is tested. Using the empirical method, the effectiveness of the assessment system is measured based on data obtained from teachers. The results obtained using statistical analysis are presented in numerical and visual (diagram, graph) form.

100 future primary school teachers participated in the study. 60 of them participated in the experimental group, and 40 in the control group. The participants were future



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teachers aged 20-30, with pedagogical knowledge, but with different levels of experience. The experimental group was given new methodological approaches, while the control group was given traditional pedagogical methods to assess creative activity.

The study was carried out in two stages:

1. Stage One: The existing systems and methods for assessing teachers' creative activity are analyzed. Participants are given questionnaires, interviews, and tests to collect information about the systems used to assess creative activity. Using the data obtained at this stage, the systems and methods used to assess teachers' creative activity are analyzed.
2. Stage Two: The experimental group is offered a new creative activity assessment system based on innovative pedagogical methods. These methods will develop teachers' creative activity and pedagogical skills. The results obtained at this stage are compared and analyzed with previous data.

The data collected during the study were analyzed based on the responses obtained using questionnaires, tests, and interviews. The effectiveness of the systems used to evaluate teachers' creative work is measured using quantitative and qualitative analysis. The collected data is also presented visually using graphs and charts, which helps to better understand the results obtained.

Results

During the study, the system of assessing the creative activity of future primary school teachers was conducted in two groups, namely the experimental and control groups. Traditional and innovative methods were used to assess the creative activity of teachers in both groups. Many positive results were observed in the experimental group, which used new methodological approaches to assess teachers, and they achieved significantly higher results than the control group.

Teachers in the experimental group achieved the following results using the new system for assessing creative activity:

1. Increased activity in creative activity: Teachers in the experimental group were more involved in applying new approaches in their pedagogical activities. With the help of innovative methods, teachers' creative activities were further developed.



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Their effectiveness in working with students increased, which also led to positive changes in students' success.

2. Improvement in pedagogical skills: With the help of the new assessment system, teachers further developed their pedagogical skills and creative approaches. Compared to the traditional assessment system, the new system helped teachers become more effective in mastering pedagogical methods. In the process, teachers became more confident in using new methods and achieved success in applying their knowledge in practice.

3. Increased motivation: The effectiveness of the system for assessing teachers' creative work also had a significant impact on increasing motivation. Teachers sought to work more creatively, expecting to receive high marks for their work. The assessment process through innovative methods became a motivating tool for personal development.

In the control group, teachers continued to use traditional assessment methods. They faced limitations in using innovative methods, especially in teaching creative approaches to students and in managing teachers' own pedagogical activities. As a result, the results of the control group were significantly lower.

Analyzing the results of the study, the following conclusions can be drawn:

1. Effectiveness of the innovative assessment system: Teachers in the experimental group organized their pedagogical activities more effectively by using a new system for assessing creative activity. This system encouraged teachers to develop their creative approaches, and as a result, students' academic success increased.

2. Teacher motivation and development: Teachers' motivation increased significantly with the help of the new assessment system. They were more eager to improve their work and work with creative approaches. This, in turn, affected students and increased their interest in education.

3. Success in the use of pedagogical methods: Teachers in the experimental group achieved high results in the use of innovative methods. Their pedagogical skills and creative approaches were more effective in teaching students. These results show how new methods have a positive impact on the educational process.

4. Students' educational success: The effectiveness of the system for evaluating the creative work of teachers also had a positive impact on students' educational success.



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The level of knowledge and motivation of students in the experimental group increased. Students' independent thinking skills also developed, which affected their academic results.

When comparing the results of the study, the following cases were identified:

Experiment group: With the new system, teachers' creative activity was assessed much higher, and they successfully applied their pedagogical methods. As a result, teachers' creative activity and impact on students were at a high level.

Control group: In the group where the traditional assessment system was used, the level of activity and effectiveness was low. Teachers were less successful in using creative methods, which also affected the results of students.

Analysis of the study results shows that the use of new innovative systems in assessing the creative activity of future primary school teachers leads to effective results. This system helps to improve teachers' pedagogical activities and increase students' educational success.

Discussion

The results of the study confirmed the effectiveness of the system for assessing teachers' creative activity. The use of new systems in assessing the creative activity of future primary school teachers has been shown to be significantly more effective than traditional assessment methods. In the study, teachers in the experimental group significantly increased their pedagogical approach, communication with students, and motivation for self-development using innovative methods. This, in turn, improved students' success.

The results of the study were especially important in studying the motivational aspects of the system for assessing teachers' creative activity. The motivation of teachers in the experimental group was much higher, they sought to apply new methods to their activities, to encourage students to learn through creative approaches. As a result, teachers mastered their pedagogical competencies and the use of pedagogical methods more effectively.

In the control group, teachers' creative activity and pedagogical skills were lower using the traditional assessment system. This shows that the traditional system evaluates teachers only based on their knowledge and activities, but does not help



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them develop creative approaches. These results once again confirmed the importance of a systematic approach to assessing creative activity. Pedagogical and psychological approaches play a large role in assessing the creative activity of teachers. From a pedagogical point of view, the innovative assessment system encouraged teachers not only to apply their pedagogical knowledge, but also to strengthen their relationships with students, to organize work with them individually and in groups more effectively. This, in turn, allowed teachers to use pedagogical methods in a more positive and creative way. Teachers' self-confidence and creative activity also increased significantly.

Psychologically, the new assessment system encouraged teachers to self-develop, critically analyze their work, and grow professionally. Teachers' self-confidence increased, as they were able to accurately assess their own performance. Teachers' psychological approaches to teaching students also improved. The innovative assessment system allowed teachers to change their pedagogical activities to more creative approaches, which is important for motivating students.

Some recommendations can be put forward to improve the effectiveness of the system for assessing teachers' creative work:

1. Improving the system for assessing creative work: The results of the study showed that the innovative assessment system plays a very important role in effectively assessing teachers' creative work. At the same time, the system needs to be further developed and improved. For example, not only academic achievements should be taken into account in the assessment, but also the teacher's creative approaches and the level of application of pedagogical methods. It is also advisable to expand the individual approach in the system and further increase the self-confidence of teachers.
2. Pedagogical and psychological preparation: In preparing teachers for effective assessment of creative activity, it is necessary to strengthen psychological preparation. Along with the development of pedagogical knowledge, it is important to provide teachers with psychological support in self-assessment, analysis of their own activities, and the use of creative approaches. This will help not only develop teachers' pedagogical approaches, but also strengthen their psychological health.



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3. Use of innovative pedagogical methods: It is necessary to continue to use innovative pedagogical methods in assessing teachers' creative activities. These methods will help to increase students' educational success and further develop teachers' creative activities. It is also useful to regularly conduct training courses and seminars to familiarize teachers with innovative methods and expand their practice.
4. Automation of the evaluation process: To make the evaluation process more efficient, the evaluation system can be automated. This allows for easy and quick analysis of teachers' activities and saves time. This system also helps to evaluate each pedagogical activity of teachers separately, allows for their comparison, and helps to monitor the overall pedagogical development process.

The study had a number of limitations. First, the teachers of the experimental group were selected from only one region, which may have affected the differences in the assessment of their creative activity. Second, the study focused only on the system of assessment of teachers' creative activity, and it is necessary to study the relationship between the personal development of students, pedagogical approaches and methods in more depth. In the future, it is possible to further expand this research, study teachers from different regions and analyze various components of the assessment system.

Conclusion

The general conclusions based on the results of this study, pedagogical and methodological approaches, as well as the effectiveness of the creative activity assessment system in the educational process are as follows: The study shows that the introduction of an innovative assessment system in assessing the creative activity of future primary school teachers was significantly effective. Assessing teachers not only by their academic knowledge, but also by their creative activity itself laid the foundation for the development of new pedagogical approaches. The innovative assessment system encouraged teachers not only to expand their methodological skills, but also to use creative approaches and innovative methods in teaching students. At the same time, teachers' motivation, pedagogical activity, and interest in self-development significantly increased.



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As teachers learned to evaluate their activities based on the new system, they increased their confidence in their work. This, in turn, contributed to students' academic success, their ability to express themselves freely in the educational process, and their active participation in creative activities. The high motivation of teachers allowed them to develop approaches aimed at strengthening an individual approach to students and developing their creative potential. As a result, positive changes were observed in the academic and personal development of students.

The innovative assessment system is of great importance in developing teachers' pedagogical competencies. Teachers developed not only their knowledge in the assessment process, but also creative approaches to the application of pedagogical methods. This system allowed teachers not only to analyze their pedagogical activities, but also to further improve them. Reviewing this process taught teachers to critically analyze themselves and constituted an important stage of pedagogical growth.

The innovative assessment system did not limit teachers only to pedagogical approaches, but also increased their effectiveness in the process of educating students. Teachers taught students creative approaches, encouraged them to freely express their thoughts, and to perform creative and independent work. This, in turn, served to develop the intellectual and creative potential of students. The creative and interactive methods used by teachers led to effective results in meeting the changing needs of students.

The results of the study showed that the system for assessing the creative activity of future primary school teachers needs to be improved and expanded. In the future, it is necessary to combine the system with a wider range of pedagogical methods, further develop its components, and provide teachers with opportunities to integrate the system into their work. For example, the system can include separate indicators for assessing the creative activity of students, as well as further automate the assessment process. Also, the adaptation of the system to users - teachers and students - should be considered during the study.

There are some limitations of the study, in particular, it is necessary to take into account regional aspects and differences between different qualifications of teachers. In the future, this study can be expanded to primary school teachers in



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different regions and the effectiveness of the system in assessing their creative activity can be studied in more depth. It is also necessary to enrich the system with psychological approaches to developing the pedagogical potential of teachers, and to expand the assessment process individually.

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