

# The Role of New Generation Textbooks in Developing Communicative and Creative Competencies in Future Teachers

Kosimova Gullola Mullajonovna

Independent Researcher, Andijan State Pedagogical Institute

Gmail: [gullolaqosimova82@gmail.com](mailto:gullolaqosimova82@gmail.com)

Phone number: +998 610 46 32



## Abstract

This article analyzes the pedagogical potential of new generation textbooks in developing communicative and creative competencies of future teachers. The research process sheds light on the content, structure and methodological features of textbooks developed on the basis of a competency-based approach. It also summarizes the experience of using interactive methods, problem situations and creative tasks in the process of teacher training. The results of the research show that new generation textbooks serve to form independent thinking, effective communication and creativity skills in future teachers. The conclusions of the article can be used in pedagogical education practice and in improving educational and methodological support.

**Keywords:** New generation textbooks, competency-based approach, communicative competence, creative competence, future teacher, pedagogical technologies, interactive methods, quality of education.

## Introduction

In the modern education system, the requirements for the teacher have changed radically, requiring not only deep theoretical knowledge, but also developed communicative and creative competencies. In particular, the formation of these competencies in the process of training future teachers is one of the important pedagogical tasks. In this regard, new generation textbooks created on the basis of a competency-based approach are gaining importance in updating the content of education, directing the educational process to practice, and developing independent thinking of students[1].

This article discusses the role of new generation textbooks aimed at developing communicative and creative competencies in the teacher training process, the experience of their use, and their pedagogical effectiveness.

The main feature of the new generation of textbooks is that they consider the learner as an active subject of the learning process. The tasks given in these textbooks encourage students to engage in dialogue, justify their opinions, and make independent decisions through problem situations, debates, role-playing games, and project and creative work.[2] As a result, future teachers develop communicative competence - that is, the skills of effective use of oral and written speech, teamwork, and proper organization of pedagogical dialogue.

In the development of creative competence, open-ended questions, creative tasks, and exercises based on interdisciplinary integration play an important role in the new generation of textbooks. Such tasks develop students' imagination, innovative thinking, and the ability to find unusual solutions to pedagogical problems. In particular, the introduction of the STEAM approach, project-based learning, and digital learning elements serve to increase the creative potential of future teachers.[3]

The experience of teacher training shows that the systematic and targeted use of new generation textbooks significantly increases the effectiveness of the educational process, enhances professional motivation in students, and serves as an important factor in thoroughly preparing them for future pedagogical activities [4]. Training sessions organized on the basis of such textbooks allow students to combine theoretical knowledge with practical activities, develop the skills of analyzing pedagogical situations, and make independent decisions.

Therefore, the methodologically correct and purposeful use of new generation textbooks in the higher pedagogical education system is of particular importance. In particular, the urgent tasks include improving the professional skills of professors and teachers in working with these textbooks, effectively integrating innovative pedagogical technologies into the educational process, and systematically summarizing the experience of using textbooks. Consistent implementation of work in this area will improve the quality of training future teachers and adapt the educational process to modern requirements.

## Conclusion

In conclusion, new generation textbooks aimed at developing communicative and creative competencies will be an important pedagogical tool in the process of training future teachers. These textbooks will serve to update the educational content based on modern pedagogical approaches, competency requirements and digital transformation processes. As a result, students' activity in the educational process, their ability to think independently and their professional motivation will significantly increase.

Also, the widespread use of interactive methods, problem situations, and creative tasks in new-generation textbooks will develop the skills of future teachers to conduct effective communication, analyze pedagogical situations, and develop innovative solutions. This will create the basis for their future professional activities as competitive, proactive, and responsible pedagogical personnel.

In the future, further scientific and methodological improvement of these textbooks, their systematic and gradual introduction into educational practice, as well as constant monitoring of their effectiveness will serve to further improve the quality of education. At the same time, the development of a system for training teachers and pedagogical personnel in the use of new

generation textbooks will allow for the effective implementation of the priority tasks set for modern education.

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