

SCIENTIFIC-THEORETICAL FOUNDATIONS OF TEACHING PRINCIPLES BASED ON A CREATIVE APPROACH IN MODERN EDUCATION

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Abstract: *This thesis highlights the role of innovative technologies in organizing the educational process, increasing interest in the use of interactive methods and information technologies in teaching, and the possibilities of using information and communication technologies. It discusses the importance of creative thinking in education and the role of modern information technologies, and outlines the principles of teaching based on a creative approach in modern education. The theoretical foundations of the creative education model—such as student-centeredness, reflection, collaboration, and experience-based learning—are thoroughly explained. Additionally, methods that encourage active thinking and help reveal students' creative potential are analyzed.*

Keywords: *Creativity, developing creativity, factors hindering creativity, pedagogical creativity, teacher's creative potential, education quality, innovation, creative education, creative approach, pedagogical principles, student-centeredness, reflection, methodology, modern education.*

Currently, interest in applying interactive methods and modern information technologies in the educational process is increasing day by day. One reason for this is that traditional education has focused only on acquiring ready-made knowledge, whereas the use of modern technologies teaches students to search for knowledge independently, learn and think critically, analyze, and even draw their own conclusions. In countries around the world, educating future professionals with modern knowledge, developing independent learning skills, and applying acquired knowledge creatively are considered key issues in modern education.

The essence of the concepts “creativity” and “pedagogical creativity.” The concept of “creative pedagogy” has only recently begun to be used in modern pedagogy. However, the need to establish innovative and creative approaches in the teaching process has led to the formation of “creative pedagogy” as an independent subject among pedagogical disciplines. The foundations of this subject are based on methodological ideas from the history of pedagogy, general and professional pedagogy

and psychology, subject-specific teaching methodology, educational technology, and professional ethics.

In today's globalization process, the competitiveness of human capital is closely linked to the quality of education. Since traditional teaching methods no longer fully meet students' needs, the learning process organized on the basis of a creative approach is bringing an innovative shift to education. Through a creative approach, students develop not only knowledge but also independent thinking, new perspectives, and creative reasoning.

Theoretical Foundations of the Creative Approach In psychology, the concept of creativity is defined as a person's ability to generate new, unconventional ideas and find innovative solutions to existing situations [1]. L.S. Vygotsky considers methods that ensure students' active participation within their "zone of proximal development" to be essential [2]. J. Dewey advocates for organizing education based on real-life experience. These approaches form the foundation of creative education.

Teaching Principles Based on the Creative Approach

Student-Centeredness: This principle involves organizing education according to the student's interests, needs, psychological state, and developmental level. The teacher values each student with a personalized approach.

Support for Activity and Independence: In creative teaching, students become active participants in the lesson. Problem situations, role-playing, and project methods encourage independent thinking.

Reflection and Analysis: Students not only acquire knowledge but also evaluate their own performance, analyze mistakes, and learn to improve themselves—developing creative thinking.

Collaborative Learning: Organizing education based on communication between teacher and student, and among students themselves, fosters social engagement and creativity.

Use of Innovative Technologies: Effective use of information technologies is an integral part of the creative approach. For example, interactive lessons on digital platforms and visual tools help students grasp topics more easily.

The general foundations of the subject "Creative Pedagogy" serve to create the necessary conditions for the professional development of specialists, including future professionals. Professional maturity and development manifest as a process. Professional excellence begins with the formation of ideas about professional growth (ages 14–17) and continues until the completion of professional activity (ages 55–60). The formation and development of a creative personality depend on the alignment of internal and

external changes, socio-economic conditions, and the content of activities that require continuity and succession throughout human ontogeny—from birth to the end of life.

Professional experience is reflected as the integration of knowledge, skills, and competencies. However, mastering professional-social activity skills requires not only integrating practical skills and competencies and developing effective methods and tools for professional activity, but also being familiar with the methodology of professional creativity, developing creative thinking, and acquiring personal qualities with a creative character. The formation of a creative personality can be defined as the development of creative activity and the creation of creative products in a harmonized manner. The pace and scope of this process depend on biological and social factors, personal activity and creative traits, as well as existing conditions and life-defining and professionally conditioned events.

In modern conditions, it is essential for educators to possess qualities of creativity. In recent years, leading foreign countries have paid serious attention to developing creativity in students and learners. This is evident in numerous studies conducted by Bronson and Merryman (2010), Ken Robinson (2007), Fisher and Frey (2008), Beghetto and Kaufman (2013), Ali (2011), Treffinger (2008), and others. For example, Ken Robinson's 2007 video "Do Schools Kill Creativity?" has been viewed over 5 million times on YouTube. Moreover, teachers have seriously begun studying the foundations of creativity (Beghetto & Kaufman, 2013). Literature on developing creative teaching skills and competencies is being published, and unconventional lessons based on educational department videos are being organized (Ali, 2011; Education Department, 2013).

Despite significant practical efforts, many teachers still lack experience in effectively developing creativity in themselves and their students. Educational authorities focus annually on achieving high performance in educational institutions. Curricula are developed, and new textbooks are created to support the professional growth of both students and teachers. These efforts help students strive for success and improve their learning abilities. However, by the end of the academic year, high positive results in mastering subjects are not observed in higher education institutions. Many students have lost interest in learning, and as a result, teachers are less motivated to organize their professional activities with enthusiasm.

Although educational authorities introduce new measures to change the behavior of students who lack motivation and teachers who are reluctant to teach such students, the situation remains unchanged. What is the reason? Perhaps lessons planned in advance are not engaging for students, or perhaps the rigid structure of educational content fails to stimulate or motivate them.

Abandoning pre-planned lessons and encouraging students to develop critical and creative thinking, engage in creative reasoning, and generate new ideas could change their attitude toward learning and motivate them to achieve success. The missing element in lessons is creativity. To fully understand the process of developing creative qualities in individuals, it is first necessary to grasp the meaning of the concept “creativity.”

Today, our country is building an education system aimed at integrating into the global information-educational environment. This is accompanied by significant changes that meet modern technical requirements. The introduction of modern information technologies into education allows for the reorganization of teaching methods and processes in a more efficient and innovative way. Information and communication technologies (ICT) are a crucial part of the modernization of the education system. ICT refers to methods of processing information using various technical and software tools. Primarily, this includes computers with the necessary software and telecommunications tools that store data.

Article 1 of the Law of the Republic of Uzbekistan “On Education,” adopted on August 29, 1997, defines the legal foundations for providing education, upbringing, and vocational training to citizens and emphasizes the constitutional right of every individual to receive education. Current educational demands show a growing need for new standards. In this context, the use and management of distance learning technologies play an important role. In our country, several important initiatives are being implemented in this area.

Conclusion. Thus, in education, lessons conducted using computer tools for creative thinking and modern information technologies differ from traditional lessons in both the organization of the learning process and the methods used. The learning process is based on the student’s independent acquisition of knowledge. This principle defines the relationship between participants in the teaching process and the teacher’s role within it. Therefore, in computer-based lessons using information technologies, interest, self-management, and the desire to acquire new knowledge are maintained until the end of the lesson.

In creative education technology, various methods must be used to enhance the effectiveness of the creative learning process. For example: “Concept map,” “Rose,” “T-diagram,” “Step-by-step,” “FSMU,” “Brainstorming,” “Essay,” “Narrative, composition writing,” “Blitz survey,” and similar technologies and methods. In such lessons, students’ motivation to learn increases.

Teaching principles based on the creative approach occupy an important place in modern pedagogical thought. Student-centeredness, activity, collaboration, reflection,

and the use of technologies develop students' independent thinking, creativity, and problem-solving skills. This is a key factor in preparing them for future life.

Teaching Principles Based on the Creative Approach The creative approach introduces elements of creativity, innovation, and independent thinking into the educational process. This approach is an integral part of modern pedagogy, teaching students not only to acquire knowledge but also to apply it in real life. According to Hasanov, creative pedagogy is based on mutual cooperation between teacher and student and reveals each individual's potential during the learning process.

L.S. Vygotsky, in his sociocultural theory, explained that the learning process is formed within a social environment. He believed that a child's development is ensured by properly organizing the zone of proximal development. This approach shows the necessity of engaging students in activities through creative methods.

Dewey's views on education also support the creative approach. He considered learning through experience as one of the fundamental principles of education. According to Dewey, students learn more effectively in lessons where they actively participate.

Innovative technologies, especially the use of information and communication tools, are essential for developing creativity. As Amonov emphasized, modern technologies can teach students to think independently.

Tursunova highlights the effectiveness of using creative methods in modern lessons, such as "role-playing," "idea explosion," or "cluster" methods. These methods develop not only knowledge but also communication, collaboration, and critical thinking skills in students.

Reflection serves to analyze the student's attitude toward their learning process and helps them draw correct conclusions. According to Karimova, reflection is a key stage in creative development.

The collaborative learning approach develops students' skills in exchanging ideas and working in groups. Nurmatova presents this as an effective method for developing creative thinking.

Saydaliyev emphasizes that digital technologies contribute to the development of creativity in education, encouraging students to participate more actively through interactive platforms or online projects.

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