

CRITERIA FOR IDENTIFYING TEACHERS' CREATIVE POTENTIAL AND ITS LEVELS

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Abstract: *Today, increasing students' engagement in the educational process, developing their independent thinking skills, and enhancing their creative potential are among the most pressing challenges in education. In this context, applying principles based on a creative approach in teaching has gained significant importance. Such an approach fosters students' ability to think innovatively, solve problems in non-traditional ways, and express their ideas freely. This thesis explores the core principles of teaching through a creative approach, their meaning, significance, and practical applications.*

Keywords: *Creative approach, teaching principles, innovative methods, creative thinking, independent learning, active learning process, student-centered education, didactic principles, competency-based approach, motivation.*

Teaching based on a creative approach is closely aligned with the modern demands of today's educational process. It guides students not only toward acquiring ready-made knowledge but also toward generating new ideas, thinking independently, and substantiating their viewpoints. In traditional teaching formats, students often act as passive recipients of information, focusing on memorization and repetition. In contrast, the creative approach encourages active thinking, exploration, and diverse problem-solving strategies.

Assessing the effectiveness of professional activity requires evaluating a teacher's creativity—their level of creative potential. The criteria for identifying a teacher's creative potential include several key indicators. In this approach, the teacher is not merely a provider of knowledge but a guide, advisor, inspirer, and motivator who encourages students through their ideas. Students, in turn, engage in independent inquiry, freely express their ideas, and begin to apply creative thinking in their reasoning.

The lesson process moves away from monotony, activating students' thinking through interactive methods, problem-based scenarios, role-playing, and project-based activities. Issues in creative pedagogy are examined within the broader framework of pedagogical theory and other social sciences, including the history of pedagogy,

philosophy of education, general and professional pedagogy and psychology, teaching and upbringing methods and technologies, professional ethics, and more.

The formation and development of a creative personality that aligns with constantly changing external and internal environments, socio-economic conditions, and the nature of activity requires continuity and comprehensiveness throughout the entire human ontogeny—from birth to the end of life. In local pedagogy, there is a lack of research focused on forming and developing professional and creative potential through experiential learning. Traditional professional experience is defined as a combination of knowledge, skills, and abilities, implying that experience forms naturally during the learning process. However, the study of creative activity experience is rarely addressed.

Creative pedagogy is both a science and an art of creative education. It stands in contrast to pedagogies based on compulsion, collaboration, and critical thinking. Creative pedagogy helps students think creatively and supports young people in shaping their own futures. It is applicable to any subject—mathematics, physics, languages, economics—and its methodology can transform the teaching and learning process [2, p. 83].

In creative teaching, a student-centered approach plays a vital role. Each student's individual capabilities, knowledge level, interests, and learning styles are considered. This boosts self-confidence and motivation. Students learn not only to find correct answers but also to develop multiple solutions to problems. Additionally, creative teaching fosters critical thinking, analytical reasoning, argumentation, teamwork, and presentation skills. These competencies contribute to success not only in education but also in real-life activities.

“Advanced creativity is a key component of personal inventiveness. It manifests in the desire to achieve cognitive goals, continue creative work, overcome difficulties in learning, plan and sequence mental actions, and explore various ways to reach objectives” [3, p. 68].

Overall, the principles of creative teaching enrich the educational process, broaden students' thinking, and shape them into active participants. This approach not only improves the quality of education but also contributes to nurturing individuals with creative and intellectual potential.

Conclusion: Teaching based on a creative approach has become one of the most important and relevant directions in today's education system. It develops students' independent thinking, encourages non-traditional problem-solving, and promotes innovative ideas. Through creative pedagogy, the learning process becomes dynamic, interactive, and effective, enhancing students' personal engagement. Moreover, a teacher's creative capacity directly influences the quality of education and student outcomes. By using criteria to assess creativity levels, teachers can improve

themselves, seek innovation, and integrate connections between science and life into the educational process. This contributes to modernizing the entire education system in line with contemporary needs. Therefore, teaching based on a creative approach is not just about delivering knowledge—it lays the foundation for shaping a future generation of creative, thoughtful, and proactive individuals. Every teacher must consistently apply creativity-based principles in their professional practice.

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