



DEVELOPING STUDENTS' CREATIVE THINKING COMPETENCE AS A PEDAGOGICAL PROBLEM

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Abstract

This article highlights the theoretical foundations of the concept of creativity and its significance in the modern education system. The pedagogical factors of the development of creative thinking and the role of innovative approaches are also analyzed. Based on the definitions of creativity given by various scientists, its multifaceted essence is revealed. The article substantiates the current aspects of the formation of the creative potential of future specialists.

Keywords: Creativity, creative thinking, education system, innovative approach, pedagogical activity, creative abilities, digital technologies, critical thinking, creative education, professional competence.

Introduction

Higher education is important in today's modern society. Higher education provides an individual with the opportunity to develop deep knowledge and analytical thinking skills. This helps to adapt to the requirements of the labor market. The rapid development of a country is carried out through the reform of the education system. Education is one of the key factors in the development of society.

In his address to the people of Uzbekistan, the head of our state outlined important tasks for improving the quality of educational services and developing society. Emphasizing that the country's potential lies in knowledge and thinking, he emphasized that "improving the quality of education is the only correct path for the development of New Uzbekistan"[1]. These thoughts, in turn, testify to the urgent tasks facing the students of higher educational institutions.

These scientific views served as a key factor in shaping the new, personality-centered paradigm of modern pedagogy.

Additionally, at a videoconference held on April 11, 2023, President Sh. Mirziyoyev decided to establish the "New Uzbekistan Youth Initiatives" fund and an electronic platform. 100 million dollars will be allocated to the fund, which will be allocated to the best ideas, startups and projects of talented youth on favorable and easy terms, if





necessary, interest-free, and based on the experience of IT parks, "Creative parks" will also be created in the regions. Currently, in order to support talented youth and create the necessary conditions for them, the issue of creating "Creative Parks" in the regions has been raised. Today, one of the important tasks in education is the creation of a "Creative Park" [2].

Thus, creative parks are special areas created to support creative and technological development, which we can list several useful aspects:

- innovation and creative environment - such parks create an inspiring environment for designers, startup founders, artists, and technologists. New ideas are born and put into practice there;
- Collaboration and networking - specialists from various fields gather in one place, gaining the opportunity to collaborate and exchange experience;
- digital resources and infrastructure - creative parks are often equipped with modern offices, production laboratories, research centers, and other necessary digital resources, which greatly enhances creativity.

The impact of creative parks on the education sector can be very broad and positive. They help orient the educational process toward innovative and interactive methods. Creative parks pay great attention not only to theoretical knowledge but also to practical training and gaining experience, which further enhances students' creative thinking competencies and creative abilities.

On October 2-4, 2024, the World Conference on the Creative Economy was held in Tashkent. The conference brought together global experts, policymakers, and creative industry leaders to discuss the role of the creative sector in fostering innovation and sustainable development. The 3rd session of the conference was titled "Connecting Education and Practice: Lessons for Creative Industries." At the same time, experts from the UK and Uzbekistan emphasized the need to combine theoretical training with practice to better prepare students for work in the creative economy [3].

Creative thinking enhances the ability of future personnel to innovatively solve problems, adapt quickly, and remain competitive. It allows you to generate new ideas and work effectively with a team.

In her research work, M. Kh. Kuvvatova noted that "the possibilities for developing the creativity of higher education students, existing opportunities for self-development, and the individualization of the educational process aimed at the free manifestation of creative abilities are aimed at the gradual expansion of opportunities for creative inquiry, creativity, and the vector development of creative inquiry and activity" [4].





Nowadays, the formation of creative and critically thinking specialists is considered one of the primary tasks of the modern education system. The task set before us can only be achieved by developing creative thinking skills, while allowing students to understand new knowledge, create innovations from it, and effectively apply it in practice.

According to Yu.M. Asadov, "one of the most important features of creativity is its primary role in creating innovation." Innovation is a product of an individual's intellect and manifests as a result of the application of creativity. Therefore, he said that innovation is a product of human ability and that results are manifested through the use of creative thinking" [5].

G.N. Ibragimova noted in her research work that "creativity is a set of skills related to an individual's qualities of creativity, which includes a high level of sensitivity to problems, intuition, anticipation of results, imagination, research, and reflection" [20]. Agreeing with his opinion, it should be noted that an individual's creative abilities are not only innate talents but also a set of skills that can be developed. In today's rapidly changing society, design and critical thinking, an innovative approach, and the ability to solve problems in a unique way are becoming increasingly important.

A.R. Aripzhanova, "taking into account the specifics and approaches of pedagogical activity in the study of creativity, determined the need to consider the creativity of teaching staff in the following aspects: active, effective, personal, environmental, and problem-based" [6].

It is very important to emphasize the need for a comprehensive study of creativity in pedagogical activity. Indeed, a teacher's creative approach is of decisive importance in increasing the efficiency of the educational process.

According to Sh. Ablakulov, "creativity is reflected in all aspects of human life, but it has also entered the field of education." Currently, the creativity of a future teacher is expressed by the concept of pedagogical creativity, which reflects a creative approach to the organization of professional activities organized by them" [7].

Creativity (Lat., Eng. "create" – to create, "creative" – to create, creative) – the creative ability of an individual, characterizing their readiness to produce new ideas and being part of talent as an independent factor" [8].

"In the Encyclopedia Dictionary, creativity is defined as follows (from Latin - to create, to create) as the ability for creative changes aimed at finding solutions to given processes and problems in an unusual form" [9].

The analysis of the definitions of creativity given by great scholars by field was expressed as follows (see Table 1).



Table 1. Definitions given by great scholars to the concept of creativity by field

Psychological perspective:	
He characterized creativity as "novelty and utility." According to him, creativity is based on the ability to think divergently, which is the ability to find several solutions to problems.	Joy Paul Guilford
He defined creativity as a "systemic process." According to him, creativity arises as a result of the interaction between the individual, the sphere, and the environment.	Mihaly Csikszentmihalyi
Philosophical perspective:	
He defined creativity as "the ability to create new forms of things." According to him, creativity is a person's ability to study nature and change it.	Aristotel
He defined creativity as "the expression of boundlessness and infinity in the creation of works of art."	Immanuel Kant
Economic and social aspect:	
He defined creativity as "the main factor of socio-economic development." In his opinion, the creative class plays an important role in the development of society.	Richard Florida
He described creativity as "the primary source of innovation and economic change." In his opinion, creativity leads to the creation of new products, methods, and markets.	Joseph Schumpeter
From the perspective of art and literature:	
He defined creativity as "the ability to express and convey one's inner world to others." In his opinion, people express their feelings through works of art.	Lev Tolstoy
He defined creativity as "the expression of a person's identity and personal growth." In his opinion, creativity reveals the inner world of a person.	Carl Rogers
Scientific point of view:	
He defined creativity as "the ability to create new ideas based on knowledge and experience." In his opinion, creativity is the foundation of scientific discoveries.	Albert Einstein
He defined creativity as "understanding the laws of nature and expressing them in new ways."	Isaac Newton

As we can see from the table, all definitions of creativity indicate that it is complex and multifaceted. This concept has found unique interpretations in various fields, such as psychology, philosophy, economics, art, and science.

As an example, the researcher Sh.S. Sharipov in his scientific research interpreted creativity in connection with the concept of creativity, and the author revealed the pedagogical conditions for the formation of creative inventiveness in students using the example of personnel mastering labor and vocational education specialties.



Sh.S. Sharipov focused on the interpretation of creativity in connection with creativity and its formation within the framework of labor and vocational education. Because today creative thinking is of great importance not only in the field of art or scientific research, but also in practical professional activities. The study highlights the theoretical foundations for forming the creative and inventive abilities of vocational education teachers, as well as the possibilities of using information technologies and ways to use systematized education [10].

In her research work, L.Z. Korayeva examined the model for developing the creative abilities of primary school students, pedagogical conditions, and interactive forms and methods for developing creativity. At the same time, the researcher developed the qualities of creativity through the organization of didactic games in the development of creative and critical thinking abilities [11].

American psychologist Paul Torrance defined creativity as follows. "Creativity is the process of sensing problems and shortcomings, finding solutions to them, putting forward hypotheses, testing them, and revising the results [12]." He has conducted extensive research on measuring and developing creative thinking and developed the Torrance Tests of Creative Thinking (TTCT). These tests were considered one of the most popular methods for identifying and evaluating a person's creative thinking abilities.

In psychology, creativity is primarily studied as a characteristic of human thinking. Researchers associate creativity with intelligence, imagination, flexibility, and problem-solving skills. In pedagogical research, creativity is highlighted as a means of developing students' independent, critical, and creative thinking abilities in the educational process.

From the comments made, it can be said that creativity is clearly manifested in all spheres, especially in the educational process.

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