



# CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 04 Issue: 09 | Sep 2023 ISSN: 2660-5317  
<https://cajotas.centralasianstudies.org>

## Pedagogical Foundations for Cultivating Students' Creativity

**Yuldasheva Saodat Manofovna**

Candidate of pedagogical sciences, associate professor, Department of Pedagogy and Psychology,  
Uzbek State University of World Languages, Tashkent, Republic of Uzbekistan

*Received 4<sup>th</sup> Jul 2023, Accepted 6<sup>th</sup> Aug 2023, Online 15<sup>th</sup> Sep 2023*

**Abstract:** *The results of studies on the growth of creative competence in students, individual creativity traits, components and strategies for developing creative competence, and strategies for creative teaching are highlighted in this article. Highly trained people are in great demand due to the country's decision to pursue an innovative growth strategy, the creation and adoption of cutting-edge technology, and the growing significance of knowledge and information in the socioeconomic development of the nation.*

**Keywords:** *experimental work, creative competency, creative skills, creative approaches and tactics are key phrases.*

The formation of a new generation of instructors capable of training competitive experts is one of the aims identified as being necessary as a result of the need for new forms of integration of education, science, and production. The development of creative competence is thought to be aided by the modernization of higher education institutions and educational processes, enhancement of the standard of the pedagogical training system, equipping future teachers with contemporary professional competencies, and formation of archeological motivation for professional activity in them [1].

The structuring of the educational process, the development of a creative educational process, the production of creative potential from educational technology, and the creation of a harmony between various approaches, knowledge, and abilities are all examples of creativity.

A person's creative abilities and a group of talents associated to creativity are how creativity is expressed. High levels of issue sensitivity, intuition, foresight, imagination, study, and contemplation are all characteristics of creativity.

Creativity may be shown in a person's thoughts, communication, feelings, and some actions. A person's overall qualities or particular traits can be described by their creativity. Additionally, creativity is seen as a key component of skill. Additionally, mental acuity is determined by inventiveness.

It is evident that the process of creativity is closely tied to an individual's psychological make-up. Its development is influenced by the process of intellectual intuition and logical thinking.

Education in scientific researches of pedagogic scientists O. Jamoliddinova, O. Musurmonova, M. Urazova, N. Egamberdieva, E. Yuzlikaeva, Sh. Sharipov, A. Umronkhojayev, A. Valiyev, Ruziev E. I, Ashirboev A. O, Sh. Shodmonova specific aspects of the development of creative abilities in students in

the formation of professional and innovative training of future specialists, social factors affecting the development of creativity qualities, individual activity, as well as ways and forms of forming critical and creative thinking in students, existing pedagogical conditions - conditions, didactic support, as well as content of pedagogical creativity are explained.

Creativity may be shown in a person's thoughts, communication, feelings, and some actions. A person's overall qualities or particular traits can be described by their creativity. Additionally, creativity is seen as a key component of skill. Additionally, mental acuity is determined by inventiveness. Additionally, a person's creativity is influenced by their educational skills. In light of this, study scientist L.M. Mitina provides the following description of pedagogical competence:

- active (knowledge, skills, professional abilities, and individual methods of implementing instructional tasks in a responsible and autonomous manner);
- communicative (using inventive methods to carry out instructional communication);
- personal (self-improvement, skills development). The study done by B. Nazarova on a pedagogue's distinctive professional ability is very significant in our nation. The following structural underpinnings, in the researcher's opinion, form the basis of a pedagogue's professional competence:
- particular or professional competence (the high-level structuring of professional activities);
- social competence, which is the collaborative arrangement of professional competence and social responsibility;
- auto-competence (the capacity to advance one's social and professional standing);
- high professional competence, or the capacity to make the best decision in difficult circumstances.

The right arrangement of the educational process, taking into account the students' degree of knowledge, level of mastery, source of education, and didactic duties in learning the subject matter, is necessary for the development of creativity in students.

The following pedagogical requirements are presumed to be necessary:

- identifying students' propensities for creative activity acquisition, forming knowledge demands, and creating an atmosphere conducive to the expression of freedom in the educational process;
- to provide students with a welcoming environment in which to engage in creative thought, to accept the variety of viewpoints and ideas they express with tolerance and to ensure their participation in the educational process, to build confidence in each student's capacity for creative thought, and to regularly stimulate their creative activities;
- individualization of the educational process depending on a student's traits, requirements, and intellectual capacity;
- developing students' capacity to work in teams, small groups, and individually; fostering their creativity; and encouraging them to embrace both ready-made standard answers and unconventional ones when addressing challenges;
- the selection and use of interactive training formats and techniques that enable the renewal and enhancement of cognitive knowledge, which constitutes the cornerstone of the growth of creative activity.

As a result, pedagogues' primary role is to teach theoretical information about creativity in young people, its special characteristics, and to build students' creative skill based on them. The educational process, comprising active educational technologies in topic teaching, entertaining and relevant class organization

using non-traditional forms, techniques, and tools, yields the desired outcomes in the good solution of this assignment [3]. Individual creative abilities develop consistently at different phases. A person's creative skills guide his individual abilities, natural and social energies to the quality and efficiency of his professional job. Here are a few examples of personal creative qualities:

Personal characteristics of creativity include:

- Creative leadership
- Logical thinking ability
- Erudition
- A vivid imagination
- Influence and initiative in terms of creativity
- Full expression of one's creativity

When designing learning experiences, teachers can plan and frame curriculum and provide tools that give students options, voice, and choice in order to enable them to be creative. In my work in schools, I've found four things that successful teachers do to develop creativity in their students.

**1. Set up learning activities that allow students to explore their creativity in relevant, interesting, and worthwhile ways.** Classroom example: Fourth-grade students are presented with a sample of rocks. They are to devise tests to determine what kind of rocks they have based on the definitions they've studied. Students find their own ways to determine differences in hardness, color, and shapes.

**2. Value creativity and celebrate and reward it.** Classroom example: Third-grade students are learning about polygons and to see if they know the concept, the teacher takes them outside and gives each student a sidewalk chalk. Each student is given the task of drawing several examples of polygons on the driveway.

**3. Teach students the other skills they need to be creative.** Classroom example: A second-grade class is learning about the concept of freezing. The teacher asks one question to get them started, "Does only water freeze?" The students then design an experiment to determine what other things freeze. The limit is that they can only use what they have in the classroom at the time.

**4. Remove constraints for creativity and give the students space and a framework in which they can be creative.** Classroom example: A sixth-grade class produces National costume plays. In order to wear costumes to school, the students have to write a play that incorporates each of their characters into a plot and then present the play.

#### **The list of used literature:**

1. Sharipov Sh.S. Continuous development of students' creative abilities in vocational education. Monograph. - T.: Science, 2005. - 140 p.
2. Z.T. Nishonova, Z. Qurbonova, D.S. Karshiyeva, N.B. Atabayeva Psychodiagnostics and experimental psychology - T.: Science and technology 2014, p. 124.
3. Test creativity Torrens. Diagnostics tvorcheskogo myshleniya <http://psycabi.net/testy/577-test-kreativnostitorrensa-dagnostika-tvorcheskogo-myshleniya>.

4. Drapeau Patty. Sparking student creativity (practical ways to promote innovative thinking and problem solving). – Alexandria – Virginia, USA: ASCD, 2014.
5. Kuziev Sh.A. The ways of developing discourse competence in non-linguistic faculties. The academy of Ma'mun in Kharezm, 2020.
6. Bozorova L.B. Sovremenno'e informatsionno'e texnologii v protsesse formirovaniya leksicheskix navo'kov na urokax angliyskogo yazo'ka «Nauka, obrazovanie i kultura» № 4 (19), 2017.
7. Mamatkulova B.R. Kontsept «ognya» i protsess ego izucheniya v istorii «Nauka i obrazovanie segodnya» № 5 (16), 2017, str 39.
8. Bazarova L.B. Learning foreign language through reading «Nauka i obrazovanie segodnya» № 5 (16), 2017, str 40.
9. Rahmonova K.T. Self study is a discovery of effective language learning strategy «Nauka i obrazovanie segodnya» № 5 (16), 2017, str 42.