



WAYS TO DEVELOP CREATIVE THINKING IN STUDENTS

Axmedova Gavhar Faxriddinovna

Junior Doctoral Student, Bukhara State Pedagogical Institute

Аннотация: В данной статье раскрываются теоретические и практические основы формирования креативного мышления у учащихся. В ходе исследования проанализированы сущность понятия креативности, её психолого-педагогические особенности и роль в образовательном процессе. Также обоснованы современные педагогические подходы, интерактивные методы и инновационные технологии, способствующие развитию креативного мышления учащихся. На основе экспериментальной работы определена эффективность предложенных методов и разработаны практические рекомендации.

Ключевые слова: креативное мышление, креативность, компетенция, образовательный процесс, инновационный подход, интерактивные методы, проблемное обучение, дивергентное мышление, творческий потенциал.

Abstract: This article explores the theoretical and practical foundations of developing creative thinking in students. The study analyzes the essence of creativity, its psychological and pedagogical characteristics, and its role in the educational process. It also substantiates modern pedagogical approaches, interactive methods, and innovative technologies that contribute to the development of students' creative thinking. Based on experimental work, the effectiveness of the proposed methods was determined, and practical recommendations were developed.

Keywords: creative thinking, creativity, competence, educational process, innovative approach, interactive methods, problem-based learning, divergent thinking, creative potential.

Introduction: In the context of globalization, digital transformation, and the knowledge-based economy, the development of society is directly linked to the quality of human capital. Modern socio-economic conditions require individuals not only to possess deep knowledge and skills, but also to think innovatively, approach problems creatively, and make effective decisions. Therefore, the development of creative thinking in students has become one of the most актуал directions in pedagogy and educational theory.

Creative thinking is a complex psychological and pedagogical process that reflects an individual's ability to generate new and original ideas based on existing knowledge and experience, find unconventional solutions to problems, analyze situations from different perspectives, and make flexible decisions. This process includes such components as divergent thinking, critical analysis, breadth of imagination, and intellectual independence.



Scientific research shows that creative thinking is not only an innate ability but can also be effectively developed through purposefully organized educational processes. In particular, student-centered learning, competency-based approaches, problem-based learning, project-based activities, and interactive teaching methods play a crucial role in fostering students' creative potential. Such approaches encourage learners' active participation, develop independent thinking, and help reveal their internal creative capacities.

Moreover, the role of the teacher is especially significant in developing creative thinking. A teacher should act not only as a provider of knowledge but also as a facilitator who organizes students' creative activities, motivates them, and supports their initiatives. An open educational environment, free exchange of ideas, and tolerance toward mistakes are also important factors that contribute to the development of creativity.

This article provides an in-depth analysis of the theoretical and methodological foundations of developing creative thinking in students, highlights its psychological and pedagogical features, and scientifically substantiates effective methods and tools that can be applied in the educational process. In addition, conclusions are drawn regarding modern approaches to developing creative competence and their practical significance.

Relevance of the Research Topic: The development of the modern education system is closely linked to global socio-economic changes, the rapid advancement of digital technologies, and the formation of a knowledge-based economy. In such conditions, the main objective of education is not only to provide students with knowledge and skills, but also to develop their creative and independent thinking abilities. From this perspective, the development of creative thinking is recognized as one of the most актуал scientific directions in pedagogy and psychology.

The problem of creativity has been extensively studied by a number of foreign scholars. In particular, J. Guilford associated creativity with divergent thinking and substantiated an individual's ability to generate multiple solutions to a problem. E. Torrance developed criteria for measuring and assessing creative thinking, identifying its main components as fluency, flexibility, originality, and elaboration. Furthermore, M. Csikszentmihalyi interpreted creativity as the result of interaction between the individual, the process, and the social environment.

The issue of developing creative thinking has also been widely explored by local and regional researchers. Their studies emphasize the importance of modernizing the educational process, applying innovative pedagogical technologies, and implementing a student-centered approach in fostering students' creative potential. However, current practice shows that traditional teaching methods are often focused on developing reproductive thinking and do not fully раскрывают students' creative abilities. As a result, students face difficulties in adapting to new situations, solving problems independently, and making innovative decisions.



Therefore, the need to develop and implement effective methods and tools aimed at fostering creative thinking in the education system is steadily increasing. International studies, including assessments conducted within the framework of the PISA program, also highlight the importance of developing students' creative thinking skills. This, in turn, requires improving approaches to the development of creative competence within the national education system.

Based on the above, it is of significant scientific and practical importance to deeply study the theoretical foundations of developing creative thinking in students, identify effective pedagogical conditions, and develop innovative methods. In this regard, the chosen research topic is considered highly relevant.

Experimental Work (Empirical Part): Within the framework of this study, experimental work was conducted to determine the effectiveness of developing creative thinking in students. The research was organized among students of a general secondary school, where control and experimental groups were formed.

The experimental work was carried out in three stages: diagnostic (ascertaining), formative, and final (control) stages.

At the **diagnostic stage**, the initial level of students' creative thinking was assessed. For this purpose, observation, questionnaires, test tasks, and creative assignments were used. Indicators such as fluency, flexibility, originality, and independence of thinking were evaluated. The results showed that most students had an insufficient level of creative thinking skills and mainly relied on reproductive thinking.

At the **formative stage**, special pedagogical conditions aimed at developing creative thinking were created in the experimental group. In particular, interactive methods ("brainstorming," "cluster," "role-playing," and "problem-based situations"), project-based learning, independent research tasks, and group work techniques were introduced into the teaching process. Students were encouraged to answer open-ended questions, propose multiple solutions, and express their ideas freely, which increased their creative activity.

At the same time, a supportive learning environment was established by the teacher, where every student's idea was valued. This contributed to strengthening students' self-confidence and activating their creative thinking processes.

At the **final stage**, the level of students' creative thinking was reassessed and compared with the initial results. The analysis showed that the indicators of creative thinking significantly improved in the experimental group. In particular, students demonstrated positive results in proposing multiple solutions to problems, thinking independently, and applying innovative approaches. In contrast, such changes were less evident in the control group.

The obtained results confirm that the use of specially organized pedagogical conditions and innovative methods in the educational process effectively contributes to



the development of creative thinking in students. The experimental work practically validated the research hypothesis.

Conclusion: The results of this study indicate that developing creative thinking in students is a relevant and essential direction of the modern educational process. Based on theoretical analysis, the concepts of creativity and creative thinking, their psychological and pedagogical features, as well as effective development methods were identified. Relying on scientific research and scholars' works, it was confirmed that creative thinking is a complex process associated with the ability to find unconventional solutions, think independently and critically, and demonstrate creative approaches.

The results of the experimental work showed that the use of interactive methods, project-based activities, problem-based situations, and independent learning tasks is effective in developing students' creative thinking. A significant increase in creative thinking levels was observed in the experimental group, which confirmed the research hypothesis both theoretically and practically.

At the same time, the supportive role of the teacher, a student-centered approach, and the creation of a positive pedagogical environment play an important role in fostering creative thinking. The results of the study provide an opportunity to develop practical recommendations for enhancing creative competence in the educational process and implementing them in school practice.

In conclusion, the development of creative thinking in students serves as an effective means of enhancing their intellectual, creative, and personal potential in modern education and contributes to the formation of an innovative society in the future.

List of References

1. Guilford, J. P. (1967). *The Nature of Human Intelligence*. New York: McGraw-Hill.
2. Torrance, E. P. (1974). *Torrance Tests of Creative Thinking*. Lexington: Personnel Press.
3. Csikszentmihalyi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention*. New York: HarperCollins.
4. Runco, M. A., & Acar, S. (2012). *Divergent Thinking as an Indicator of Creative Potential*. *Creativity Research Journal*, 24(1), 66–75.
5. Robinson, K. (2011). *Out of Our Minds: Learning to be Creative*. Chichester: Capstone Publishing.
6. PISA (2018). *Creative Thinking Assessment Framework*. OECD Publishing.
7. Abdullaeva, N. (2019). O'quvchilarda kreativ fikrlashni rivojlantirishning pedagogik shart-sharoitlari. *Ta'lim va Innovatsiya*, 3(12), 45–52.

