

POSSIBILITIES OF CREATIVE THINKING AND ITS MANIFESTATION IN THE EDUCATIONAL PROCESS

Uralboy Kulmuminov

Master of Termiz State Pedagogical Institute

Lobar Mukhtarova

Head of the Department of Primary Education
Methodology of Termiz State Pedagogical Institute

Abstract:

The article deals with the issues of involving creative, talented youth in creative activities, technologies for the formation and development of social and personal competencies, methodological foundations for the systemic organization of innovative approaches, the importance of increasing the efficiency of developing student creativity.

Keywords: creative thinking, creativity, creative, free, critical, independent thinking.

Introduction

While creative thinking is a nascent interpretation, the construct of creativity has a broad and strong research tradition[14]. Creativity, then, is the interaction between ability, process, and environment through which an individual or group creates a meaningful product that is both new and useful for that social context[8].

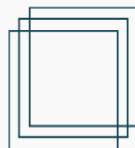
Achieving creative goals requires creative thinking, but it also requires broader and more specific skills and abilities, such as mental capacity, domain knowledge, and artistic talent[9]. For example, great creativity related to the creation of masterpieces of art or technological discoveries requires, in addition to creative thinking, considerable talent, deep knowledge, tireless work in a specific field, and recognition by society that this product has value[8]. On the contrary, small or everyday creativity (for example, skillfully arranging pictures in a photo journal, creating a new dish from leftover food, or finding a creative solution to a complex problem at work) is necessary for almost all people who are capable of creative thinking. In order to de-emphasize innate talent and place more emphasis on an individual's ability to think creatively, which can be improved, the PISA assessment of creative thinking focusses on this sub-task of creativity[13].

The main role of education is to provide students with the necessary competencies to succeed in society[15]. According to Lucas and Spencer: "Creative thinking is a necessary competence for the development of today's youth[2]. This will help them adapt to a world that is rapidly changing under globalization, promoting literacy and digitization and demanding a flexible workforce with '21st century' skills[7].

Teaching creative thinking enables today's students and youth to develop the skills to use new technologies to solve pressing problems, work in sectors or tasks that have not

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong
Learning is a scholarly peer reviewed international Journal**



yet been created, while also being able to easily perform tasks that machines cannot perform, and to find solutions to complex local and global problems. gives [1].

Analysis and Results

The development of a program for evaluating students' creative thinking at the international level can create an opportunity for positive changes in educational policy and pedagogy. PISA 2022 provides the international assessment of students' creative thinking with reliable, practical and legal assessment tools that enable them to make evidence-based decisions. The obtained results provide an opportunity for wide social discussions on the methods and importance of developing this important competence through education [6].

A working group of international educators and experts defined creative thinking skills as "developing new ideas and solutions[12]." According to the program conducted by the Center for Education, Research and Innovation (CERI), creative thinking skills include 6 sub-skills. They are: (1) perceiving, reacting to, observing and describing relevant experiences and information; (2) studying, trying to find, and reflecting on opinions; (3) finding connections and harmonizing concepts of other disciplines; (4) expanding and thinking through extraordinary and fundamental considerations; (5) anticipating, articulating, creating, and reaching a similar conclusion (solution or efficiency) of a new thinking product; (6) being able to evaluate the uniqueness of the solution or its possible outcomes [1].

Today, even in schools, the importance of developing students' creative thinking is increasing according to the demand of the labor market. Schools play an important role in helping students to discover, develop and identify their talents, as well as to express their creative abilities. Schools are important for students to feel that they are an integral part of the society in which they live and that they can make an important contribution to the development of society[10]. According to Beghetto and Kaufman, creative thinking supports students' learning by supporting them to interpret experiences, events, and situations in new and meaningful ways[5].

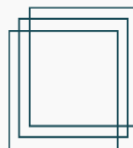
In their work, Begetto and Plucker believe that "A learner's imagination and curiosity can accelerate the learning process, while creative thinking serves as a vehicle for understanding and their own learning goals." In order to increase the student's interest and motivation to study at school, it is necessary to develop new forms of learning that can reveal the possibilities and aspects of creativity of all students. Such development methods help students with low interest in learning at school, allowing them to express their thoughts and achieve their goals [3].

Conclusion

Therefore, creative thinking skills, like other skills, can be developed through practical and purposeful approaches. For some teachers, the development of students' creative thinking skills may seem like directing them to other activities outside of the subjects

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong
Learning is a scholarly peer reviewed international Journal**

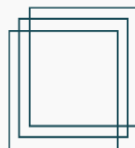


specified in the curriculum. In fact, students should be able to think creatively in all subjects[4].

Teachers need to understand how creative thinking is defined, the situations that create it, and what are the most effective ways to develop students' creative thinking skills. A better understanding of how creative thinking skills are developed can enable teachers to "unleash" creative thinking in their own learning[11].

REFERENCES

1. A.Ismailov [va boshq.]. Kreativ fikrlashni baholash. Toshkent. 2021-yil.–92 bet.
2. Lucas, B. and E. Spencer, Teaching Creative Thinking: Developing Learners Who Generate Ideas and Can Think Critically., Crown House Publishing, canterbury.ac.uk/Teaching-Creative-Thinking-Developing-learners-who-generate-ideas-andcan-think-critically_9781785832369 (accessed on 26 March 2018).
3. Мухтарова, Л. А. (2018). РАЗВИТИЕ И ФОРМИРОВАНИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ У ШКОЛЬНИКОВ НАЧАЛЬНЫХ КЛАССАХ. Гуманитарный трактат, (24), 13-14.
4. Мухтарова, Л. А. (2017). BOSHLANG'ICH SINFLARDA RIVOJLANTIRUVCHI TA'LIM TEXNOLOGIYASIDAN FOYDALANISH IMKONIYATLARI. Апробация, (2), 93-94.
5. Мухтарова, Л. А. (2017). BOSHLANG'ICH TA 'LIM SAMARADORLIGINI OSHIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING O'RNI. НАУЧНЫЙ ПОИСК В СОВРЕМЕННОМ МИРЕ (pp. 119-120).
6. Мухтарова, Л. А. (2017). BOSHLANG'ICH SINFLARDA INTERNET VA MULTIMEDIYA TEXNOLOGIYASIDAN FOYDALANISHNING O'ZIGA XOS XUSUSIYATLARI. Современные проблемы и перспективы развития педагогики и психологии (pp. 47-49).
7. Мухтарова, Л. А. (2018). Развитие творческого мышления у школьников начальных классов. Гуманитарный трактат, (24), 9-10.
8. Muxtarova, L. A. (2021). Use of multimedia technologies in the educational process. ACADEMICIA: An International Multidisciplinary Research Journal, 11(4), 1781-1785.
9. Muxtarova, L. A. (2021). Ways of formation of ecological culture in children of primary age. ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH, 10(4), 648-652.
10. Abdimannabovna, M. L. (2021). Formation of the Ecological Culture of Schoolchildren in the Study of Natural Science. International Journal of Innovative Analyses and Emerging Technology, 1(6), 73-76.



11. Mukhtarova, L. A. (2021). THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(10), 792-797.
12. Мухтарова, Л. А. (2018). ПУТИ ИСПОЛЬЗОВАНИЯ ВОЗМОЖНОСТЕЙ МУЛЬТИМЕДИА В ПОВЫШЕНИИ КАЧЕСТВА И ЭФФЕКТИВНОСТИ УРОКОВ ЧТЕНИЯ В НАЧАЛЬНЫХ КЛАССАХ. *Научные горизонты*, (11-1), 247-252.
13. Abdimannobovna, M. L., & Sharifovna, Y. D. (2019). Implementation Bases Of Using Multimedia Technologies In The Organization Of Educational Process. *Think India Journal*, 22(4), 5898-5904.
14. Abdimannabovna, M. L. (2022). Opportunities for an Interdisciplinary Integrated Approach to Improving the Culture of Environmental Safety. *Eurasian Scientific Herald*, 7, 7-12.
15. Mukhtarova Lobar Abdimannabovna. (2021). POSSIBILITIES OF AN INTEGRATIVE APPROACH TO THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. *European Scholar Journal*, 2(11), 43-44.