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BASIS OF IMPROVING STUDENTS' CREATIVITY IN PEDAGOGY ON THE BASIS OF MODERN APPROACHES

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Abstract: This article discusses the role of the modern education system in the formation and development of students' creative thinking, the development of their creative potential, advanced pedagogical technologies, innovative approaches and person-oriented methodologies, the use of digital technologies in the educational process, the development of creative activity, interactive platforms, virtual laboratories, creative online environments and simulations, expanding the scope of students' thinking, and adapting them to innovative approaches.

Keywords: person-oriented methodologies, innovative approaches, digital technologies, approaches, competence, development, interactive platforms, virtual laboratories, creative online environments, activity efficiency, active and responsible person, personal interests, needs, goals, qualifications and skills, formation, advanced pedagogical technologies.

The modern education system pays special attention to the formation and development of students' creative thinking. In particular, the creative abilities of students studying in the pedagogical direction play an important role not only in their professional preparation, but also in the effectiveness of organizing the educational process in the future. Therefore, advanced pedagogical technologies, innovative approaches and person-oriented methodologies serve as the basis for developing their creative potential.

Creativity is the process of creating new, original ideas, finding unusual solutions to existing problems and a unique way of thinking. Creativity is developed in the pedagogical process by supporting creative activity, forming students as active subjects and encouraging their independent thinking. This process is carried out, first of all, through constructive and reflective approaches, as well as interactive teaching methods.

Among the approaches to developing creativity in pedagogy, constructivism, competency-based approach, metacognitive approach and STEAM (science, technology, engineering, art, mathematics) integration model are of particular importance. In particular, through a competency-based approach, students not only gain knowledge, but also acquire the skills to apply them in practice and solve creative problems. The use of digital technologies in the modern educational process is also one of the important tools for developing creative activity. Interactive platforms, virtual laboratories, creative online environments and simulations expand the scope of students' thinking and help them adapt to innovative approaches. For example, creative approaches can be formed through project-based learning (PBL - Project Based Learning), problem-based learning (PBL - Problem Based Learning) and gamification. In addition, the personal

position and methodological skills of the teacher are of decisive importance in developing creativity. Didactic approaches, motivational strategies and effective feedback used by the teacher serve to support creative activity. Pedagogical research shows that the following pedagogical conditions are important for developing creativity:

- integrated and contextual learning process;
- creating an open and safe environment for students to exchange ideas;
- providing opportunities for reflection and analysis;
- promoting individual development based on a differentiated approach;
- organizing and encouraging independent creative tasks.

Therefore, the methodology aimed at improving creativity in students in the pedagogical field, unlike traditional approaches, should be based on the individual characteristics of the individual, the flexible nature of the learning process, and the integration of modern technologies.

In conclusion, the effectiveness of education is increased by teaching students in the pedagogical direction to think creatively, organizing them on the basis of a didactic model that fully reveals their personal potential, develops the ability to think innovatively, and prepares them for independent decision-making. Also, a subject-oriented approach (person-oriented approach) is of particular importance in the development of creativity. This approach, taking into account the internal capabilities of the student, serves to increase his ability to make independent decisions, express opinions, and put forward new ideas. In this regard, as G.Yakubov noted, “in the pedagogical process, it is necessary to form the student not only as a learner, but also as a creator who reworks and directs him to practice” [1]. Today, among the methods aimed at developing creativity, such methods as problem-based learning, project-based learning, metaphorical thinking, synderitic approach, and creating a creative environment are considered effective. These methods help the student to express himself freely, analyze the topic in depth, and justify his thoughts. Also, interactivity is provided through the use of modern information and communication technologies (ICT), which further develops creativity [2]. For example, the STEAM approach is one of the integrative methods that serves to develop creative thinking, and teaches by integrating natural sciences, technology, engineering, art, and mathematics. Through this approach, students develop the ability to think creatively, approach problems in a new way, and find practical solutions [3]. The following didactic conditions are important for the development of creativity in the pedagogical process:

Organizing the educational process based on an activity-oriented teaching model;
Creating an environment of open questions, creative tasks, and free thinking;
Enriching education with interactive materials through multimedia tools;
Promoting collaborative learning based on social partnership;

Teaching self-assessment through the introduction of reflection mechanisms [4]. Based on the above, one of the important tasks is to create an educational

environment that supports creative activity for students in the pedagogical direction. This, in turn, is achieved through the development of methodological complexes, the integration of modern innovative technologies, and ensuring an individual approach to each student [5]. Teaching students in the pedagogical field to think creatively, develop their individual potential, and prepare them for independent decision-making will be effective only if it is based on modern approaches. For this, it is necessary to introduce a reflective approach to pedagogical activity, apply modern technologies to the teaching process, and create an atmosphere of creative competition among students.

Integrated pedagogical model of creative competence development diagram description: Preparatory (Diagnostic) stage: Tests to determine creative potential, Creating personal portraits, Conversations aimed at increasing motivation

Interactive-developing stage: Problematic educational technologies. Creative methods: “Brainstorming”, role-playing games. Tasks based on the ICT, STEAM approach

Creative-practical stage: Students’ creative projects, mini-research. Maintaining creative portfolios. Preparing independent inventions, recommendations.

Stage of reflection and effectiveness analysis: Self-assessment. Analysis based on assessment criteria. Pedagogical monitoring and improvement.

The modern educational process requires the use of integrative, constructivist and person-oriented approaches to the development of creativity. In this process, pedagogical activities aimed at improving students’ creativity include systematic, scientifically based and effective use of modern information and communication technologies. In particular, revising the content of education based on a competency-based approach, directing students to independent thinking, putting forward innovative ideas, and solving creative tasks are among the priority areas of today’s pedagogy.

An activity-based approach plays a special role in the formation of creativity. According to this approach, the student not only acquires knowledge, but also has the opportunity to realize his inner intellectual potential. In the educational process, the student's creative abilities are stimulated through practical exercises, interactive methods (cluster, brainstorming, project method), and the use of digital platforms.

Modern pedagogical technologies are a decisive factor in enhancing creativity. In particular, teachers’ methodological approaches are improved through goal-setting based on Bloom’s taxonomy, support within the framework of Vygotsky’s zone of proximal development theory, and metacognitive strategies. Also, the opportunities for demonstrating creativity are expanded using virtual laboratories based on information and communication technologies, online design platforms, modern presentation programs (Prezi, Canva, MindMeister, etc.). This develops not only creative thinking, but also technological literacy.

It is necessary to use a diagnostic assessment system to identify and develop the creative potential of students in the pedagogical direction. In this regard, the use of psychometric tests, creative tasks, portfolios and self-assessment technologies is considered important. Based on the results of the assessment, it becomes possible to make changes to curricula and develop individual educational programs. Thus, the development of creativity based on modern approaches is based on the following pedagogical foundations:

The principle of person-centered education - the student is involved in activities based on his individual needs and interests;

Interactive and innovative methods - the student is turned into an active participant;

Integrated use of ICT tools - opportunities for creative expression and presentation of results are created through digital means;

Creative environment and motivation mechanisms - the environment creates conditions for the student to feel free and express his thoughts freely;

Stimulation of reflection and metacognitive activity - the student evaluates his knowledge, realizes his thinking activity.

In addition, problem-based learning and design-based learning approaches are yielding effective results in developing student creativity. These approaches create the opportunity for students to make independent and creative decisions in real-life situations. For example, through project work, students develop not only theoretical knowledge, but also analysis, synthesis and evaluation skills [6].

Also, by combining critical thinking and creative approaches, teachers guide students to justify their opinions, put forward alternative ideas, and participate in collective activities. This is of great importance in the formation of creative competencies and indicates the need to update the content and methodology of modern education [7]. When applying the above-mentioned pedagogical approaches, the following creative competencies are formed in students:
independent and systematic thinking; putting forward new ideas and justifying them; self-assessment and critical analysis; openness to innovation and flexibility;
the ability to think in teams and work collaboratively. These competencies correspond to the requirements of today's labor market, since in the 21st century creativity and flexibility are the main criteria for global competitiveness [8].

It is worth noting that the role of the environment in the formation of creativity is incomparable. The openness of the educational environment, its motivational richness, the priority of cooperation and democratic values activate the creative potential of the student. In such an environment, creative tasks, problematic questions, activities that allow the free expression of different opinions serve as the main tools [9]. In this regard, the following practical recommendations can be put forward to ensure the creative development of students in the pedagogical direction:

Study real-life problems by involving practicing specialists in the teaching process;

Introducing creative thinking exercises through interactive platforms (Padlet, Mentimeter, Kahoot);

Expanding opportunities for self-expression through the creation of individual projects and portfolios;

Organizing classes based on brainstorming and role-playing games;

Encouraging the results of creative activity through an open assessment system.

To improve the creativity of students in the pedagogical direction, the educational environment, organized on the basis of modern approaches, interactive methods, ICT tools and a competency-based approach, provides effective results. In this process, the teacher acts as a guide, and the student acts as an active participant. The educational environment created to develop creativity includes the following basic didactic conditions:

Goal-orientedness - the presence of tasks and activities aimed at developing creative thinking in each lesson;

An environment of free expression - students should freely express their opinions, not be afraid of mistakes, and their ideas should not be denied;

Motivational approach - by strengthening internal motivation, the student's self-confidence and desire for creativity are encouraged;

Personal approach - an individual approach that is tailored to the personal interests and capabilities of each student;

Reflection and analysis - the process of analysis, evaluation, and self-assessment at the end of creative activity [10]. Evaluation criteria play an important role in the formation of creative competence.

Such an assessment system allows for an objective analysis of students' creative thinking processes. Modern practice, experience and approaches: In recent years, experimental and pedagogical activities aimed at developing creative competencies have been carried out in higher educational institutions of Uzbekistan. In particular, in higher educational institutions such as Tashkent State Pedagogical University, Nizami State Pedagogical University, Fergana State University, elements of project-based learning, interactive exercises, reflection and problem-based learning are widely used. For example, in the 2023–2024 academic year, in pilot lessons at the Faculty of Pedagogy of Fergana State University, it was found that the level of development of creative solutions by students increased by 27 percent through the implementation of the "Problem-based Learning" methodology.

At the same time, foreign experience - in particular, the STEM (Science, Technology, Engineering, Math) approach, "design thinking" and "flipped classroom" methods aimed at stimulating creative thinking in the Finnish and South Korean education systems are being successfully applied. Methodological

guidelines are being developed to adapt these experiences to the national education system. In the process of developing students' creativity in the pedagogical direction based on modern approaches, the combination of methodological innovations, information and communication technologies, competency-based approaches, interactive environments and assessment systems is of decisive importance. In this regard, the student's activity, independence, and ownership of his own opinion should be considered as the main criteria. Methodology for improving students' creative abilities based on modern approaches: It is important to remember the high qualities and great positions of great Islamic figures in the formation of a sense of national pride in students and the ability to correctly assess Islamic values. For example, the anniversaries of such great Islamic scholars as Imam Abu Isa at-Termizi, Mahmud az-Zamakhshari, Najmiddin Kubro, Bahovuddin Naqshband, Khoja Ahrari Vali were widely celebrated. Through these events, our youth were educated to respect religious and national values, to form respect for Islamic teachings. Also, the importance of national and cultural heritage and its role in the educational process is of great importance in the spiritual and moral education of young people and the continuous transmission of the traditions of their ancestors. Such values, in turn, are very important in educating love for the Motherland and nation, and in forming national pride in students. Events and scientific research focused on the historical heritage of Uzbekistan are vivid examples of this. However, during the totalitarian regime, some political forces, fearing national liberation movements, sought to impose strict restrictions on the study and use of national and cultural heritage. The III Plenum of the Communist Party of Uzbekistan, held in 1986, expressed a special opinion on this issue, which raised the issues of rewriting past history and spreading ideas that contradict real history. In the field of modern science and pedagogy, it is emphasized that the study of national history and culture, especially in the moral education of young people, is of great importance. A sense of national pride plays a major role in the self-awareness of young people, in the formation of their respect for spiritual values and Islamic teachings.

Another good deed carried out during the years of independence was the return to the people of the works of such fiery sons of the Uzbek nation as Abdurauf Fitrat, Munavvar Qori Abdurashidkhan oglu, Abdulhamid Cholpon, Abdulla Qodiriy, and Usman Nasir, who were leaders of the Jadid movement and were repressed as "enemies of the people." The establishment of the "Victims of Repression" Foundation, the study of the lives and works of the leaders and representatives of the Jadid movement with the support of this Foundation, the restoration and publication of their works, the study of archival materials covering the last days of their lives, and the establishment of the "Memory of Martyrs" memorial area will greatly help the younger generation to form a sense of pride in the struggles of their compatriots for the freedom of the homeland and the independence of the nation.

Among the restored national values, the social movement aimed at raising the status of the Uzbek language is of particular importance. Although the Uzbek language was given the status of the state language by the decree of the President of the Republic of Uzbekistan on October 21, 1989, the significance of this decree was fully manifested during the years of independence. In particular, today, educational work in the republican system of continuous education, work in production is carried out in Uzbek. There is an opportunity to address people in Uzbek at workplaces and in public places, communicate in this language, and create works. Today, higher educational institutions have the task of promoting the possibilities of the national language among students, revealing its social significance and role in the manifestation of the national spirit, instilling in them respect for the Uzbek language, and ensuring the purity of the language.

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