Innovative Teaching Methods that Develop Creative Thinking in Uzbek Language Lessons

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Annotation:

The article analyzes the importance of developing creativity in the educational process and its benefits for young people. Views on the role of creative thinking and innovative approaches in education and its development in the context of globalization are presented. The article explores various methodological approaches to developing creative thinking in education, including the Four C model developed by Kaufman and Beghetto as well as Edward de Bono's Six Hats method. At the same time, the article identifies the factors that prevent the development of creative thinking in the education system and recommendations for eliminating them. It is stressed that in the educational environment to develop creativity, it is important to stimulate the activity of students, motivating them to new approaches.

Keywords: Creativity, creative thinking, the education system, the Four C's model, the "Six Hats" method, innovative approach, creative thinking.

Introduction

The processes of globalization bring about significant changes in all aspects of human life. The rapid development of science, technology, economy and culture requires expanding the circle of thought. Under these conditions, creativity becomes one of the main driving forces of society's progress and forms the basis of individual and collective success. Based on these ideas, the formation of creativity and creative thinking skills among today's youth is becoming an urgent issue in education.

Creativity is one of the individual characteristics of an individual and refers to a personal approach in cultural relations, the application of one's own ideas and the development of it. Coming from the interpretation of creativity, it is seen as a principle of teaching that encourages teachers to innovate

individually. Creative thinking in education provides opportunities for young people to become problem solvers and succeed in a developing society.

Literature review

American literary critic and educator Harold Bloom developed his Bloom taxonomy (1956). He believed that creativity is an integral part of learning, which gives students the opportunity to create their own original work, solve problems, create a product, or develop a theory.

Creative thinking is different from just random thinking. Creative thinking is a true competency based on knowledge and experience that enables people to achieve expected results in dramatic and complex situations [1].

Creativity is an integral part of the learning process as it helps learners develop the critical skills and abilities they need to succeed in the 21st century. There are several benefits to supporting a creative approach in the educational process.

1. Creativity allows students to approach problems in new and innovative ways, which is essential skills for problem solving and critical thinking. If a student comes up with an idea, they will find ways to get around the impending obstacles due to learning to think "outside the shell" that exists.

2. Creativity helps students to express their thoughts and work successfully with others in a team.

3. Creative thinking enables students to adapt to new circumstances and seek new solutions when difficulties arise.

4. When students are able to express their creativity, they will have activity and motivation in their studies.

Another benefit of creative thinking is that mastery of basic knowledge is achieved through the development of the skills of research and exploration, rather than forcing the student to memorize alone [1].

Additionally, creativity can have a positive impact on mental health and well-being, providing a sense of accomplishment and purpose [3].

Overall, fostering creativity in education helps students develop important skills and abilities that will benefit them throughout their lives.

Some teachers believe that developing students' creative thinking is done by involving them in extra-curricular activities. However, in reality, students' creative thinking skills are taken into account within a variety of disciplines. However, some requirements in today's education system prevent young people from thinking creatively, creating innovations. An example of this type of education is the grading and memorization-based form of test questions that is already widely used in the education system. This hinders innovative thinking and risk-taking. At the same time, a student who scores low on such a grading system can in itself lead to a fading of interest in science.

Another obstacle to creative thinking in the education system is the frequent punishment of students who make mistakes and the condemnation of ideas based on deviation [4]. It is these barriers that negatively affect the development of creative thinking. It seems to me that new innovative ideas are unlikely to emerge from young people studying in the same "mold". We should allow pupils and students to express their opinions as freely as possible and support them as much as we can.

Methodology

In order to develop creativity in education and to analyze its application in different contexts in depth, the Four C Model theory developed by Kaufman and Beghetto[5] and the Six Hats Method

developed by Edward de Bono[6] were chosen as the main methodological framework. Below are the theoretical foundations for each level of the model and their role in the educational process. This is followed by information on the application of the "Six Hat Method" in the educational process.

1. Mini-C (Personal Creativity)

Mini-C creativity occurs in the process of assimilating new knowledge and forming personal interpretations. This degree helps students to develop creative thinking based on their own experience.

Application in Education:

Give students the task of reinterpreting the topic in their own interpretation.

Encourage the acceptance of new knowledge through personal experiences.

Example: A student analyzes a new topic in his/her own way, presenting his/her interpretation in writing or verbally.

2. Little-C (Daily Creativity)

Creativity involves simple yet effective creative activities in everyday life. This level allows students to test their creativity skills in practical situations.

Application in Education:

Completing real-life problem solving tasks in the classroom.

Develop new ideas by working in groups.

Example: Students develop an interactive lesson plan or game to explain a new topic.

3. Pro-C (Professional Creativity)

Pro-C creativity is formed through high qualification and professional experience. This level involves creativity with the focus on solving complex problems.

Application in Education:

Development of projects of the specialty

Testing innovative technologies or ideas

Example: Students in technology develop new software or medical students offer innovative treatments.

4. Big-C (historical creativity)

The Big-C level represents creativity that affects society as a whole, leaving its mark on history. Creatives at this level will revolutionize their field and their work will be recognized for centuries.

Examples include the great works of Albert Einstein, or Steve Jobs' advances in technology.

The Four C's model allows for the successful application of different levels of creativity in the educational process. This approach develops critical and creative thinking skills in students and develops creative thinking in their everyday life to professional activities. With the help of this model, theoretical and practical experience will be gained to improve the quality of education.

The "Six Hats" method, developed by Edward de Bono, is also one of the most effective tools widely used in the development of creative and logical thinking. This method helps to look at the human thought process from different perspectives. Each hat represents a specific type of thinking. Below is a detailed explanation of each of the benefits of this method:

1.White Hat – Analytical and fact-based thinking. A white hat covers only facts, statistics, and facts. This way of thinking is devoid of emotion and personal thoughts, and focuses only on gathering specific information. During group work, the owner of the white hat begins this method by asking himself questions such as "What facts do we have?", "What information is missing?".
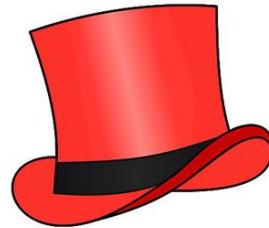

2. Red Hat – Emotional Thinking

The red hat represents feelings, assumptions, and inner intuitions. At this stage, emphasis is placed on the open expression of perceptions and intuitions. The method continues by asking questions such as "How am I feeling in this situation?", "What am I afraid of or what am I hoping for?".

3. Black Hat – Critical Thinking

Black hat is used to identify dangers, shortcomings and negative aspects. With this hat, you will consider the problems and risks. Questions such as "Which aspects are useless in the information presented?", "Why can this fail?" help the method to be interesting. For example, identifying problems that may arise in the implementation of a project plan in the educational process is also the job of the "owner" of the black hat.
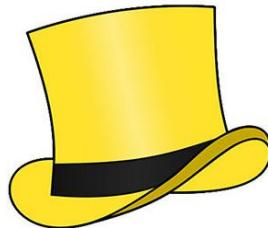
4. Yellow Hat – Optimistic Thinking

Yellow Hat focuses on identifying opportunities, positives, and benefits. This hat reflects an optimistic outlook. For example, the solution to problems such as "What are the positive aspects of

the proposed idea?", "What is the benefit?", "What is the benefit?" is determined exactly through yellow hat.

5. Green Hat – Creative Thinking

Green hat fosters creativity and the creation of new ideas. At this stage, original, original and innovative solutions are developed. "What new approaches can be tried to solve this problem?", "How can you develop the ideas you have created?" Solutions can be determined through the questions.

6. Blue Hat – Organizational Thinking

The blue hat is responsible for directing the whole process. This hat makes plans, analyzes the results, and ensures consistency between other hats. It is the task of the "owner" of the blue hat to find solutions to such problematic questions as "What result have we achieved?", "What will be the next steps?".

Here's an example of using the "Six Hats" method:

Subject: Creating a program for the development of creative thinking in education.

1. White Hat: Information is collected about the current curriculum in education and its outcomes.
2. Red Hat: The feelings of teachers and student-students regarding the implementation of this program are analyzed.
3. Black hat: The risks of program failure are identified.
4. Yellow Hat: The expected benefits and opportunities from the program will be considered.
5. Green Hat: New ideas are proposed to make the curriculum more creative and innovative.
6. Blue Hat: During the discussion, the results achieved are summarized and a decision is made.

Analysis and results

It is also possible to change the above questions and tasks without deviating from the content of the method. The important thing is that the idea of the method is preserved. The use of these methods will make the lesson process more interesting and full of discussions. Through such interactive games, we develop pupils and pupils the skills to think creatively and critically, work collaboratively, interact and express opinions freely in public. And in the midst of reflection and reflection, we discover new thoughts and personalities for ourselves.

Discussion and recommendations

It is very important to create a conducive environment for the development of creative thinking. Of course, the role of the teacher in creating such an environment is great: the teachers need to be attentive in listening to the opinions of each pupil or student, supporting, managing the lesson process and organizing it correctly. Motivating students when they receive answers to questions and tasks gives them a special motivation throughout the lesson process. Therefore, teachers should pay special attention to the above recommendations.

Conclusion

As Albert Einstein said, "Creativity is pleasure." Creativity is essential to success in the 21st century. However, the education system often hinders creativity by emphasising exam scores and memorization, condemning mistakes and risk-taking, and failing to provide sufficient opportunities to express themselves and solve problems. Problem-solving and limited creative abilities, decreased interest and motivation in learning, as well as negative impacts on mental health and wellbeing – these are all consequences of limiting creativity in education.

Therefore, it is important to reform the education system, nurture creativity, and equip students with the skills and abilities necessary to succeed. This can be achieved through strategies such as encouraging risk-taking and research, providing opportunities for self-expression and problem-solving, and evaluating the learning process against the final product. By encouraging creativity in education, we can not only benefit students but also contribute to the growth and success of society as a whole.

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