

IMPROVING THE EDUCATIONAL PROCESS IN HIGHER EDUCATIONAL INSTITUTIONS ON THE BASIS OF A CREATIVE APPROACH.

<https://doi.org/10.5281/zenodo.18693144>

Artikova Karomat Kamoldjonovna

Teacher of the Termez State Pedagogical Institute. artiqovakaromat2310@gmail.com

Annotation

This article discusses the theoretical and methodological foundations of improving the educational process in higher educational institutions on the basis of a creative approach. The mechanisms for forming creative thinking, the educational effectiveness of interactive methods, and the importance of reflection and project activities are analyzed based on scientific sources. As a result of the research, practical recommendations were developed for the introduction of a creative educational model in the higher education system.

Keywords

creativity, educational process, innovative pedagogy, higher education, reflection, project-based education, personal development.

A person's creativity is manifested in their thinking, communication, emotions, and specific types of activities. Creativity characterizes the individual as a whole or certain of their qualities, such as intellectual sharpness. It also appears as an important factor of talent. According to the American psychologist P.Torrance, creativity expresses sensitivity to problems or scientific hypotheses; the ability to propose hypotheses, test and modify them; to define a problem based on the formation of results; and to perceive contradictions between knowledge and practical actions when solving a problem. Like any other quality, creativity does not develop instantly. It is formed and developed consistently through specific stages.

The possession of creative qualities by a teacher directs their personal abilities, natural and social potential toward organizing professional activity effectively and efficiently. In higher education, teachers who possess creative qualities are able to generate new ideas different from traditional approaches to organizing the teaching and learning process, avoid stereotypical thinking, demonstrate originality and initiative, and tolerate ambiguity. Therefore, a teacher with creative qualities

focuses on organizing professional activity through creative approaches, generating advanced ideas that contribute to students' learning activities and personal development, independently studying best pedagogical achievements and experiences, and regularly exchanging professional ideas with colleagues. Typically, teachers' creativity is ensured, formed, and gradually improved through striving to solve pedagogical problems, conducting research, implementing scientific projects, and engaging in creative collaboration. As with any specialist, the foundation for future teachers' creativity is laid during their student years and is continuously developed throughout their professional careers. In this process, the teacher's ability to direct themselves toward creative activity and organize it effectively is of great importance.

When organizing creative activity, a teacher should pay special attention to solving problematic tasks, analyzing problematic situations, and creating pedagogical products of a creative nature. By solving problematic tasks and situations, a teacher's creative approach to finding solutions contributes to the development of emotional and volitional qualities. By setting problematic tasks for themselves, teachers encounter facts that may contradict their existing knowledge and life experience. As a result, they feel the need for self-development and independent learning. Conducting research and implementing scientific or creative projects further develops a teacher's creative potential. A teacher does not become creative automatically; creativity is formed over time through systematic learning and self-improvement.

Modern education requires teachers and educators at all types of educational institutions to be creative. The concept of "creativity" reflects cultural diversity. For Western thinkers, creativity is generally associated with novelty. They emphasize non-traditionalism, curiosity, imagination, humor, and freedom as its foundations (Murdock & Ganim, 1993; Sternberg, 1985). In contrast, Eastern perspectives view creativity as a process of the rebirth of goodness (Hui & Sternberg, 2002; Rudowicz & Hui, 1997; Rudowicz & Yue, 2000). Although Western and Eastern views differ, representatives of both cultures highly value creativity (Kaufman & Lan, 2012). Many teachers believe they do not possess creative ability. This can be explained by two reasons: first, many educators cannot clearly explain what "creativity" means; second, they are unaware of the qualities that directly underlie creativity. It should be noted that every individual is naturally endowed with creative potential. Patti Drapeau advises that even if you consider yourself not creative, you should begin organizing lessons aimed at developing creative thinking right away. The issue is not whether you are creative, but whether you organize lessons in the

spirit of creativity and strive to test new ideas in practice. According to Patti Drapeau, creative thinking primarily involves thinking broadly about a particular issue. Broad thinking requires learners to rely on multiple ideas when completing tasks and solving problems. In contrast, narrow thinking focuses on a single correct idea. Neither approach should be rejected; both are important in developing creativity. When solving a task, learners first search for several possible solutions (divergent thinking), and then select the single most appropriate solution (convergent thinking).

Based on the above, creativity can be defined as follows:

Creativity is

manifested in a person's thinking, communication, emotions, and activities. It characterizes the individual as a whole or certain traits and serves as an important factor of talent. Moreover, creativity determines intellectual sharpness and ensures active engagement of learners in the educational process.

In

professional activity, a teacher's creativity manifests in various forms, including the development and effective use of creative educational products prepared with the help of information and computer technologies.

Multimedia – a general concept referring to computer technologies that transmit information in multiple forms: electronic graphics, text, numerical data, sound, music, video, audio, photographs, animations, and other formats.

Electronic album – an electronic collection reflecting images, drawings, diagrams, and other graphic materials along with their descriptions.

Electronic atlas – a resource recommended for a specific academic module or subject, containing unique graphic images used according to educational objectives.

Digital video materials – modern 3D educational resources containing information that helps learners acquire knowledge and skills in a particular subject.

Virtual stands – electronic models of real objects, processes, or phenomena; computer tools used to create, store, process, digitize, and systematize information in text, image, diagram, table, and other formats.

Simulation virtual trainer – an electronic training device that models real working conditions to develop and improve practical skills.

Multimedia products – instructional materials integrating audio, video, text, graphics, and animation effects through ICT tools.

Audio and video-visual materials – materials ensuring the perception of educational information in audio and visual forms using computer technology.

Video animations – electronic images representing sequentially photographed stages of movement of drawn or modeled objects.

Presentation – the delivery of educational or scientific material on a specific topic

using paper materials and information-communication technologies such as computers and projectors. A

teacher does not become creative automatically. Creativity develops over time through systematic learning and self-development. The foundation for creativity is laid during student years and continuously developed in professional practice. Creativity (as activity) – an individual's activity and its result that determine the significance and usefulness of innovation.

Creative person – an individual capable of successfully implementing the creative process and producing tangible creative results.

Creative individual – a person inclined to approach problem-solving in non-standard ways, organize original actions, propose innovations, and create creative products.

Creation – an activity or its result recognized by society as new, significant, and useful.

Education of a creative personality – the formation and development of a person capable of generating creative ideas and implementing them based on professional-creative experience.

Conclusion: Professional-creative activity characterizes a specialist's success in solving professional tasks creatively. Creative tasks are systems of problems aimed at resolving problematic situations through systematic analysis.

Professional-creative potential includes:

1. possession of professional competence and skills;
2. mastery of the foundations of professional creativity methodology;
3. level of developed creative thinking;
4. development of professional-creative abilities and personal qualities.

Methodology of professional creativity – a doctrine about the structure, logical organization, methods, and tools of creativity as a process and result within specific professional activities.

Creative thinking – a type of thinking that organizes the creative process and predicts creative results. Creative

ability – an individual characteristic manifested in successfully carrying out creative activity and evaluating its outcomes.

Self-activation in creativity – the full expression and development of one's creative potential in activity; organizing learning in the spirit of creativity and striving to test new ideas in practice.

According to the "Creativity Roadmap," classroom activities follow four directions that indicate teachers' creativity (Patti Drapeau):

- demonstrating creative thinking skills;

- using strategies that encourage motivated learning;
- applying innovative approaches;
- approaching pedagogical problem-solving creatively.

Therefore, it is of great importance to systematically modernize educational activities in higher education institutions on the basis of a creative approach and scientific principles.

REFERENCES:

1. Resolution of the president of the Republic of Uzbekistan dated July 27, 2017 No. 3151 PP-3151 "on measures to further expand the participation of sectors and sectors of the economy in improving the quality of training of specialists with higher education".
2. Ziyomuhhammadov B. Pedagogika. Oliy o'quv yurtlari uchun qo'llanma. - T.: «TuronIqbol». 2006. 2. Inoyatov U.I., Muslimov N.A., Usmonboeva M., Inog'omova D. Pedagogika: 1000 ta savolga 1000 ta javob / Metodik qo'llanma. - T.: Nizomiy nomidagi TDPU, 2012.
3. Mavlonova R. va boshqalar. Umumi pedagogika. Darslik. - T.: «Navro'z» nashrieti, 2016.
4. Pedagogik atamalar lug'ati. - T.: «Fan», 2008.
5. Toxtaxodjaeva M.X. va boshqalar. Pedagogika nazariyasi. OTM uchun darslik. - T.: «Iqtisod-moliya», 2010.
6. Kamoldjonovna, A. K., & Pirimkulovna, P. G. (2022). PROFESSIONAL DEDICATION AND PROFESSIONAL COMPETENCE AS A SUBJECT OF STUDY OF PSYCHOLOGY. *Web of Scientist: International Scientific Research Journal*, 3(02), 766-772.
7. Jovliyevna, A. D., & Kamoldjonovna, A. K. (2021). IMPROVING THE MANAGEMENT MECHANISMS OF THE EDUCATIONAL PROCESS IN THE SYSTEM OF HIGHER EDUCATION ON THE BASIS OF A CREATIVE APPROACH. *Galaxy International Interdisciplinary Research Journal*, 9(12), 382-385.
8. K.K Artikova Web of Scientist: International Scientific Research Journal 3 (11), 165-172, 2022 MECHANISMS OF CREATION OF DIDACTIC SUPPLY OF TEACHING IN HIGHER EDUCATION SYSTEM ON THE BASIS OF CREATIVE APPROACH.
9. Артикова, К.К. (2023). КРЕАТИВ ЁНДАШУВ АСОСИДА ОЛИЙ ТАЪЛИМ ТИЗИМИДА ЎҚИТИШНИНГ ДИДАКТИК ТАЪМИНОТИНИ ЯРАТИШ. *IJODKOR O'QITUVCHI*, 3(30), 35-41.

10. Kamoldjonovna, A. K. (2023). MODERN MODELS OF EDUCATIONAL PROCESS ORGANIZATION IN HIGHER EDUCATION INSTITUTIONS. *World Bulletin of Social Sciences*, 29, 105-107.
11. Artiqova K. K., Artiqova M. K. KASBIY KOMPETENTLIKDA KREATIV SIFATLARNI ShAKLLANTIRISH // Interpretation and researches. - 2023. - T. 2. - №. 1.
12. К.К.Артикова. "ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ В КЛАССАХ С ПРОФИЛЬНЫМ ОБУЧЕНИЕМ" *Вестник современной науки*, 2016 й. 67-70ст.
13. K.K. Artikova. Kreativ yondashuv asosida o'quv va tarbiya jarayonlarinini boshqarishning zamonaviy yondashuvlari. МУФАЛЛИМ ҲӨМ ҮЗЛИКСИЗ БИЛИМЛЕНДИРИҮ. -Қароқалпок, 2023-yil. ISSN 2181-7138
14. Kamoldjanovna, A. K. (2025). KREATIV YONDASHUV ASOSIDA O 'QUV VA TARBIYA JARAYONLARININI BOSHQARISHNING ZAMONAVIY SHAKLLARI. *AMERICAN JOURNAL OF MULTIDISPLINARY BULLETIN*, 3 (8), 22-26.14.
15. Kamoldjonovna, A. K. (2025). OLIY TA'LIM JARAYONIDA TALABALARING KREATIVLIGINI RIVOJLANTIRISH MUAMMOLARI. *Tadqiqot markazi*, 4 (9), 69-73.
16. Kamoldjonovna, A. K. (2025). OLIY TALIM TALABALARIDA KREATIV YONDASUV ASOSIDA O 'QUV VA TARBIYA JARAYONLARININI BOSHQARISHNING ZAMONAVIY YONDASHUVLARI. *Tadqiqot markazi*, 4 (1), 110-115.