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THE TEACHER'S CREATIVE APPROACH TO THE TEACHING PROCESS

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ANNOTATSIYA:

This article analyzes the essence of a teacher's creative approach in the modern educational process, its role in pedagogical activity, and its development paths. Creativity is considered as a component of a teacher's professional competence, highlighting the factors that shape it, as well as innovative methods and technologies used in education. The study concludes that a creative approach contributes to increased student engagement, independent thinking, and improved learning. The article provides practical recommendations for developing a teacher's creative potential.

Introduction

Today, along with developed countries around the world, considerable attention is being paid to reforming the education system in our republic. Such contemporary socioeconomic changes, the modernization of the education system, and its structural restructuring require changes and updates to educational programs, taking into account contemporary global advances in education, science, technology, economics, and culture.

As a type of educational institution, an educational organization shares common characteristics associated with its supportive attitude toward the upbringing, education, development, and health of children. At the same time, the activities of an educational organization, due to the age-specific characteristics of the children being taught, differ significantly from the pedagogical processes occurring in other educational organizations, and today this type of education is receiving increased attention.

The esteemed President Shavkat Mirziyoyev, in his book "We Are Building Our Great Future Together with Our Brave and Noble People," recognizes the idea that "a leader who is devoted to his people, capable of continuing the work we have begun, and who is comprehensively developed, bears the urgent task of educating the next generation as whole individuals." One of the main challenges facing the education system in the 21st century is developing students who are capable of independent thinking, quickly adapting to changing conditions, and finding solutions in challenging situations. The role of the teacher in achieving this goal is crucial. With the rapid growth of information and expanding access to knowledge, teachers are evolving from knowledge providers to specialists who develop, direct, and motivate the educational process. Adapting to the innovations of the modern world, preparing the younger generation for life in a constantly changing society, and developing the ability to actively participate in the processes of its improvement in line with the demands of the times are the main challenges of today. In this regard, the work of teachers and a new approach to the educational process are of great importance.

In the radical reform of the education system in Uzbekistan, the goal is to organize all forms of the educational process in the most convenient and effective way, direct them toward personal development, and shape students' worldviews and abilities, instilling in them a propensity for socially necessary activities.

The multifaceted work of teachers and their abilities, creativity and dedication, as well as the development of well-rounded individuals, are among the pressing issues of public policy. A teacher with pedagogical skills is an influential leader, capable of overcoming the difficulties of education, understanding the spiritual world of the younger generation, sensitive to their

emotions, skillfully and carefully approaching the child's personality with a subtle inner world, possessing wisdom and creative courage, capable of scientific analysis, imagination and fantasy, as well as deep scientific thinking. The concept of "creativity" reflects cultural diversity. Westerners typically view creativity as something new. They emphasize the unconventionality, curiosity, imagination, sense of humor, and freedom that underlie creativity. Easterners, by contrast, understand creativity as a process of regenerating goodness. Although Westerners and Easterners have different views on creativity, both cultures highly value this quality and its presence. Creativity can be defined as a desire for creativity, a creative approach to life, constant critical introspection, and self-reflection. Based on modern psychological and pedagogical dictionaries, a teacher's creativity can be defined as the level of their thoughts, feelings, communication, creative approach to a specific activity, and knowledge. Creativity is responsible for reproducing existing information and creating an infinite number of new models. Among the requirements for education, a number of measures have been implemented to enhance the professional and creative competence of specialists in educational organizations. The requirement for teachers is, first and foremost, to engage in self-reflection. Therefore, the most important requirement in the education system is the creative competence of educational institution specialists, along with professional development. The quality of educational activities at educational institutions is determined not only by the planning of the educational process, its implementation, and the content and essence of the curriculum and programs, but also by the quality of educational outcomes related to the knowledge, skills, and abilities acquired by children, as well as the knowledge they acquire independently. Of particular importance is the development of comprehensively developed, mentally and spiritually mature, physically and spiritually healthy children in educational institutions, as the prosperity of our country is closely linked to the quality of education and the essence of the upbringing we provide to the younger generation today. The reforms being implemented in our country in this regard pave the way for the development of highly qualified personnel with high spiritual qualities who embody human values. Creativity encompasses the organization of the educational process, the development of creative learning, the development of creative potential using educational technologies, and the development of a balance of various methods, knowledge, and skills.

The reform of the education sector in Uzbekistan, the requirements of the Law on Education, the development of creative and critical thinking in students, and the increased attention to the results of international assessment programs (PISA, TIMSS) require teachers to adopt a creative approach that goes beyond traditional methods.

Therefore, the aim of this study is to uncover the essence of teachers' creative approaches to the educational process, identify its manifestations, and identify the mechanisms for their development. To achieve this goal, the following objectives were set: analyze the pedagogical content of the concept of creativity; determine the characteristics of a creative teacher; systematize methods and tools for implementing a creative approach; and develop practical recommendations.

Literature Review and Methodology

The Problem of Creativity in Psychology and Pedagogy in Organizations. J. Guilford (1950) defined creativity as the ability to think divergently and presented it as a distinct aspect of intelligence. E. P. Torrance developed a system for measuring creative thinking using indicators of fluency, flexibility, originality, and detail. T. Amabile (1996) substantiated the need for a combination of intrinsic motivation, subject knowledge, and creative thinking skills to ensure creativity. R. Sternberg and T. Lubart proposed considering creative intelligence as an interaction of knowledge, thinking skills, personality traits, motivation, and environmental factors.

From a pedagogical perspective, J. Dewey viewed organization through experience and practical activity, while L. S. and Vygotsky substantiated the developmental significance of organization in creative activity and collaboration. B.'s taxonomy became a methodological basis for developing creative tasks, dividing learning goals into higher levels of thinking, from memorization to analysis, evaluation, and creation.

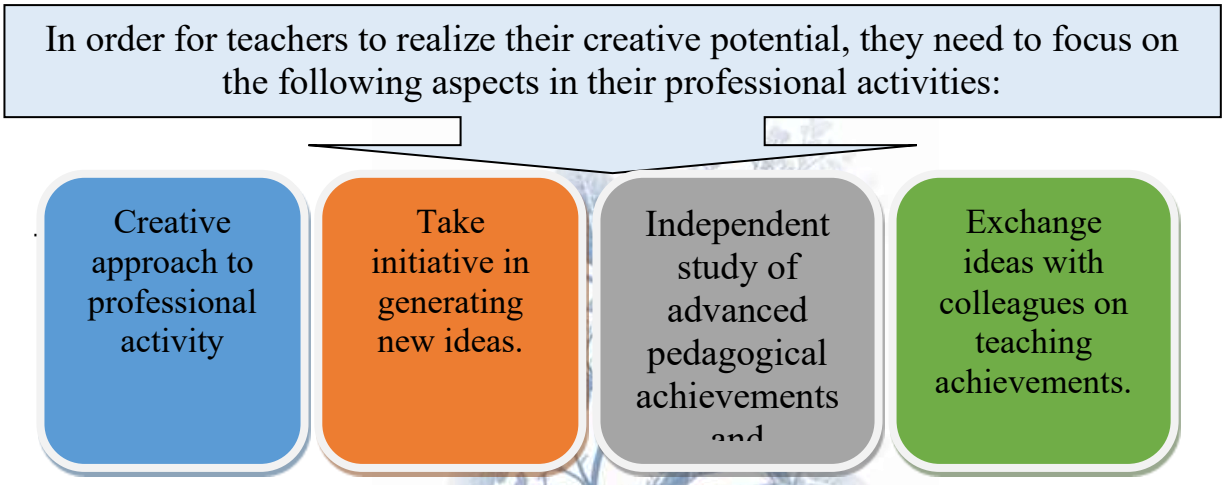
Main Section: Results and Discussion

The Essence of a Creative Approach

Modern education demands a creative approach from teachers and instructors working in all types of educational institutions. When organizing creative activities, teachers should pay special attention to solving problematic issues, analyzing challenging situations, and creating creative pedagogical products. Improving the methodology for developing creative competence in specialists working in educational organizations based on an integrative approach demonstrates that it is useful and necessary for future specialists to demonstrate their creative abilities in any process.

Developing the creative abilities of the growing younger generation—one that is capable of fully meeting the demands of the new era, creatively approaching any situation, and perceiving the world from new perspectives—as well as fostering creative thinking and reasoning within them, requires, above all, creative competence in their professional activities from teachers and specialists working in educational organizations. Developing the creative

competence of teachers and specialists in educational organizations, whose role in nurturing a well-rounded individual is considered invaluable, is primarily the responsibility of higher education faculty.



Self-development and self-expression are directly linked to each individual's creative abilities. The quality of education in the education system is a characteristic of the professional development of teachers and staff, and it is currently recognized that it is determined by the creative abilities and work performance of a specialist who successfully carries out their professional activities in accordance with the requirements of economic development.

Based on the systemic structure of creativity, we view it not as a purely intellectual and heuristic aspect of personality, but as a differentiated form of education that values the individual. Creativity is an integral part of human spirituality as a category that develops personality. It is a factor in personal self-development and the foundation of personal vitality. It manifests itself not in the multifaceted nature of acquired knowledge, but in the development of new ideas and the process of reforming and changing established stereotypes, and in the adoption of unexpected and unusual solutions in solving life's problems. The complexity of organizing and managing the creative process lies in the fact that it involves not only conscious but also subconscious ideas about creative individuality. A teacher-methodologist doesn't become a creator overnight. Their creative abilities are developed over a period of time through constant learning and self-improvement, gradually improving and developing. As with any professional, the foundation for the development of creative abilities in future teachers is laid during their student years and is consistently developed through professional development. Therefore, it is important for teachers to focus on creative activity

and be able to effectively organize it. When organizing creative activities, teachers should pay special attention to the development of creative products that address problems.

Self-expression is not a question of whether a person is creative or not, but rather a matter of organizing classes in a spirit of creativity, creativity, and a desire to test new ideas in the educational process.

Self-expression is a person's ability to fully express and develop their potential in creative activity. I recommend that teachers constantly be in search of new opportunities. Observing and studying the educational experiences of developed countries abroad, directly communicating with them, sharing experiences, avoiding monotony, and utilizing new educational technologies in the learning process will contribute to the effective organization of the pedagogical process. In conclusion, creativity can be defined as the desire for creativity, a creative approach to life, and constant critical introspection and self-reflection. A teacher's creativity is the ability to find new, original, and effective pedagogical solutions to achieve educational goals and apply them in accordance with the needs and capabilities of students. Creativity is not only "innovating": it also includes restructuring lesson content, adapting existing methods to new situations, and finding effective forms of communication with students.

Based on the analysis, the following components of a creative approach can be identified:

• Cognitive component - deep knowledge of science and methodology, divergent and critical thinking;

• Motivational component - interest in the profession, a desire for innovation, a willingness to continuously improve one's work;

• Personal component - initiative, flexibility, the courage to take risks, and an unafraid of mistakes;

• Activity component - skills in lesson design, selection of methods and tools, and reflection.

2. Key Characteristics of a Creative Teacher

An analysis of literature and best practices revealed the following characteristics of creative teachers: quick decision-making in non-standard situations; openness to student opinions; ability to connect educational material to real-life situations; exploitation of

interdisciplinary connections; targeted use of digital tools; reflection on one's own work and learning from mistakes; fostering a culture of questioning in students.

3. Methods for Implementing a Creative Approach

Active and Interactive Methods. Methods such as brainstorming, cluster analysis, Venn diagrams, case studies, zigzag, and boomerang transform students from passive listeners into active participants. They develop skills in exchanging ideas, reasoning, and finding solutions collaboratively.

Problem-based and project-based learning. Posing a real-world problem, conducting research to solve it, and presenting the results foster responsibility and creative independence in students. Project work fosters interdisciplinary connections.

Digital Technologies Interactive whiteboards, educational apps, online platforms, testing and quiz tools, and visualization programs make lessons engaging and visual. It's important that technology be a means to achieving learning outcomes, not an end in itself.

Gamification. Points, rankings, mission-based assignments, and team competition elements increase motivation, especially in elementary and middle school.

Differentiated approach. Differentiating assignments based on students' skill levels, interests, and learning styles creates the conditions for each child to succeed.

Formative assessment and reflection. Regular feedback, self-assessment, and peer assessment allow students to see their own progress, and the teacher to make timely adjustments to the lesson.

4. Barriers to a Creative Approach

The following factors limit the practical application of a creative approach: heavy regulatory and documentation burden, limited lesson time, insufficient resources, teachers' fear of change, and lack of support from management and colleagues. Overcoming these barriers requires sharing experiences, developing methodological associations, and a culture of collaborative learning within the school environment.

5. Recommendations for Developing Teacher Creativity

1. Expand practical training in creative pedagogy, active methods, and digital competencies as part of professional development courses.

2. Introduce peer observation of lessons, open lessons, and lesson studies in schools.

3. Implement mechanisms to support and reward teachers' original methodologies and accumulated experience.

4. Mandatory inclusion of assignments in lesson planning that correspond to the higher stages of Bloom's Taxonomy (analysis, evaluation, creation).

5. Organization of professional learning communities (PLC) for self-development of teachers.

Every teacher's self-development and self-expression are directly linked to their creative abilities.

Typically, teachers' creative abilities are fostered by a desire to solve pedagogical problems, the implementation of scientific research or research projects, and creative collaboration. As with any professional, the foundation for future teachers is laid during their student years and is consistently developed through professional development. Therefore, it is important for teachers to focus on creative activities and be able to effectively organize them. When organizing creative activities, teachers should pay special attention to solving problematic issues, analyzing problematic situations, and creating creative pedagogical products.

When solving problematic issues and situations, a teacher's creative approach to finding solutions helps them develop emotional and volitional qualities. By posing problematic questions, teachers confront students with evidence that contradicts their existing knowledge and life experience. As a result, students feel the need for self-improvement and independent learning.

6. Practical example

For example, in a history or native language lesson, instead of explaining the topic, the teacher might offer a project called "Interview with a Historical Figure" or "Text Editor." Students work in groups, collect sources, formulate questions, role-play, and present their results. This lesson focuses on applying knowledge rather than memorizing it, and on developing collaboration and communication skills.

Conclusion

The study results show that teacher creativity is an important factor determining the quality of modern education. It increases student interest in learning, develops independent

and critical thinking, and fosters social and communication skills. A creative approach is manifested in the harmony of a teacher's cognitive, motivational, personal, and action-oriented aspects. Its development requires continuous professional development, a supportive environment, and the systematic use of innovative methods.

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