

DEVELOPING STUDENTS' CREATIVE THINKING BASED
ON THE COMPETENCY-BASED APPROACH AS A
PEDAGOGICAL-PSYCHOLOGICAL ISSUE

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Abstract: *This article presents essential information and sources regarding the responsibilities of teachers in developing students' creative abilities. Based on the content provided, both educators and parents can derive practical recommendations for fostering creativity in learners.*

Keywords: *education, methodology, thinking, creativity, symbol, exercise, reflection, imagination, freedom.*

Introduction The competency-based approach in education encompasses the use of specific methods and pedagogical strategies. This term began to be widely applied only after significant modernization of local academic disciplines. Currently, serious scientific, methodological, and theoretical works have emerged that analyze the challenges of forming core competencies. For example, A.V. Khutorsky's monograph *Didacticevrika*, and L.F. Ivanova's authorial methodology aimed at modernizing education in primary, basic, and secondary schools.

The competency-based approach in education is a set of principles for defining goals, selecting content, organizing the learning process, and evaluating universal outcomes. These include: enabling students to independently develop solutions to problems arising in various fields and contexts based on their social experiences; and adapting didactic and social experiences to solve worldview, political, ethical, and knowledge-related challenges.

This approach also involves assessing students' educational capabilities by analyzing the level of learning achieved at a particular stage of education.

Modern competency-based education focuses on the ability to apply acquired knowledge. Educational goals are described using specific terms that reflect students' new opportunities and personal growth. The core competencies formed are considered the "final outcomes" of education. In Latin, the term *competentia* refers to a person's possession of certain experience and knowledge relevant to specific issues

Competency-Based Approach in Education as a Foundation for Developing Creative Thinking

The competency-based approach in education refers to a person's ability to act clearly and effectively in uncertain situations. Its key characteristics include:

Scope of activity

Degree of uncertainty in the situation

Options for choosing a course of action

Justification of the chosen method

The term creativity was first used in 1922 by American scholar D. Simpson, who defined it as the ability of an individual to break away from stereotypical and conventional thinking. Creativity (from Latin creatio – to create, to bring into existence) is the capacity to generate unconventional ideas, offer original thoughts, and find unique solutions to problems by moving beyond traditional modes of thinking.

In 1944, Carl Rogers described creativity as the ability to find new solutions to problems and new ways of expressing events, situations, or objects. Research comparing creativity with personal and intellectual traits has gained significant importance. Studies on the relationship between creativity and intellectual traits were conducted by J.P. Guilford. Creativity is a personal characteristic linked to one's continuous self-improvement and development.

Creativity (from Latin and English create – to produce, creative – creator, imaginative) is a creative ability that reflects an individual's readiness to generate new ideas and is considered an independent component of giftedness. A person's creativity manifests in their thinking, communication, emotions, and specific types of activity.

Key Strategies for Developing Creativity in Children

To foster creativity in children, attention should be given to the following:

Encouraging them to ask many questions and supporting this habit

Promoting independence and strengthening their sense of responsibility

Creating opportunities for children to engage in independent activities

Paying attention to their interests

Factors That Hinder the Development of Creativity

Avoidance of risk-taking

Allowing rudeness in thinking and behavior

Underestimating imagination and fantasy

Excessive dependence on others

Focusing solely on achievement in all situations

The Role of Teacher–Student Collaboration in Developing Students' Creative Abilities

Special attention is given to the fact that one of the key factors influencing the methods and tools for developing students' creative abilities is the collaboration between teachers and students. It is well known that the educational process is inherently bilateral, formed through equal relationships between teachers and learners. The teacher, who leads this process, is responsible for the proper organization of instruction, the achievement of educational goals, and the outcomes of learning. However, this does not imply that the educational process is entirely under the teacher's control. Today's educational demands are not met through domination, but rather through collaborative relationships that lead to positive results.

The formation of student activity in the learning process should not be limited to mechanisms for mastering subject content, but must also aim at developing the learner's broader social and cultural competencies. In our view, the learning situation is a dynamic system composed of two key components:

- Collaboration between teacher and students
- Collaboration among students themselves

Teacher–student collaboration begins with the teacher offering support to students. This gradually evolves into active learning behaviors, eventually transforming the relationship into a partnership. Analysis of educational materials shows that logical tasks are most effectively mastered when completed collaboratively. Scientific sources refer to this model of instruction as a “productive collaborative learning situation.”

Based on pedagogical literature and our own creative experience, it is appropriate to highlight two key principles for organizing productive collaborative learning:

1. The Principle of Content Continuity in Education – This principle emphasizes the consistent development of a learner’s activity based on clearly defined goals.
2. The Principle of Linking Teacher–Student Collaboration with Independent Creative Activity – This principle underscores the importance of fostering creativity through joint efforts.

Collaboration with students during the learning process is of great importance. The degree to which students are engaged in learning depends on the teacher’s ability to foster such collaboration. A well-structured learning environment enhances students’ interest in the subject and motivates them to invest their full energy and enthusiasm. This form of interaction allows students to perceive themselves not as passive objects of instruction, but as independent and active participants.

When a teacher seeks clarification on a topic by consulting students, it deepens the collaborative dynamic. Transforming students into active learners and contributors is not only essential for successful teaching, but also for nurturing well-rounded individuals.

According to Sh.A. Amonashvili, establishing a collaborative relationship with students is crucial. He states:

"A student’s learning activity is shaped not only by engaging educational materials and diverse teaching methods, but also by the nature of the teacher’s communication during instruction. In an environment of affection, trust, collaboration, and respect, students grasp learning tasks more easily. When they see their achievements, independent thinking, and creative efforts being valued, they strive to tackle even more complex assignments."

Using problem-based learning is also considered effective in developing creative abilities. Methods that involve students in independent exploration and discovery—such as heuristic and research-based approaches—are essential for guiding them into a “laboratory of creative thinking.”

Problem-based learning offers several advantages:

1. It teaches students to think logically, scientifically, didactically, and creatively.
2. It makes learning material more convincing, helping transform knowledge into belief.
3. It evokes deep intellectual emotions, including elevated spirit and self-confidence, which in turn increases student interest and fosters a serious desire for scientific inquiry.
4. The independent “discovery” of truth ensures that acquired knowledge is retained. Even if forgotten, independently generated knowledge can be quickly recovered.

Research on problem-based learning shows that students’ attitudes toward the learning process are closely tied to the proper organization of teacher–student interaction, the selection and structuring of learning materials, methods for improving knowledge acquisition, and the

evaluation system for learning outcomes. Creativity and collaboration are deeply interconnected.

Conclusion

Indeed, only through innovative approaches can genuine collaboration emerge—and within that collaboration, creativity finds its true expression. Pedagogical creativity should not be understood merely as a pursuit of novelty or experimentation. Rather, it represents the triumph of sound reasoning over bureaucratic formalism.

Where democracy and transparency are absent, and where administrative control or the teacher's authority suppresses students' independent thinking during lessons, creative collaboration is inevitably lost. A healthy educational environment must foster mutual respect, openness, and shared responsibility to allow creativity to flourish.

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