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IMPROVING STUDENTS' CREATIVE THINKING

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Abstract: this article analyzes methodological approaches aimed at the formation and development of students' creative thinking competence. The author justifies the relevance of stimulating creative thinking in modern education, highlights the essence of the concept of creative thinking, the stages of its formation and its role in the educational process. The aim is to analyze methodological approaches aimed at developing students ' creative thinking potential, identify existing problems and develop proposals based on improving effective methodologies that serve to eliminate them.

Keywords: creative thinking, methodology, educational process, interactive methods, innovative technologies, student, methodological model, task , independent research.

Today 's era of globalization and rapid information flow, solving the problems facing humanity, thinking in new ways, and promoting innovative approaches is the responsibility of individuals with creative thinking. Especially in the process of higher education , it is extremely important to form students not only as recipients of knowledge, but also as independent thinkers, able to approach problems unconventionally, and capable of making creative decisions. Because in order to achieve success in modern society, be competitive, and reach the level of a qualified specialist in their professional field, each student must have the competence of creative thinking. Creative thinking is the highest level of human thinking, in which new ideas, unusual views, and original approaches arise based on existing knowledge. This process includes several psychological and mental activities, such as imagination, thinking, intuition, emotion, and intuition. Therefore, the formation and development of creative thinking in students is not only a pedagogical task, but also a strategically important process for the socio-economic development of society. Unfortunately, in the current education system, it is sometimes observed that students are not encouraged to think creatively, and they are only focused on acquiring ready-made knowledge. This situation cannot fully meet the needs of innovative development. Therefore, there is a need to reconsider the methodologies aimed at developing creative thinking, improve them and combine them with modern pedagogical technologies. This article discusses these relevant The issues are analyzed in detail, methodological foundations for the development of creative thinking, innovative approaches and scientific and theoretical ideas are put forward to evaluate their practical effectiveness. Also, teaching methods based on creative thinking are demonstrated to improve the educational process.

The methodology for developing creative thinking is not simply the application of creative tasks in the lesson, but a complex process based on deep psychological, pedagogical and methodological foundations, which serves to awaken the student's internal intellectual potential. Therefore, the constructivist approach, the concept of person-centered education, activity-based learning and a system of innovative pedagogical technologies were chosen as the methodological basis of this study. First, according to the constructivist approach, the student does not receive knowledge in a ready-made state, but acquires it as a result of his own experience, involvement in activities, observations, and research. Based on this approach, in order to form creative thinking, the educational process should create opportunities for the student's active participation,

independent decision-making, and reflection. Problem questions, open-ended tasks, and project work in lessons are developed precisely on the basis of constructivism. Secondly, based on the concept of person-centered education, the intellectual and creative potential, interests, and needs of each student are taken into account. This involves not just delivering educational materials, but also forming a unique model of thinking in the student's mind. The student participates as a subject in creating his own knowledge - this creates the basis for the emergence of creative ideas. Thirdly, through activity-based teaching methods, the student becomes not just a learner, but an active creator, a problem solver. Within the framework of this approach, research activities, gamification (gamified learning), cooperative learning, role-playing technologies have been widely used. For example, developing projects based on real-life problems activates students' critical and creative thinking skills.

The following research methods were used:

theoretical analysis: foreign and local literature on creative thinking, educational psychology and methodological sources were studied.

empirical observation: observations were conducted to determine the creative approach of students in the lesson processes. questionnaires and interviews: surveys were conducted among students and teachers to determine their attitudes towards creative thinking. experimental work: methodological complexes aimed at developing creative thinking were tested in selected groups. Also, during the study, the initial and final state of students' creative potential was compared using diagnostic methods (for example, Torrens tests, Guilford test)[5; 67]. The level of effectiveness of the methodology was determined through statistical analysis.

Based on the above methodological approaches, the development of creative thinking is not only achieved through specific tasks or exercises, but also through the general philosophy of the educational process, interactive relationships between teacher and student, an atmosphere of cooperation, openness and freedom. It was found that this is provided through the exchange of ideas. This is a prerequisite for innovative pedagogy

is considered an important indicator. Many foreign and domestic researchers have conducted theoretical and practical studies on the formation of creative thinking in students and its integration into the pedagogical process. This allows us to analyze the content of the literature and identify the necessary scientific foundations for improving the methodology for developing creative thinking. First of all, the concept of creative thinking is considered from a psychological and pedagogical point of view. EP Torrens[6; 144] and JP Guilford[5; 67] developed the criteria for creative thinking (adaptability, fluency, originality, clarity of thought), these components serve as the basis for assessing the level of creativity. The "Creative Thinking Tests" proposed by Torrens[6; 144] are still widely used and are an important tool for determining the creative potential of students. Local scientists include A. Abdukodirov[4; 165], Sh. T. Tokhtasinov[2; 180], M.

In the pedagogical and psychological views of the Kholbekovs[3; 210], independent thinking, problem analysis, and creative approaches to personality development are considered the main factors in increasing the effectiveness of education. Their work includes interactive methods, game technologies, and methodological guidelines for project-based learning aimed at developing the creative potential of students. Also, decrees and resolutions of the President of the Republic of Uzbekistan in the field of education, including the "Strategy for the Development of Science and Innovations", the concept "New Uzbekistan - New Education"[1], emphasize the need to form a creative and innovative personality, and define the development of creative thinking as a strategic task. At the same time, studies conducted by PISA[8] (Programme for International Student Assessment) and OECD[7; 220] show that in countries where creative

thinking skills are developed, the content of education is enriched with new pedagogical approaches, which is considered an important factor in preparing a competitive personality. In general, the analyzed literature shows that, along with theoretical knowledge, active methodological approaches, innovative competence of the teacher, and a free and open educational environment are considered important factors in the development of creative thinking. The methodological model developed on the basis of these sources serves to form a student personality with creative thinking. Today's modern education requires students not only to master existing knowledge, but also to make independent, original, creative decisions based on that knowledge. Therefore, the formation of creative thinking skills in students has become not only an urgent, but also a necessary pedagogical need. The conducted analysis and experiments have shown that this process should be carried out not by traditional methods, but through thoughtful, innovative, person-oriented approaches.

Creative thinking is the freedom of human thought, the desire for innovation, the ability to take a critical and analytical approach. This is developed through psychological processes that are often neglected in the ordinary educational process: imagination, association, forward thinking, intuition, divergent thinking. The important thing is that these abilities do not form by themselves - a favorable methodological environment and pedagogical conditions must be created for them. Experience has shown that if any student's opinion is valued in the educational environment, if he has the right to make an independent choice, if he expresses his opinion on problematic situations - such situations increase the student's self-confidence and awaken his inner creative potential. On the contrary, lessons built on the basis of questions and answers, where only clear, correct answers are required, limit creative thinking. Among the methods that serve to develop creative thinking, problem-based learning, design technology, "brainstorming", research-based learning, and role-playing exercises have yielded positive results. In particular, the tasks of offering students alternative solutions based on real-life problems developed their abilities to think unconventionally, analyze, evaluate, discuss, and make creative decisions. During such activities, the student not only receives new knowledge, but also feels in practice the expansion of his thinking. It should also be emphasized that the personal role of the teacher in the development of creative thinking is extremely important. If the teacher is creative, open to innovation, can freely exchange ideas with students, and encourages them to be active, it will also have a positive effect on students. Therefore, the development of creativity should not only be a methodology, but also become a philosophy of the entire educational environment. During the discussion, it was found that improving the methodology for developing creative thinking means not just using new methods, but also updating the existing didactic system, organizing lessons in a creative spirit, and building student-teacher relations on a free and democratic basis. This, in turn, serves to train competitive, innovative, and thinking specialists for society.

In conclusion, the development of creative thinking skills in students is one of the priority areas of modern education, and for the effective organization of this process, it is necessary to use innovative pedagogical approaches and person-oriented methodologies. The widespread introduction of creative tasks, problem assignments, independent research activities and interactive methods in the educational process expands the scope of students' thinking, forms independent decision-making, new thinking and creative approaches. Advanced methodological training of the teacher, lessons based on open dialogue, an environment of free exchange of ideas are important factors in the development of creative thinking. Therefore, by improving the methodology for developing creative thinking, it is possible to improve the quality of education and train competitive personnel.

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