GLOBAL CONFERENCE ON SCIENTIFIC INNOVATION AND CURRENT RESEARCH

PUBLISHED DATE: - 30-09-205
PAGES: - 07-09

CONFERENCE ARTICLE

Creative Approach in Education: Content, Essence, And Purpose

Karimova Zarrina
Uzbek language and literature teacher at Bukhara City Boarding School No. 123, Uzbekistan

ABSTRACT

This article discusses the creative approach to education, effective organization of educational content, the use of independent tasks in lessons and its importance, educational content, preparation mechanism, various tasks are highlighted, the expected result and implementation process are shown.

Keywords: independent task, creative task, independent work skills, creative ability, method, demonstration, innovative method.

INTRODUCTION

Since the creation of humankind, people have lived with the goal of fulfilling the highest dreams in life. On this path, everyone uses different means and achieves different results. This aspect is inherent to all humanity. Our students are the owners of tomorrow and the successors of the reforms that have been initiated. Therefore, identifying their talents in time, turning them into "creators of success," and instilling in them great confidence is the duty of every teacher.

Currently, as a result of systematic reforms being implemented in the field of education worldwide, the demand for qualified specialists and highly trained personnel in education is increasing even more. Based on international experience, this requires increasing the meaningfulness of students' interest in lessons, strengthening teachers' attention to the innovative process in all aspects, and fostering students' creative abilities. We must always remember that the foundation of our future is laid within educational institutions. In other words, the future of our people depends on the type of education and upbringing our children receive today. Therefore, the education provided to our youth must be of high quality, meaningful, and engaging.

Today, in order for our students to master knowledge more thoroughly, various effective methods are being used, and among them creative methods hold a special place. In this process of education and upbringing, students' personal qualities, worldview, knowledge, and abilities are developed. The fact that a number of such requirements are now of great importance for the education system indicates the need to widely introduce advanced and innovative practices aimed at improving the quality of education through the assessment of the development of science and education as in foreign countries, as well as through monitoring students' knowledge.

The most essential of these practices is the introduction of international assessment programs into the education system. At present, the introduction of creativity into the educational process and the organization of the general secondary education system in the country on the basis of socio-economic reforms, advanced foreign experiences, science, and modern information and communication technologies, as well as the evaluation of students' knowledge based on international assessment standards, have been formalized by a government decision. For example:

1. Decree of the President of the Republic of Uzbekistan No. 5712 dated April 29, 2019, "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030."
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 dated December 8, 2018, "On measures to organize international research in the field of assessing the quality of education in the public education system."
3. Decree of the President of the Republic of Uzbekistan No. PF-5538 dated September 5, 2018, "On additional measures to improve the system of management of public education."
4. Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026."
5. The National Curriculum for General Secondary Education of the Republic of Uzbekistan is also included.

These regulatory and legal foundations serve as a programmatic guide for introducing international assessment programs and creativity into the education system.

To date, in many developed countries, the term "creative methods" has been widely used in the field of education. Creative methods are a set of methods formed on the basis of interactive and creative teaching. They are the most important tools for revealing students' creative abilities.

Creativity (from Latin creatio – to create) is an activity aimed at creation and innovation. It is a relatively new term that refers to "the development of substantiated new ideas and the structural composition of abilities, a quality that characterizes independent thinking, and a set of creative skills in a person."

As a rule, educational activities based on creative methods are organized in the following forms: individual, pair, group, and team work. Through creative methods, primary and upper-grade students can develop:

- ideological creativity and inventiveness;
- creative thinking and a creative outlook on the world;

- the ability to find the most original solutions and ideas;
- independent thinking and the ability to justify their opinions;
- skills of working collaboratively in groups or teams;
- the ability to freely express their ideas among peers and demonstrate knowledge without psychological barriers;
- a creative approach to problem-solving;
- psychological closeness and rapport with group members;
- the ability to fully reveal their internal potential and abilities;
- skills of reflection, generalizing thoughts, and selecting the most important ones;
- the ability to control their own activities and evaluate themselves independently;
- confidence in their own strengths and abilities.

In addition, creative methods:

- awaken students' (especially primary school pupils') interest in acquiring knowledge;
- motivate every participant in the learning process;
- exert a positive influence on each student's psychology;
- create favorable conditions for the effective assimilation of educational material;
- form life-essential skills and competencies in students;
- contribute to positive changes in students' behavior.

The main criterion ensuring creativity in education is considered to be the content of the TIMSS international assessment program. TIMSS — Trends in International Mathematics and Science Study — is an international research study that evaluates the educational outcomes of 4th- and 8th-grade students in mathematics and science. Through the TIMSS international assessment program, the mathematical and scientific literacy of primary school students is mainly assessed.

Mathematical literacy is the individual's ability to formulate, apply, and interpret mathematics in various contexts. It involves using mathematical concepts, procedures, methods, facts, and tools to think mathematically, describe, explain, and predict phenomena, as well as to interpret the effective solution of mathematical problems.

Scientific literacy is the individual's ability to acquire and apply knowledge of science, recognize and address questions, gain new knowledge, explain scientific phenomena, and formulate conclusions based on scientific evidence. It also includes understanding the main characteristics of science as a form of human knowledge, being aware of the impact of science and technology on the material, intellectual, and cultural spheres of society, and demonstrating an active civic stance in addressing science-related problems.

According to scholars, a high level of mathematical knowledge in the world can directly influence the future economy of a country. The study of mathematics fosters the development of creative thinking. There are several key criteria for developing creativity in primary and secondary education:

1. Evaluating activity creatively and broadening imagination.

2. Teaching cognitive skills, application, and reasoning in creative activity.

3. Selecting mathematical problems, searching for approaches, finding solutions, and making predictions.

The digital format of TIMSS 2023 assessments stimulates today's students' interest in evaluation and encourages the creative motivation described above. At the same time, it provides better information about what students know and can do.

In creativity, the "Knowing" domain includes solving mathematical problems, which requires students to demonstrate theoretical knowledge about the properties of numbers and simple geometric shapes, recall definitions, and extract information from standard graphs and diagrams. In science, students are expected to demonstrate their level of knowledge about the characteristics of individual organisms and objects, phenomena and processes, scientific terms, and units of measurement.

In creativity, performing tasks in the "Applying" domain requires students to solve mathematical and scientific problems that reflect real-life situations, interpret tables, schemes, diagrams, and graphs, and demonstrate skills in conducting experiments.

Tasks in the "Reasoning" domain reveal students' logical and systematic thinking skills. Problems requiring reasoning may differ in terms of the novelty of the situation, the complexity of the question, the number of solution stages, and the need to integrate knowledge from different subject areas.

In addition to assessing students' learning achievements in different types of educational activities, factors such as the content of mathematics and science education in schools, the learning process, the opportunities available in educational institutions, the competence of teachers, and family-related aspects of students are also studied.

In Uzbekistan's education system, new-generation textbooks and a national curriculum have been created to ensure that today's students meet international assessment standards and develop creative abilities. The initial theoretical and practical work on measuring students' content and cognitive knowledge has begun. Uzbekistan is now preparing to participate in the TIMSS-2023 international program.

The development and implementation of the TIMSS international assessment program in the educational process require the fulfillment of a number of tasks and regulations. As in the global education system, this increases the opportunities for implementing creative methods in the following forms:

1. Discovery – this method develops students' exploratory abilities and imagination.

2. Figurative images – in this method, an object is studied figuratively. Based on analysis or observation of the chosen object, students are required to create its representation in textual or graphic form. The goal is to develop figurative thinking and analytical reasoning, expand imagination and worldview, and foster independent thinking.

3. Hyperbolization – this method manifests itself by enlarging, exaggerating, or, conversely, diminishing an object.

4. Agglutination – through this method, students create imaginary, unrealistic objects or images based on their imagination.

In conclusion, it can be said that the creative approach in primary and secondary education makes it possible to determine the systematic stages of developing mathematical literacy competencies, integrate them into the learning process, design innovative methods of practical application, and directly increase readiness for the requirements of educational quality and international assessment programs.

REFERENCES

1. O'rta maxsus, kasb-hunar ta'limi muassasalari faoliyatini yanada takomillashtirish chora-tadbirlari to'g'risida. O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoevning

2017-yil 14-martdagi Qarori. “Buxoronoma” gazetasi (№24) 18-mart 2017-yil.

2. O‘zbekiston Respublikasi Vazirlar Mahkamasining “Umumiy o‘rta ta`lim to‘g‘risidagi Nizomini tasdiqlash haqidagi” 2017 -yil 15-martdagi 140-sonli Qarori. 3. O‘zbekiston Respublikasi Vazirlar Mahkamasining “Umumiy o‘rta va o‘rta maxsus, kasb-hunar ta’limining davlat ta’lim stdanrtlarini tasdiqlash to‘g‘risida” gi 2017 -yil 6-apreldagi 187-sonli qarori.

3. Roziqov O, Adizov B, Najmiddinova G. Umumiy didaktika. – Toshkent: “Sharq-Buxoro”, 2012. – 322 bet.

4. Safarov F, Safarov S. Boshlang‘ich sinf o‘quvchilari uchun izohli lug‘at. – Toshkent: “Fan”, 2012. – 219 bet.

5. Qosimova K., Matchonov S., G‘ulomov X., Yo‘ldosheva Sh., Sariev Sh. Ona tili o‘qitish metodikasi. – Toshkent: “Nosir”, 2009. – 352 bet.