

THEORETICAL FOUNDATIONS OF ORGANIZING ENGLISH LESSONS BASED ON CREATIVITY

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Abstract

In our country, the creation of conditions for the comprehensive development and well-being of individuals, as well as ensuring their interests, has been a priority. As a result of systematic reforms aimed at raising the quality and efficiency of education to a new level, opportunities have been created for the wide application of interactive teaching methods to develop students' creative abilities.

Keywords: Creativity, innovation, reproductive, creative research, individual ability.

Introduction

Adapting to Innovations of the Modern World

Preparing the younger generation for life in a constantly evolving society and equipping them with the ability to actively participate in processes of improvement to meet contemporary demands is a key professional task for higher education teachers. Creativity embodies the process of organizing the educational system, constructing creative education, fostering creative potential through educational technologies, and balancing various methods, knowledge, and skills.

The essence of creativity lies in the ability to purposefully utilize intellectual capacity. While intelligence reflects a person's mental potential, creativity is the ability to freely apply this potential towards specific goals.

The term "creativity" appeared in Anglo-American psychology in the 1960s and refers to an individual's ability to generate new ideas and form new skills. According to J. Guilford, creativity is characterized by the following individual abilities:

- Purpose-driven thinking
- Originality
- Curiosity
- Hypothesis generation
- Imagination (fantasy)

Enhancing Creativity in Education

In Uzbekistan, systematic reforms aimed at improving the quality of education have created the groundwork for the widespread use of interactive teaching methods to foster students'



creative abilities. The **Development Strategy of the Republic of Uzbekistan** emphasizes tasks such as improving the continuous education system, expanding access to quality education services, and supporting the creative and intellectual potential of the younger generation.

A.H. Maslow divides creativity into two types:

1. Talent-based creativity.
2. Self-actualizing creativity.

Self-actualizing creativity is intrinsically tied to the individual and manifests in both daily life and various professional activities. Maslow identifies two levels of self-actualizing creativity:

- **Involuntary creativity**, where inspiration and insight come spontaneously.
- **Deliberate creativity**, associated with hard work, continuous learning, and the pursuit of personal growth.

Maslow sees creativity as a fundamental characteristic of human nature. It is an innate ability that can be diminished by social obstacles encountered throughout life.

Development Stages of Creativity in Education

According to G. Ibragimova, the stages of creativity development during interactive teaching include:

1. **Reproductive-risk stage**: Encourages creative activity, awareness of innovative technologies, and the formation of new ideas.
2. **Creative-research stage**: Fosters independent thinking, improvisation, and the creation of novel ideas.
3. **Innovation stage**: Involves applying new ideas in practice, analyzing results, and creating long-term strategies.

Pedagogical Creativity

Teachers do not become creative overnight. Their creative potential develops through consistent learning and self-improvement. A teacher's creative competence is reflected in their ability to organize professional activities innovatively. In recent years, this has been referred to as "pedagogical creativity."

To cultivate creative potential, teachers should focus on:

- Approaching professional activities creatively.
- Actively generating new ideas.
- Independently studying advanced pedagogical practices.
- Exchanging ideas with colleagues about pedagogical achievements.

Creative teaching involves solving problems, analyzing situations, and producing pedagogical innovations. Addressing challenging issues allows teachers to engage their intellectual and emotional capacities, fostering growth and motivation for lifelong learning.

Conclusion

Incorporating a creative competence development approach among teachers requires significant updates in the content, methods, and technologies of education. Improving the

methodology for developing creative competencies and identifying pedagogical conditions for fostering creativity among students can serve as a solid foundation for advancing education.

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