

**DEVELOPING INDEPENDENT THINKING AND THE ABILITY TO STRIVE FOR
INNOVATION THROUGH A CREATIVE APPROACH**

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Annotation: The creative approach is a teaching method aimed at developing students' ability to think independently and strive for innovation. This approach revitalizes the learning process and increases students' interest in lessons. One of its main principles is relying on and developing learners' personal experiences. Creating problem-based situations and encouraging open discussions during the lesson are considered essential. The teacher should not only be a provider of knowledge but also a mentor who guides students toward creativity. The creative approach motivates learners to explore, ask questions, and propose new ideas. Through this principle, each student's individuality is taken into account. In most cases, project-based learning, role-playing, and interactive teaching methods are applied.

Keywords: Critical thinking, Motivation, Learner-centered education, Problem-based situation, Interactive lesson, Independent thinking, Creativity, Teaching methods, Innovative approach.

Introduction Creativity is an imaginative outlook and the ability to evaluate situations in an original way. This concept can be regarded as an essential aspect of a teacher's individual capability that can be applied in teaching all subjects and various forms of education. Moreover, the given scientific information is beneficial for all educators.

Looking around, one can encounter numerous boundless and astonishing examples of human creativity — electronic services, the virtual world, the internet, and many others. All of these are products of human intellect. The formation of such creative thinking begins with the educational and upbringing process. So, how can students be taught to think creatively? Teaching learners to think independently and organizing lessons through modern technologies and methods not only helps to develop knowledge and skills but also fosters creativity and innovation.

Creativity is the ability of a person to find unique ways out of problematic situations through thinking and to approach them with originality. The term creativity (from Latin and English "create" — to make, "creative" — inventive, productive) literally means "to create." In essence, it refers to the generation of new, original, and refined material and spiritual connections. Creativity can be defined as a tendency toward innovation, a creative approach to life, and a continuous process of self-evaluation and analysis.

Based on modern psychology and pedagogy, a teacher's creativity can be described as a degree of originality in thinking, communication, and professional activity. It embodies qualities such as originality, practicality, uniqueness, and freedom. Creative thinking implies the ability to approach a concept from different perspectives. Every individual is born with creative potential; it is the teacher's responsibility to direct and nurture it. Therefore, in all forms of school

education, the development of students' creative abilities should be prioritized as a key factor in nurturing a well-rounded generation.

Creative thinking is inherent in all spheres of human activity. One of its forms is linguistic creativity — the ability to think figuratively using various linguistic units and to generate new conceptual meanings through language. The way a learner expresses an idea, the structure or form chosen, largely depends on the level of their creative competence. As Thomas Edison said, "Creativity is an involuntary process." Creativity does not depend solely on the breadth of one's knowledge but rather on the drive to produce new ideas, solve life problems in unconventional ways, and make unexpected decisions.

Creative thinkers perceive things differently; they notice subtle aspects that others might overlook. The development of such creative thinking depends on how well the lesson is organized and on the teaching methods used. In this regard, interactive methods play an essential role. One of the most effective forms of interactive learning is creative education.

The topic "Teaching Principles Based on the Creative Approach" encompasses methods and principles aimed at developing students' creative and innovative abilities within the educational process. This approach contributes not only to learners' knowledge acquisition but also to the formation of their personal and social competencies.

The main principles of implementing a creative approach are as follows:

Free thinking: Encouraging students to think independently.

Collaboration: Paying attention to group work and discussions during lessons (2.45).

Innovation and experimentation: Teaching students to use new methods and technologies.

Problem situations: Directing students to solve real-life problems (5.80).

The role of the teacher

The role of the teacher in a creative approach is very important. The teacher should not only provide knowledge but also show directions that reveal the creative potential of students. In a creative approach, interactive methods such as discussions, group work, and games enliven the educational process. These methods develop students' independent thinking and problem-solving abilities (5.79).

Advantages of the creative approach:

Increases students' motivation,

Develops critical thinking,

Expands opportunities to create new ideas and innovations,

Develops students socially and personally (5.82).

Difficulties and measures:

There may be some difficulties in implementing a creative approach, such as teachers' lack of experience in applying these methods correctly or the shortage of textbooks. In such cases, it is necessary to provide teachers with appropriate training and resources (2.50).

A person's creativity is manifested in their thinking, communication, emotions, and specific types of activities. Creativity characterizes the individual as a whole or certain aspects of their personality. Creativity is also reflected as an important factor of talent. Moreover, creativity determines the sharpness of the mind.

A person's creativity is also connected with pedagogical competence. Researcher L. M. Mitina describes pedagogical competence as follows:

Activity-based competence – knowledge, skills, professional mastery, and individual ways of performing pedagogical activities responsibly and independently;

Communicative competence – creative ways of carrying out pedagogical communication;

Personal competence – the ability to work on oneself and develop self-improvement skills.

In our country, research on the professional competence of teachers has also been conducted. B. Nazarova's studies on the specific features of teachers' professional competence are of particular importance. According to the researcher, the structural foundations of teachers' professional competence are as follows:

Special or professional competence – the ability to organize professional activities at a high level;

Social competence – organizing professional cooperation and social responsibility;

Auto-competence – the ability to develop oneself socially and professionally;

Extreme professional competence – the ability to act correctly in unexpected situations.

On the one hand, professional competence is an integral criterion of professional training and quality of work; on the other hand, it represents the possession of initiative skills and creative problem-solving by an individual characterized by high professional functions, work culture, and interpersonal communication.

A person's creativity reflects their individuality, work experience, civic status, position as a specialist, mastery of pedagogical techniques, and the uniqueness of their professional activity. One of the key factors influencing the quality of training students in accordance with modern standards is professional competence and creativity. This requires a holistic conceptual approach to the profession — having a clear understanding of what and how to teach, valuing work (teaching motivation), optimizing the educational process, self-management, self-development, and continuous self-improvement. A person's creativity is manifested in their thinking, communication, emotions, and types of activity

Creativity characterizes a person as a whole or describes certain features of their individuality. Creativity also appears as an essential element of talent and determines the sharpness of intellect. Creativity embodies the organization of the educational process itself, building a creative learning environment, developing creative potential through educational technologies, and balancing various styles, knowledge, and skills.

Creativity manifests as a set of abilities associated with imagination and originality. It includes high sensitivity to problems, intuition, foresight, imagination, research ability, and reflection. Creativity represents the ability to think in new or different ways about a task or problem, or to use imagination to generate new ideas. It enables individuals to solve complex problems or find interesting ways to perform tasks.

Creativity and innovation express the ability to shape imagination into tangible results. Although creativity often arises spontaneously, it requires continuous exploration, experience in a specific field, and a well-developed intuition. Creative thinking transforms consciousness, and creative individuals change during the process of creation. During creative moments, energy flows that elevate a person above ordinary reality.

Primary school students can display creativity while speaking, moving, thinking, or engaging in classroom activities and communication, as creativity is closely related to intuitive perception. However, being creative does not always require external action. Creativity means courage, experimentation, risk-taking, and creating something new. It is the ability of the mind to maintain a strong sense of curiosity and is therefore not limited to any one field.

Many psychological processes are involved in creativity, such as perception, problem-solving, emotion, and memory. Creative individuals tend to be multifaceted, integrating various aspects of their being to form a remarkable character. They possess unique qualities — imaginative, logical, independent, and critical thinking; the ability to grasp different areas; a rich imagination; emotional stability through self-control; strong discipline; organizational skills; initiative; and persistence in research, generating ideas, testing them, and selecting alternatives. At the same time, they remain humble without feeling superior to others.

According to scholars, a creative person exhibits behavior linked to two main components — motivation and action. Motivation reflects the internal drive of professional behavior. Focusing on this fundamental source of professional conduct requires various stages of professional development. Hence, motivation is dynamic in relation to human actions.

Scientific Research Methods of Creative Pedagogy

The development of pedagogy as a science is ensured through the ideas, content, and results of studies conducted to investigate specific pedagogical issues. Pedagogical research methods serve to identify the principles of providing education, the objective and subjective factors of the pedagogical process, and to examine its internal nature, connections, and laws. Conducting pedagogical research is a complex and consistent process that requires continuity, systematic planning, and a clear goal.

Interdisciplinary Connections of “Creative Pedagogy”

Ensuring personal development — intellectual, moral, spiritual, and physical — requires consideration of various life stages, their specific characteristics, and the physiological and psychological state of the learner. The holistic pedagogical process is studied by related branches of pedagogy. At the same time, the science of “Creative Pedagogy” examines the issues of creative personality formation and development in connection with several social sciences.

Creative thinking can manifest clearly in every social field. The teacher’s creativity is reflected in their creative (innovative) approach to organizing professional activities. In recent years, this phenomenon has been defined as pedagogical creativity — the teacher’s ability to generate new ideas that ensure the effectiveness of the teaching and upbringing process, distinct from traditional pedagogical thinking, and their readiness to positively solve existing pedagogical problems.

To fully understand the process of developing creativity in individuals, it is essential first to comprehend the concept of “creativity.” According to Ken Robinson, creativity is “a set of original ideas that have value.” Gardner, in his studies, defines it as “a practical action carried out by an individual that reflects novelty and possesses practical value.” From this perspective, creativity means “having profound knowledge in a specific field while also possessing highly original skills.”

Today, in educational institutions, teachers must ensure that students can think freely during lessons. Only under such conditions can their thoughts reflect creativity. In creative lessons, students should not focus on finding a single “correct” answer but rather feel comfortable exploring multiple solutions to problems. The more ideas they generate, the more creative outcomes they achieve. When students engage in brainstorming, they may encounter ambiguity — but that uncertainty fosters innovation.

Conclusion

In conclusion, creativity means “to create” — it represents an individual’s unique ability to act with initiative in real-life situations, self-control, the ability to find effective solutions regardless of unusual circumstances, curiosity, and the full use of one’s potential to generate and refine new ideas.

In organizing and planning the educational process, a modern teacher must move beyond traditional instruction and focus on developing students’ independent, critical, logical, and creative thinking skills. Teachers should encourage students to search for new ideas and to transform their attitude toward learning, inspiring self-confidence and motivation for achievement.

Creativity serves as the most powerful factor in developing such motivation, as it drives experimentation and innovation. Every person possesses creative qualities — in some, they are innate, while in others, they develop through life experiences and challenges. Numerous studies confirm that creativity broadens the scope of human thinking and enhances creative potential.

Focusing on critical, creative, and independent thinking in education, and consistently applying these thinking strategies, is essential for improving modern education systems, achieving strong international standing, and preparing future professionals who keep pace with the times.

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