Creative methods in developing students' creative thinking in the information society

Mavjuda Zokirjonovna Badalova
Andijan branch of Turon University

Abstract: The article analyzes the role of creative pedagogy and digital tools in the context of psychological changes of learners in the information society. The study examines the methodological foundations of the transition from traditional methods to project-based education and interactive modules.

Keywords: digital didactics, creative approach, project-based education, interactive module, cognitive development, information society

Introduction. In today's era of rapid globalization and digital technologies, the demand for society's intellectual potential has changed radically. In the context of an information society, the younger generation should not only assimilate ready-made knowledge, but also analyze it, synthesize it and be a generator of new innovative ideas. However, one of the main contradictions observed in modern higher education practice is that, despite the changes in the psychology of young people's perception of information (visuality, interactivity, speed), the pedagogical process still has the predominance of traditional lecture and reproductive explanatory methods[1].

This imbalance prevents the full development of students' independent and critical thinking abilities. Therefore, the implementation of a creative approach to the educational process, the creation of an innovative environment that realizes the personal potential of the student, is an urgent scientific and practical task. Creative pedagogy (English: creative) is not just the creation of innovations, but the art of creative problem solving, integrating new knowledge with practice, and making competitive decisions. In this article, we will consider the methodological aspects of shaping students' thinking through digital didactics and creative methods.

Main part. The term creative approach means thinking that is creative, capable of creating innovations. Historically, the concept of creative pedagogy is associated with the research of V.Guilford and J.Piaget in the mid-20th century, who analyzed the creative aspects of human thinking on a scientific basis[2]. A creative approach to pedagogy allows students to develop independent and critical thinking, creative problem solving, and integration of new knowledge with practice. Modern youth are adapted to fast-receiving, visual, and interactive methods of information, and teaching them only through lectures does not give sufficient results. Therefore, creative methods, in particular project-based learning, should take a central place in the pedagogical process. This method turns students from passive listeners into active researchers. Through project-based learning, students learn to direct theoretical knowledge to solving practical problems, which serves to develop their logical thinking and creative abilities.

The use of the case method (situational analysis) in the pedagogical process is the next stage in the development of logical thinking and critical thinking of young people. According to the research of Piaget and Vygotsky, critical thinking plays an important role in the cognitive development of young people[3]. Through the case method, students study real-life problems, compare different sources, and develop creative solutions by independently forming their own views. In this process, interactive modules and digital didactic tools serve as the main foundation for visualizing information and increasing learning motivation. Foreign studies also confirm the importance of creative pedagogy

in shaping the thinking of young people. For example, E. De Bono systematized creative thinking methods through the theory of lateral thinking, while J. Piaget showed that creative aspects of thinking can be developed by solving problem situations[4].

The use of these creative methods in the higher education system of Uzbekistan strengthens students' independent decision-making and problem-solving skills. The theoretical significance of creative pedagogy is also manifested in connecting young people with practice. Applying not only scientific knowledge, but also social and spiritual experiences to practice, forms students' skills in developing solutions in real-life situations. Foreign experience shows that teaching using project-based learning, case methods and interactive modules significantly develops students' creative and critical thinking[5]. At the same time, modern methods give students the opportunity to actively study and apply knowledge in the process of independent research, rather than passively receiving it. This creates a foundation for organizing the educational process through problem situations and forming competitive innovative thinking in students.

Conclusion. Theoretical and methodological analysis shows that organizing the pedagogical process on a creative basis in an information society is the most effective way to develop students' thinking. Teaching based on project-based learning, case methods, interactive modules, and digital didactic tools helps students become not only knowledgeable, but also competitive individuals with innovative thinking who can find their place in society. This integration directs young people not only to scientific knowledge, but also to social responsibility and an innovative approach.

References

1. O'zbekiston Respublikasi Vazirlar Mahkamasi. 1059-sonli Qaror. Toshkent, 2019.

2. Guilford J. P. Creativity. American Psychologist. 1950; 5: 444-454.

3. Treffinger D. J., Isaksen S. G. Creative Problem Solving: An Introduction. Buffalo: Bearly Ltd., 2006.

4. OECD. The Finnish Education System: Innovative Learning Approaches. Paris: OECD, 2019.

5. Karimova, N. Interaktiv metodlar va cases-metod: Oliy ta'limda ijodiy tafakkur rivoji. Toshkent: O'zbekiston Pedagogik Jurnali, 2021.