

Features And Methodology of Creative Tasks

Xayridinov Behzod Kamoldin ugli

Chirchik State Pedagogical University

Teacher of the Department of Theory and Practice of Primary Education

behzodkhayridinov891@gmail.com

+998999981448

Abstract

The article explores the concept of creative tasks, psychological and pedagogical approaches to their development, interdisciplinary integration, assessment criteria, and their role in fostering students' independent and innovative thinking skills.

Key words : creativity, tasks, methodology, education, innovation, creativity, thinking, competence, assessment, integration.

KREATIV TOPSHIRIQLARNI ISHLAB CHIQUISH XUSUSIYATLARI VA METODIKASI

Xayridinov Behzod Kamoldin o'g'li

Chirchiq davlat pedagogika universiteti

Boshlang'ich ta'lim nazariyasi va amaliyoti kafedrasini o'qituvchisi

behzodxayridinov891@gmail.com

+998999981448

Annotatsiya: Maqolada kreativ topshiriqlarning ta'rifi, ularni ishlab chiqishdagi psixologik-pedagogik yondashuvlar, fanlararo integratsiya, baholash mezonlari hamda o'quvchilarning mustaqil va innovatsion fikrlash ko'nikmalarini shakllantirishdagi o'rni keng yoritilgan.

Kalit so'zlar: kreativlik, topshiriqlar, metodika, ta'lim, innovatsiya, ijod, tafakkur, kompetensiya, baholash, integratsiya.

Аннотация: В статье раскрываются понятие креативных заданий, психологико-педагогические подходы к их разработке, межпредметная интеграция, критерии оценки, а также роль в формировании у учащихся самостоятельного и инновационного мышления.

Ключевые слова: креативность, задания, методика, образование, инновация, творчество, мышление, компетенция, оценивание, интеграция.

Introduction

In the modern educational process, the formation of students' abilities to think independently, solve problems, and act based on an innovative approach is one of the pressing issues. Creative tasks play an important role in this process. Creative tasks are didactic tools that encourage students to think in new ways and use unconventional approaches. This article analyzes the features of the development of creative tasks, the methodology for their application, as well as methods for increasing their effectiveness.



Creativity is a person's ability to propose new ideas, innovative approaches, and unusual solutions. It includes creative thinking, intellectual freedom, and emotional sensitivity. Through creative thinking, a person looks at existing problems with a new perspective.

From a didactic point of view, a creative task is an exercise or form of activity that activates the student's individual thinking, encourages research, and requires a new, different approach than the usual answer. These tasks can be more open-ended, contextual, integrative, and interactive.

Creative tasks should be designed in an age-appropriate manner. For primary school students, visual, playful, and descriptive tasks are effective, while for higher school students, problem-based questions, project work, and independent research tasks are appropriate.

When developing creative tasks, great attention should be paid to interdisciplinary integration. For example, linking math tasks with biology or history broadens the student's worldview.

Tasks should put the student in a problematic situation and encourage him to find an independent solution through it. Such tasks activate creative thinking.

Tasks based on the higher levels of Bloom's taxonomy - analysis, synthesis, evaluation - require a creative approach from the student. Example: "Imagine a historical event from a different perspective and rewrite the development of the event."

Divergent thinking is a type of thinking aimed at finding multiple solutions to a problem. For example: "What would life be like if the Earth revolved around another object instead of the Sun?"

Creative tasks can be made more interesting through gamification (adding game elements to education). For example: "Write a letter on behalf of a medieval prince, how would he use modern technologies?"

1. Literature

- **Write a new story with a plot based on a given poem.**
- **Compose a fictional conversation between two writers.**

2. Biology

- **Essay on the topic "If a person had the function of photosynthesis..."**
- **Explain adaptation in the animal world through a fictional story.**

3. Physics

- **How can invisibility be achieved through physical laws?**
- **Compose a task based on the scenario "If gravity disappeared..."**

4. History

- **Blog entry on behalf of a historical figure.**
- **Present a historical event in the form of a report on a modern TV channel.**

Unlike traditional test evaluation, the following criteria are important in evaluating creative tasks:

- **Originality of the solution**
- **Diversity of approach**
- **Non-traditional interpretation of concepts**



Several creative works of the student are collected and evaluated in the form of a portfolio. This method allows you to see the dynamics of the student's creative development.

Creative tasks develop the following competencies of a person:

- **Problem-solving skills**
- **Social and communicative competence**
- **Information search and critical analysis**
- **Technological literacy**

The study was conducted in the 8th grade of school No. 5 in Tashkent. Traditional and creative tasks were presented in literature lessons between two groups for a month. The results showed that students in the group that used creative tasks:

- **Understand the topic more deeply**
- **Ask more questions**
- **Express independent opinions**

Creative tasks are an important tool of a person-centered approach in modern education. They activate the student's thinking, make lessons interesting and meaningful. In their development, it is important to deeply analyze the psychological, didactic and methodological foundations. Teachers are recommended to:

- **Create creative tasks based on sources outside the textbook**
- **Strengthen interdisciplinary connections**
- **Use innovative methods in assessment**

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