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Fundamental Approaches to Improving the Methodology of Developing Independent Creative Activity

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Abstract
It is important to rely on fundamental pedagogical and psychological approaches to create effective methods that develop students' creative independence. These approaches not only help to transfer knowledge, but also involve the student as an active participant, encouraging him to think, choose, create and take responsibility for his actions. The article provides a theoretical analysis of the main approaches to improving the methodology of independent creative activity of students.

Keywords: Activity, pedagogical process, quality, independence, creative activity, self-development, self-education, independent creative activity, education, professionalism.

Introduction

The development of creative (creative) activity in the educational environment is based on a set of psychological, pedagogical, philosophical and methodological foundations that form an integrated approach to educating a person with the ability to think independently, innovate (novelty) and effectively realize himself.

Creativity (from Latin creare - "to create") is the ability of a person to create original ideas, non-standard solutions and see something new in the familiar. This is not just a talent, but a universal quality that is formed through training and practice. Studies by psychologists (Gilford, Torrance, Rogers) show that creativity is not a favored skill, but a resource available to everyone, provided that a favorable educational environment is created.

Creativity is a person's ability to think originally, find non-standard solutions and create something new and significant. In a broad sense, creativity is a person's attention to novelty, the desire to change the world and himself through creative activity. This word comes from the Latin creare - “to create”, “to create”. This term is actively used in psychology, pedagogy, philosophy, management and art.

This is not just a game of fantasy or imagination - it is a mental process aimed at effectively changing reality and creating new knowledge, meanings and objects.

Creativity is a complex, integrated personality trait that includes:

- the ability to think differently - this is the ability to see different solutions to a single problem;
- flexibility of mind - this is the ability to easily switch between different ideas and points of view;
- originality - putting forward original, non-standard approaches and hypotheses;
- sensitivity to problems - the ability to notice atypical aspects of the situation, to see contradictions;
- the ability to design and implement ideas - the transition from idea to implementation (creative product).

Analysis of the literature on the topic. Creativity has been studied by many researchers. Each of them looked at it from their own point of view:

Scientist	Approach	Brief description
J. Guilford	Psychological	Creativity as the ability to think divergently (variety, flexibility, originality)
E. Torrance	Pedagogical	Creativity is the process of sensitivity to problems, hypothesis generation, testing, and modification.
K. Rojers	Humanistic	Creativity is an expression of a person's individuality, freedom, and self-realization.
M. Csikszentmihalyi	Psychological	Creativity is the result of the interaction of the individual, the field of knowledge, and the socio-cultural environment.

Amerikalik teacher J.P. Gilfordga ko'ra – ijodkorlik divergent fikrlashga amaliy intellektual faoliyat turi - fikrlash bir nuqtadan ko'p yo'nalishlarga konvergent (mantiqiy qat'iy fikrlashdan farqli o'laroq) boradi.
U ijodkorlikning qismlarini aniqladi:
fikrlash ravonligi (ravonlik),
ajoyiblik (moslashuvchanlik),
originallik (originallik),
detallashtirish (ishlab chiqish).
Yana bir fmerikalik pedagogu, olim E.P.Torrancga ko' – ijodkorlik - bu ishlab chiqarishni olish, g'oyalarni va ularni amalga oshirish jarayoni. U ijodkorlik testlarini ishlab chiqdi, ular bugungi kunda ham qo'shiq.
K. Rojersning fikricha esa – ijodkorlik - bu shaxsning o'zini o'zi anglashi, uning ichki erkinligi va o'zini amalga oshirish istagi. Bunday qilib, ijodkorlik jismoniy “chiroyli rasm” yoki “she’r harakat” deb, balki yuqori harakat aqliy faoliyat, harakat, fikrlash, tasavvur, hissiy hissiylik va shu bilan birga, g'oyalarni amaliyotda qo'llashdir.
Ijodkorlik hodisa sifatida bir nechta komponentlarni o'z ichiga oladi:
Originallik - farqdan farq qiladigan g'oyalarni belgilab qo'ydi.
Moslashuvchanlik - bu turli xil fikrlash va ishlab chiqarishlar o'rtasida sotib olish mumkin.
Ravonlik - bu insoni mumkin bo'lgan g'oyalar soni.
Tasavvur va aqliy tasvirlarni aniqlash.
Mustaqil fikrlash - bu faqat tayyor shablonlarga tayanishni istamas.

Type of creativity	Description
Personal	Ability to express oneself, flexibility of character, openness to new things
Intelligent	Ability to generate ideas, solve problems, and think abstractly
Artistic	The ability to perceive aesthetics and express artistically
Technical	Applying original solutions in engineering, science, and technology
Social	Creativity in communication, leadership, adaptation, and social impact

In today's world, where information is becoming obsolete faster than textbooks are updated, creativity is becoming one of the key skills of the 21st century (according to UNESCO and OECD). Creativity is necessary for solving non-standard problems in a rapidly changing world; for the successful socialization and self-realization of students; for the formation of an active civic position and participation in changing society; for the development of entrepreneurial thinking and an innovative approach.

Creativity is a key skill of the 21st century, which is important for:

adaptation to change,

generation of innovations,

development of critical and systematic thinking,

formation of an independent and active personality.

It is developed through creative tasks and projects, freedom of choice and action, situations where there is no clear answer, dialogue, play, reflection.

Thus, creativity is not an abstract or elitist quality, but a key feature of the personality of the 21st century. In educational conditions, it should be developed consciously and systematically through various approaches, methods and forms of work. Only in this case can students develop sustainable, independent and effective creative activity, which manifests itself not only in academic, but also in professional and life spheres.

To create effective methodologies that develop creative independence in students, it is important to rely on fundamental pedagogical and psychological approaches. These approaches help not only to transfer knowledge, but also to include the student as an active participant, encouraging him to think, choose, create and be responsible for his actions.

According to V.A. Slastenin, methodology is "a set of methods for organizing and managing educational activities aimed at achieving specific pedagogical goals." Methodology is a system of interrelated forms, methods, techniques, tools and conditions that ensure the implementation of pedagogical goals. In the context of developing creative independence, methodology should be open, interactive and practice-oriented. In the context of developing creative independence, methodology should be:

• open - adaptable to the individual characteristics of students,

• interactive - including active forms and digital tools;

• practice-oriented - providing experience of creative self-expression.

Ancient philosophers Plato and Aristotle viewed creativity as a manifestation of the spiritual principle and active consciousness. During the Enlightenment, I. Kant emphasized freedom of

thought as the basis of independence. 20th-century existentialists (K. Jaspers, J.P. Sartre) emphasized personal responsibility, autonomy, and self-development - the main qualities that form the basis of the concepts of "independence" and "creative personality". Modern psychology (J. Piaget, J. Bruner, L.S. Vygotsky) confirms that the development of the individual is the result of active interaction with tasks and society. Cognitive psychology (R. Sternberg, J. Anderson) emphasizes the importance of attention, thinking, and memory as the basis of creative activity.

Research methodology. Today, logical thinking and analysis are widely used in the educational process to educate young people in a spirit of enlightenment, honesty, tolerance, and respect for universal values.

Analysis and Results

In the theory of fundamental approaches, a person-centered approach, an activity-based approach, a creative approach, a humanistic approach, a digital and competency-based approaches occupy a special place.

The person-centered approach puts the student himself - his interests, goals, abilities at the center. Education is built around the person, not for the person. Here, the teacher is not a boss, but a guide and partner who creates conditions for the student to express himself, find motivation and build his own path of development. This approach teaches independence and responsibility. It is based on the ideas of humanistic psychology. I.S. Yakimanskaya emphasizes: "The teacher must create conditions for the individual to express and reveal himself to the maximum." The methodology we have developed uses individual trajectories, selection of tasks and self-assessment of results.

The essence of the activity-based approach is that real knowledge and skills are born only in the process of activity. If a student does not just hear, but also does, acts, makes mistakes, analyzes, then he really learns. Therefore, the methodology should include projects, practical tasks, situations in which the student actively acts, makes decisions and evaluates the result himself. Based on the cultural-historical theory of L.S. Vygotsky, development occurs through activity. Our methodology includes projects, situations, situational tasks that involve students as active subjects.

The world is changing rapidly, and today not only knowledge is important, but also the ability to think outside the box. A creative approach helps students move away from templates, look for new things, fantasize and create original ideas. The methodology should not only allow, but also encourage creative solutions in the presentation of the material, whether in the design of the work or in the approach to solving the problem. Creativity is seen as an attitude to novelty and the ability to think outside the box. Our methodology includes creative tasks: podcasts, visual essays, multimedia projects.

The humanistic approach is about respect, trust and support for the individual. In order for a student to truly express himself, he must feel safe and be sure that he will not be judged for making mistakes. The methodology built on this approach creates a friendly and emotionally comfortable environment in which you can be yourself, express your thoughts, doubt and grow. The central element is trust, respect, support. The teacher is a partner in development. The method creates an emotionally comfortable environment: non-judgmental discussions, group support.

Digital and competency-based approach. Today's time is unimaginable and nothing can be achieved without digital technologies. The methodology should take this into account and include

work with online platforms, visual materials and multimedia tasks. In addition, it is important to develop skills that will be useful in life: the ability to work with information, communicate, work in a team and learn independently. This is the essence of the competency-based approach. Modern education requires the development of a digital environment and meta-subject skills. Our methodology uses LMS, digital templates, interactive whiteboards that develop digital literacy and critical thinking.

All these approaches together create a solid scientific basis for improving the methodology. A methodology that develops creative independence should be:

personally relevant,
practically oriented,
intrinsically creative,
supported by the atmosphere,
and digitally adapted.

It is such a methodology that can prepare a future teacher who not only knows, but also knows how to think, act, create and lead others.

Conclusion

In order for traditional methods to really work in modern conditions, it is important to transform them taking into account new educational requirements, changing student thinking, and the digital environment. Here we want to show the main areas of improvement of traditional methods, for example, traditional forms of teaching, these are lectures, seminars, abstracts. If we improve these traditional forms, we will use LMS platforms (Moodle, Canvas) for independent work and exchange of ideas. Our next option is to use digital whiteboards (Miro, Padlet) for collective brainstorming, require students to create and submit creative assignments in the form of podcasts, videos, animations, presentations on Canva, Genially, etc.

Abandoning traditional knowledge - teaching through experience. Here, traditional forms are presentation of educational material, control work. The methods of improvement are as follows: implementation of project-based learning and practical research; The student is asked to solve a real practical problem in a team or individually. As a result, a product appears in the form of a mini-research, a startup idea, a visual art project, a presentation.

In the traditional education process, the individual characteristics of students are not taken into account, everyone is taught the same curriculum, while in improved methodologies, each student is taught based on an individual approach.

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