

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

INNOVATIVE METHODS FOR DEVELOPING STUDENTS' CREATIVITY IN THE EDUCATIONAL PROCESS

Isamova Pakiza Shamsiyevna

UzSWLU, Candidate of Pedagogical Sciences,

Associate Professor of Department of Pedagogy and Psychology

Abstract

The article presents a model for developing students' personal-creative competence, which includes goal-oriented, content-technological, organizational-functional, and result-oriented evaluative components. The methods and forms of instruction that stimulate students' creative thinking and independence are described. The importance of the model's flexibility and the use of interactive technologies to adapt to changes in the educational environment is emphasized. The research results can be applied to improve teaching methodologies and the training of competitive specialists.

Keywords: Personal-creative competence, pedagogical education, technological approach, student creativity, teaching methods, interactive technologies.

Introduction

The rapid development of globalization, information flows, and technologies necessitates the improvement of content, methods, and teaching technologies to develop students' personal-creative competence. It is essential to reconsider the selection of teaching methods and to apply a technological approach to assess the quality of education. The model includes four components (see Figure 1).

In the "Objective" block of the model, the primary goal is defined as improving the methodology for developing personal-creative competence in the teaching of

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

pedagogy. This objective is based on the legal and regulatory foundations of the social demand, such as the Law of the Republic of Uzbekistan “On Education,” the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030^[1], and the State Educational Standard of Higher Education, which is based on a competency-based approach.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

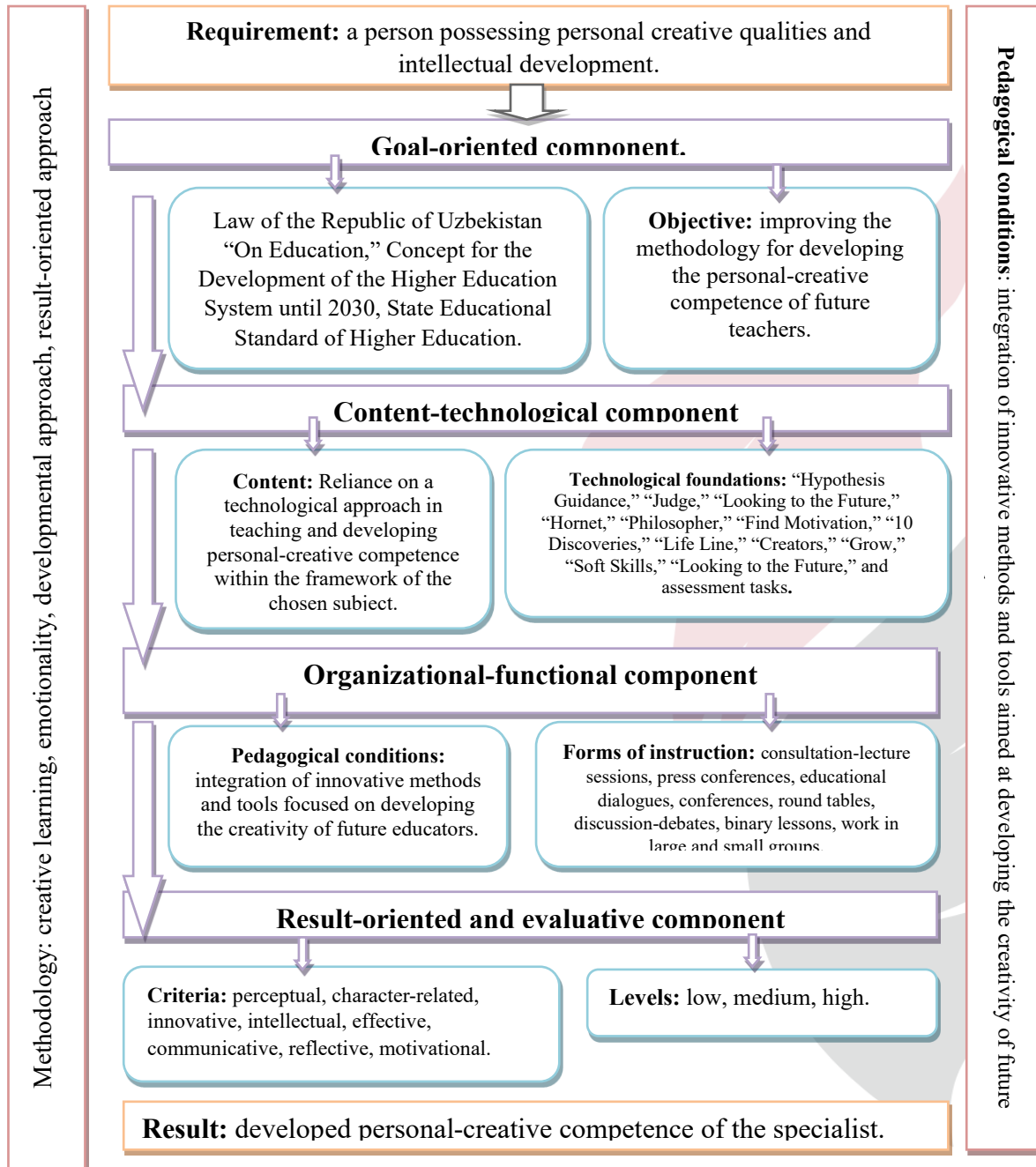


Figure 1. Refined model for the development of students' personal-creative competence

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

The content-technological block includes “Content” and “Technological Foundations.” The first component, “Content,” defines the substance of achieving the objective. The essence of achieving the objective lies in implementing a technological approach to teaching the chosen discipline, with a focus on developing students’ creativity.

Within the framework of the pedagogical discipline for developing students’ personal-creative competence, methods and assessment tasks have been developed aimed at refining techniques such as: “Hypothesis Management,” “Judge,” “Looking to the Future,” “Find the Match,” “10 Discoveries,” “Life Line,” “Creators,” “Grow,” “Soft Skills,” and “Looking to the Future.” During the study, the “Waterfall” and “Philosopher” methods were also developed.

“Waterfall.” Sometimes we meet people who drift through life without purpose or ambition, simply going with the flow. Yet years pass, and they do not notice how they end up at the foot of the waterfall; no matter how many steps back they take, returning is now impossible.

If we compare a developing society to a waterfall, in order not to be powerless in front of it, it is necessary to complete the following tasks across five stages (see Figure 2).

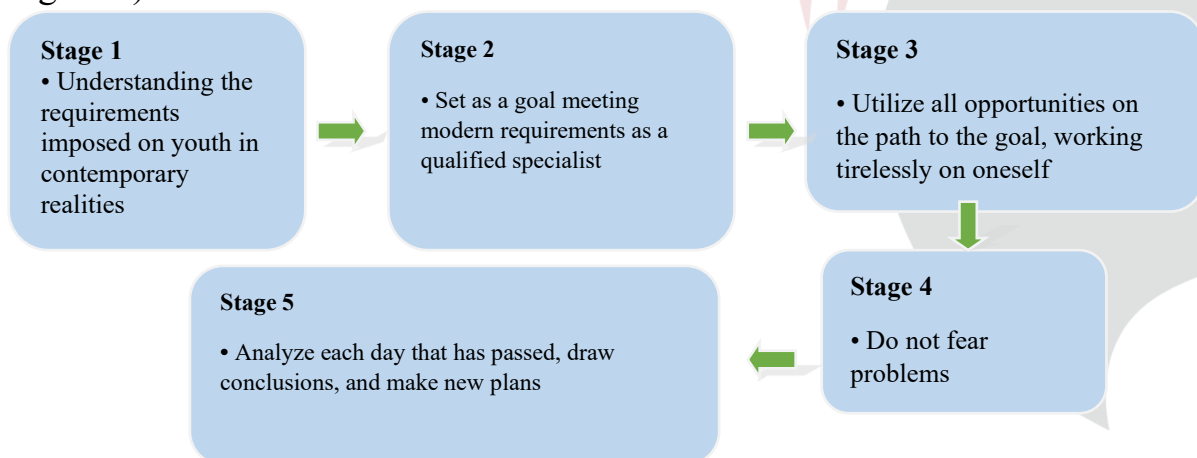


Figure 2. “Waterfall” method aimed at developing personal-creative competence

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

“**Philosopher.**” In applying this method, students are presented with meaningful statements from great scholars in a table, and they are required to explain these ideas based on a personal approach (see Figure 3).

Figure 3. “Philosopher” method aimed at developing personal-creative competence.

| № | Thoughts and reflections | Personal approach |
|----|--|-------------------|
| 1. | Every person on Earth, regardless of who they are or what they do, plays a central role in the history of the world. | |
| 2. | A good opportunity is hidden among difficulties and problems. | |
| 3. | I came, I reflected, and I was filled with energy. | |
| 4. | Anyone uneducated can learn; the main thing is understanding. | |
| 5. | If you give a person a fish, they will be fed for one day; if you teach them to fish, they will be fed for life. | |
| 6. | All ideas in science arose from the contradiction between truth and the desire to understand it. | |

The “Organizational-Preparatory” component includes two elements: “Teaching Methods” and “Forms of Instruction.”

In “Teaching Methods,” approaches such as oral presentation, problem-based research, educational projects, and the stimulation of learning activities are combined. In developing students’ personal-creative competence, speech plays a particularly important role, which is why the oral teaching method was chosen. Presenting educational material orally in a problem-based format helps students develop skills in problem analysis, transforming thoughts into information, justifying data, generalizing, analyzing, activating thinking, and consolidating the material.

The methods of problem-based situations and educational projects develop students’ research skills, creative thinking, and the application of knowledge in practical conditions. Stimulating learning activity through successful experiences

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

is especially effective for students facing difficulties.

The second organizational component of the “Organization” block is designated as “Forms of Instruction.” To develop students’ personal-creative competence in the educational and developmental process, forms such as interactive lectures, educational dialogues, conferences, round tables, debates, binary lessons, and work in large and small groups are advisable from a socio-pedagogical perspective.

In this process, debates, seminar-trainings, intergroup competitions, presentations, and binary lessons play a particularly important role, as they are designed to enhance students’ interest in the subject and foster their creative development.

The “Result-Oriented Evaluative” component consists of “Criteria” and “Levels,” which are essential for achieving the model’s outcomes.

The concept of “Criterion” in the process of developing students’ personal-creative competence in our study is considered based on the interpretation of N.V. Sichkova. N.V. Sichkova defines a criterion as a qualitative and quantitative set that allows for a comprehensive assessment of the effectiveness of pedagogical activity. According to her, when determining criteria, the following should be taken into account:

- Criteria must be diagnostically measurable both qualitatively and quantitatively;
- They should reflect the main directions and priorities of the activity being performed;
- Criteria must cover all significant aspects of the observed process and form a holistic understanding of it^[1].

Based on the specified criteria, when interpreting the concept of “Level,” it is important to emphasize the significance of expressing the essence of the “degree of development of personal-creative competence.”

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaopenaccess.com/index.php/2>

In the context of higher education, to achieve the set goal in teaching pedagogy with a focus on creativity, key factors include pedagogical conditions, that is, the integration of innovative methods and tools used in the educational process (see Figure 4).

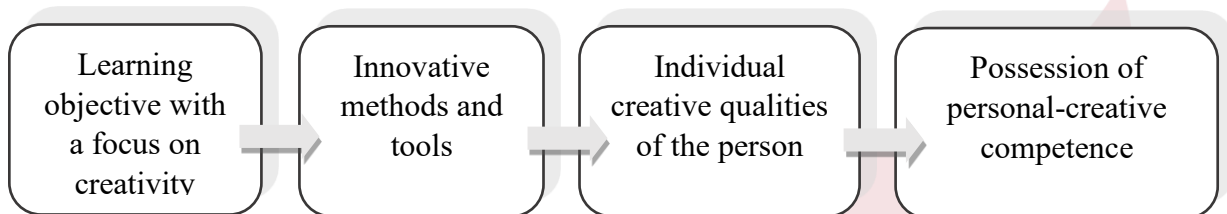


Figure 4. Stages of organizing learning focused on creative activity

Stages of organizing educational activities and requirements for the model of developing students' personal-creative competence:

1. Adaptation of methodological recommendations with an emphasis on creativity and their practical application.
2. Determination of the learning content and improvement of teaching methods and tools.
3. Development by teachers of their own methodology, taking into account the individual characteristics of students.
4. Formation of graduates with developed personal-creative competence.

When these stages are properly organized, the model ensures the achievement of the expected result. It:

- Integrates all elements of the educational process and supports the development of competence;
- Functions as a developing system, taking into account changes in information flows, social requirements, and the digital environment;
- Is flexible and adaptive to innovations, allowing timely responses to changes;
- Allows the addition and adaptation of elements, expanding the component structure.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

This model enables the purposeful organization of a system for developing students' personal-creative competence and the evaluation of the correspondence between the set objective and the expected outcome.

Mastery of personal-creative competence is a key condition for the effective development of students and the successful formation of professional skills. The developed model for the development of students' personal-creative competence, which includes goal-oriented, content-technological, organizational-functional, and result-oriented evaluative components, ensures a comprehensive and systematic formation of this competence.

The model allows the integration of modern educational technologies, interactive methods, and forms of instruction, stimulating students' creative thinking, independence, and engagement. It is flexible, open to adaptation and expansion, enabling timely responses to changes in the educational and social environment. Applying the model in the teaching of pedagogy contributes to the formation of graduates capable of creative activity, independent decision-making, effective teamwork, and professional growth in a globalizing society. Thus, improving the methods and technologies for developing students' personal-creative competence is an essential condition for enhancing the quality of higher education and preparing competitive specialists.

References:

1. Sichkova, N.V. Pedagogical Diagnostics: Criteria and Indicators of Effectiveness. – Moscow: Pedagogika, 2005. – 256 p.;
2. Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030. – Tashkent, 2020;
3. State Educational Standard of Higher Education of the Republic of Uzbekistan. – Tashkent, 2021.
4. Мишиева, Муаттар. "Формирование мотивационной сферы студентов." Наука и инновации 1.1 (2024): 256-257.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

5. Milieva, M.G. "About psycholinguistics and neurolinguistics of bilingualism." *Issues of Science and Education* 8 (2018): 20.
6. Milieva, Muattar Gaffarovna. "Increasing Students' Learning Motivation: A Comprehensive Approach." *American Journal Of Social Sciences And Humanity Research* 5.05 (2025): 92-94.
7. Милиева, Муаттар. "Talabalarda xorijiy tillarni o'rganishdagi motivatsiya va qobiliyatlari." *Наука и инновации* 1.1 (2024): 306-308.
8. Milieva, Muattar Gaffarovna. "GENERAL CHARACTERISTICS OF TRAINING AS A MULTIFUNCTIONAL METHOD." *Academic research in educational sciences 4.TMA Conference* (2023): 762-767.
9. Gaffarovna, Miliyeva Muattar. "XORIJIY TILLARNI O'ZLASHTIRISH KO'NIKMASI SHAKLANISHINING O'ZIGA XOS XUSUSUSIYATLARI." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 508-513.
10. Халмуратова, Мухтарам Ульмасовна, and Муаттар Гаффаровна Милиева. "ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ ТВОРЧЕСКОГО МЫШЛЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 529-532.
11. Абиева, Юлдуз Абдумуталовна, and Муаттар Гаффаровна Милиева. "ЭКОНОМИЧЕСКОЕ ВОСПИТАНИЕ ДЕТЕЙ В СЕМЬЕ: ТЕОРЕТИЧЕСКИЕ ОСНОВЫ И ПРАКТИЧЕСКАЯ ЗНАЧИМОСТЬ." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 533-536.
12. Макимова, Гульбану Толеуовна, and Муаттар Гаффаровна Милиева. "КОМПОНЕНТЫ СПОСОБНОСТЕЙ К ИНОСТРАННОМУ ЯЗЫКУ." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 514-519.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

13. Милиева, М. Г. "Психоллингвистика как метод изучения стратегий и тактик речевого воздействия." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 416-422.
14. Milieva, Muattar Gaffarovna. "Teaching Methods in Learning Foreign Languages and Developing Communication Skills." *Journal of Social Sciences and Humanities Research Fundamentals* 5.05 (2025): 99-102.
15. Милиева, Муаттар Гаффаровна. "ВЗАИМООТНОШЕНИЯ ПСИХОЛИНГВИСТИКИ И ЛИНГВИСТИКИ." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 421-425.
16. Gaffarovna, Miliyeva Muattar. "XORIJIY TIL QOBILİYATLARI TUZILISHINING UMUMULASHTIRILGAN KO 'RINISHI." *O'zbekiston davlat jahon tillari universiteti konferensiyalari* (2025): 321-324.
17. Miliyeva, M. G. "XORIJIY TILLARNI O 'ZLASHTIRGAN TALABALARNING KOMMUNIKATIV KOMPETENSIYASINING TARKIBIY QISMLARI." *Inter education & global study* 3.5 (1) (2025): 464-470.
18. Gaffarovna, Milieva Muattar, and Boymurodova Feruza Ziyod Kizi. "A collaborative capacity for generating ideas in the writing classroom." *Проблемы педагогики* 6 (45) (2019): 15-17.
19. Milieva, Muattar Gaffarovna, and F. Z. Boymurodova. "UP-TO-DATE METHODS OF USING INTERNET IN TEACHING LANGUAGES." *EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY*. 2019.
20. Милиева, М.Г. "ТИПОЛОГИЯ МОТИВОВ ОВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ." *ВЕСТНИК ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ*: 193.
21. Milieva, Muattar Gaffarovna. "Conditions for Successful Monitoring of The Quality of Training and Education." *Journal of Social Sciences and Humanities Research Fundamentals* 5.05 (2025): 10-13.