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### STAGES OF DEVELOPING CREATIVE THINKING SKILLS OF STUDENTS OF PEDAGOGY EDUCATION ON THE BASIS OF A MOTIVATIONAL APPROACH

Toshnazarova Mohinur Osarali qizi

Independent Researcher of Kokand State University

#### Abstract

This article presents some thoughts on the stages of developing creative thinking skills of students of pedagogical education on the basis of a motivational approach. Also, thoughts are expressed on the need for students of pedagogical education, as future teachers of higher educational institutions, to have creative thinking skills, master the scientific and didactic ideas of the motivational approach, to organize their future training sessions qualitatively, to ensure the quality and effectiveness of education, in particular, to use their existing capabilities purposefully.

**Keywords:** Pedagogical education, creative thinking skills, motivational approach, students, social status, personal, individual characteristics, activity.

#### Introduction

Possession of creative thinking skills based on a motivational approach is evident in the organization of modern education by a teacher, instilling enthusiasm in students, in their emergence of new ideas and non-standard solutions. In the process of pedagogical education, it is an important factor to enter into relationships with people of different ages and social statuses, to study their attitude to the educational process, to effectively organize the lesson process based on their personal, individual characteristics, and to develop their existing abilities. From this point of view, it is important for students of pedagogical education to possess creative thinking skills based on a motivational approach.

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One of the main factors in ensuring the success of pedagogical activity aimed at developing creative thinking skills based on a motivational approach is the possession of creative thinking skills by teachers working at various stages of the republican continuous education system. If a teacher has mastered the basics of specialized subjects, but does not have the qualities of motivation, motivate students, and does not have creative thinking skills, then the intended goal of the educational and upbringing process cannot be achieved. Therefore, the development of creative thinking skills based on a motivational approach is of a practical nature.

### Literature Analysis and Methodology

Each practical action organized by the teacher leads to the effectiveness or ineffectiveness, success or failure of pedagogical activity. Therefore, in higher educational institutions (HEIs) working in the field of pedagogy, it is necessary to ensure that future teachers, including students of pedagogical education, have creative thinking skills, and in this process, pay serious attention to the effective use of the possibilities of the motivational approach.

As a future teacher at a HEI, the acquisition of creative thinking skills by students of pedagogical education, the assimilation of scientific and didactic ideas of the motivational approach, prepare them for the qualitatively correct organization of educational activities in the future, factors ensuring the quality and effectiveness of education, in particular, the targeted use of their existing opportunities.

In science, needs are considered as the cause and source of human activity. According to their origin and development, they are divided into two stages. At the first stage, the need is characterized as an internal, closed condition for activity. At this stage, the value appears as an ideal, capable of satisfying the need. This implementation involves comparing knowledge of the given need with knowledge of the real world, which helps to choose the means to satisfy this existing need. At the second stage, the need is a real force that directs a specific

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human activity. Here, the need is identified with the content, which comes from external reality.

### Discussion and Results

Based on the studied sources and our own personal data, the motivational approach can be divided into the following categories:

I. Motives that are consistent with the social needs of a person and are measured by the criterion of their essence:

- 1) ideological motives related to worldview;
- 2) political motives reflecting the attitude towards domestic and foreign policy, expressing a personal position;
- 3) moral motives based on moral norms, principles, lifestyle, ethnopsychological characteristics of society;
- 4) aesthetic (aesthetic) motives that reflect the needs for the beauty of existence.

II. Motives that have a common origin and source of conditioning, and are of a managerial and controllable nature:

- 1) broad social motives (patriotism, selflessness, altruism);
- 2) group, collective, territorial, universal motives;
- 3) procedural motives focused on the structure, essence and organization of activity;
- 4) motivational, reward motives aimed at assessing the product of activity, achieving the goal.

III. Motives reflecting the essence of types of activity:

- 1) motives embodying socio-political realities;
- 2) motives reflecting professional training and skills;
- 3) motives related to learning, knowledge (cognitive), creativity (creative).

IV. Motives that have in common the nature of occurrence, duration, deadline, stability:

- 1) permanent, continuous, longitudinal motives;

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- 2) short-term, momentary, momentary and second-order motives;
  - 3) long-term, free from time constraints, requiring calm actions.
- V. Motives whose rate of emergence and development is measured by bioenergy:
- 1) strong, powerful, and dynamic motives within the sphere of influence;
  - 2) motives whose rate of emergence and development is medium;
  - 3) weak, empty, weak, and unstable motives.
- VI. Motives that reflect the nature, character, and quality of their emergence and development in activity, behavior, and behavior:
- 1) clear, unique, and real motives;
  - 2) urgent motives expressed in necessity, high demands, and needs;
  - 3) motives that embody the characteristics of potential, reserve, and latent.
- VII. Motives that form a hierarchy in terms of the degree and quality of their manifestation:
- 1) biological motives;
  - 2) psychological motives;
  - 3) high psychological motives.
- When considering the development of creative thinking skills of students of pedagogical education based on a motivational approach, it is necessary to dwell separately on the concept of "motivation".
- Motivation is the process of influencing students by substantiating the reliability, effectiveness and significance of motives. In the psychological and pedagogical literature, motivation is broadly defined as a complex, multifaceted controller of human life (his behavior, activity).
- The activities of students can be controlled using various motives. The effect that creates volitional actions and coordinates activities with the help of motives is considered effective, and the effectiveness of the results of the activity depends on the nature of the motives, which in turn reflects the effectiveness of the motivation process. [1.B.109]

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Based on theoretical analysis and personal reflections, it was concluded that motivating the development of creative thinking skills in students of pedagogical education includes five stages:

The first stage is the emergence and understanding of creative actions. The full understanding of creative actions is determined by understanding the means under which the action was carried out and by pre-determining the methods and results of implementing this action.

The second stage is the adoption of motives for creative thinking, which represents the implementation of creative actions based on internal motives. At this stage, a person analyzes his moral principles and values, decides on the emerging need, inclination, how important it is for him and the necessity of satisfying them, and generates new ideas.

The third stage is the stage of implementation of motives for creative thinking, in this process the content of motives can change depending on the situation. After all, creativity requires creative research and practical activity.

The fourth stage is the stage of consolidation of the motive for creative thinking, as a result of which creative thinking becomes a character trait.

The fifth stage is the process of activation of actions, which is the ability to see the results of creative ideas, follow them and manifest their own characteristics in this process.

Developing creative thinking skills in pedagogy students based on a motivational approach is one of the important goals of the modern education system. These skills help students solve complex problems, draw conclusions, and justify their opinions. There are several reasons for developing these skills:

1. Independent thinking: Creative thinking through motivation allows students to independently evaluate information, approach it creatively, and come to their own conclusions.

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2. Problem solving: Solving existing problems through motivation requires creativity and logical thinking. Creative thinking helps students develop problem-solving strategies.

3. Expressing ideas in an interesting way: Students should be able to express their thoughts clearly, clearly, and logically. Creative thinking develops their communication skills. For this, it is important to have a motivating environment.

4. Critical evaluation: Critical evaluation of information from various sources in the world helps to develop students' creative thinking skills.

5. Usefulness: Students who have acquired creative thinking skills based on a motivational approach better understand the problems of society, can inspire members of society to face these problems and offer them new solutions.

E.P. Torrens in his research has quite correctly determined the stages of developing creativity in a person from the perspective of preschool education in a theoretical and methodological sense. According to his approach, he cites motivation, preparation for creativity, teaching creative activities, and practical creative activities as stages of developing creativity in a person. E.P. Torrens also distinguished the following conditions that help to develop a person's creative thinking and creativity: the presence of creative abilities and creative motivation [2.B.215].

I. Usmonaliyev also believes that the development of creativity in a person occurs in 4 stages:

- 1) the stage of demonstrating creative thinking skills;
- 2) the stage of using strategies (methods and tools) that encourage students to master academic subjects with interest;
- 3) the stage of innovative approaches and creative approaches to finding solutions to pedagogical issues (problems);
- 4) the stage of achieving the expected result. [3.B.143]

The researcher also emphasizes that in order to train future teachers to think creatively and to form creative thinking in them, the teacher himself must first be

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a creative and inventive person. It raises the question of how he can encourage students to think creatively if he himself does not possess the qualities of creativity.

Patty Drepeau, speaking about the stages of developing creativity in a person, divides it into the following stages:

1. Developing creative thinking skills;
2. Developing practical creative action skills;
3. Organizing creative activity processes;
4. Using creative products (developments).

In her opinion, the following are important in developing creativity in students:

- 1) encouraging them to ask a lot of questions and supporting this habit;
- 2) encouraging children's independence and increasing their responsibility;
- 3) creating opportunities for children to organize independent activities;

Based on the results of the theoretical and practical study of the problem during the research period, it was concluded that the process of developing creativity in students of pedagogical education based on a motivational approach proceeds in the following stages:

1. The stage of creating motivation. During the period of education at a higher educational institution, students are given information on the skillful use of educational methods (including interactive methods), tools and technologies, methodology, methodological approach, concepts such as designing the educational process, its essence, didactic significance, characteristics of educational material, educational goals, etc. to create motivation in students during lectures, seminars, practical classes, and the formation of a motivational learning environment.

The students' theoretical assimilation of this information is determined using such educational forms as question-and-answer, round table discussion, and seminar sessions.

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2. The stage of determining the presence of creative thinking skills. At this stage, the students' levels of creativity are determined based on tasks such as the selection of theoretically mastered organizational forms of teaching, teaching methods (including interactive methods), means and technologies, the formation of methodologies that serve the effective organization of pedagogical education (based on their creative abilities) and the application of knowledge in educational practice.

3. The stage of developing creativity based on a motivational approach. At this stage, the teacher gradually gives students assignments to develop lesson plans using heuristic (requiring partial research) and other research methods and constantly encourages them.

When using the heuristic (requiring partial research) method, the teacher encourages students to conduct a problem-solving process, dividing the problem into specific parts, rather than providing them with a ready-made solution. Students find a solution to the problem under the supervision of the teacher.

When organizing such lessons, students can work in small groups. The motivational approach of students to the educational process under pedagogical supervision indicates the extent to which they have mastered their creative qualities. At this stage, in most cases, students use traditional forms, methods and means of education to solve educational tasks.

4. Criticism stage. At this stage, students develop the ability to criticize their own ability to take a creative approach to organizing the educational process based on a motivational approach. Students independently criticize the effectiveness of the lessons they are organizing, the methods and technologies they have chosen, and offer creative solutions to the identified shortcomings. At this stage, students should focus on using existing methodologies that include creative methods, tools and technologies that interest and activate students.

5. The stage of improving creativity based on a motivational approach. At this stage, students have the freedom to independently choose the necessary

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organizational forms of teaching, educational methods (including interactive methods), tools and technologies for organizing lessons on relevant topics, and to develop educational process projects based on them. Their activities are not directly controlled by the teacher. The teacher's participation and role in this process consists of analyzing, evaluating and motivating the general essence of the lesson plans prepared by students, organizational forms of teaching, teaching methods (including interactive methods), educational materials, educational materials, and technologies that are appropriate for the educational goal and logically complement each other.

### Conclusion

Thus, during the study, the components of the development of creative thinking skills of students of pedagogical education based on a motivational approach, factors for the development of creative thinking skills of students of pedagogical education based on a motivational approach, and stages of the development of creative thinking skills of students of pedagogical education based on a motivational approach were identified.

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