

RESEARCH ARTICLE

# Theoretical Foundations of Creative Approach in Mother Language Lessons

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## Abstract

This article analyzes the theoretical foundations of a creative approach in mother tongue lessons, its pedagogical essence, and its importance in the educational process. Based on scientific interpretations of the concept of creativity, the study highlights the development of students' creative thinking, independent decision-making skills, and problem-solving abilities. The article also discusses ways to improve the effectiveness of mother tongue lessons through the use of innovative pedagogical technologies and interactive methods.

## KEYWORDS

Creativity, creative approach, mother tongue education, innovative methods, pedagogical technologies, creative thinking, speech competence, interactive methods, learning effectiveness.

## INTRODUCTION

In the modern education system, it is an important task not only to increase the level of knowledge of students, but also to develop their creative thinking. In particular, native language lessons play an important role in the formation of students' speech competence, as well as in the development of their independent thinking, analysis and creative approach skills. Therefore, the use of a creative approach in native language education is one of the urgent issues. Creativity means a person's ability to create new ideas, find original solutions to problems, and apply existing knowledge and experience in a new way. One of the important tasks facing the education system today is to develop students' creative thinking skills, to educate them as individuals who can think independently and in a new way. The rapid development of society, the rapid development of science and technology also

require a new approach from the education system.

The term "creativity" comes from the English word "create" - to create, to create, and means the ability to create a new idea, product or solution. In scientific literature, creativity is often interpreted as a person's tendency to creative activity, the desire to create innovations, and the ability to approach problems in an unusual way. Creativity arises as a result of the interaction of a person's thinking, imagination, knowledge, and experience. From a pedagogical point of view, creativity represents the ability of students to develop new ideas, solve problems through unusual solutions, and think independently.

In scientific sources, creativity is characterized by the following aspects:

- the ability to think in new ways;

- flexible thinking;
- creating original ideas;
- approaching problems from different perspectives.

A person's creativity is manifested in his thinking, communication, emotions, and certain types of activities. Creativity characterizes the individual as a whole or its specific features. Creativity is also reflected as an important factor of talent. In addition, creativity determines mental acuity, "ensures the active involvement of students in the educational process."

The breadth of learning constitutes the second semiotic system. Its influence on the development of creativity is associated with homomorphic culture. In psychology, a number of methods have been proposed to identify the following aspects related to creativity. However, these methods are not directly aimed at identifying creativity, but at identifying specific aspects that determine creativity. These are: Psychosemiotic analysis methods: psychosemiotic diagnostic method for analyzing authorial texts, E. Torrens' method, D. A. Leontiev's method, G. Murray's "Thematic apperceptive text" method, expert assessment method.

Methods for determining social intelligence (intelligence): J. Guilford and M. Sullivan's method, T. Leary's method for determining interpersonal communication, methods for determining character accentuation.

Methods for psychosemiotic analysis of texts: "scope" and "lexical richness", computer programs: Microsoft Access database, etc.

Creativity is determined by the objectivity of personal content and its associated signs. The development of creativity depends on the development of its components. These are: personal content and signification skills.

In foreign countries, teachers, like specialists in all fields, determine the presence and level of creative qualities in themselves. To do this, they pass a test developed by E.P. Torrens in 1987 and designed to determine the individual's creative thinking. This test makes it possible to assess a person's creativity and its level according to criteria such as activity in organizing creative activity, quick thinking, originality and sophistication. The answers to the questions proposed by the student must satisfy these four criteria.

According to E.P. Torrens, the concept of "creativity" is based on the following:

- putting forward a problem or scientific hypotheses;
- testing and changing the hypothesis;
- identifying the problem based on the formation of the results of the decision;
- sensitivity to the contradiction between knowledge and practical actions in finding a solution to the problem.

In native language lessons, creativity plays an important role in developing students' oral and written speech, forming independent conclusions when working with text.

A creative approach activates the teaching process and increases students' interest in the lesson. Unlike traditional teaching methods, a creative approach turns the student into an active subject. The importance of a creative approach in native language lessons is manifested in the following: It develops students' independent thinking, activates speech activity, forms creative writing skills, and teaches them to make the right decisions in problem situations. For example, creative thinking can be formed in students through text creation, story continuation, role-playing games, and problem questions.

Modern pedagogical technologies play an important role in the effective implementation of a creative approach. For example, the following methods can be cited: "Brainstorming", "Cluster" method, "Insert" technology, "Role playing" method, and "Debate" methods. These methods encourage students to think actively and reveal their creative potential. For example, in the "Brainstorming" method, students express their thoughts freely, which contributes to the emergence of creative ideas.

The use of the "Sinquain", "Reverse Test", "Mind Wheel" techniques when asking about the topic of the lesson, the "Insert", "Pinboard", "Staircase", "Boomerang" technologies when explaining a new topic, graphic organizers such as "Venn Diagram", "Fish Skeleton", "Why?", "How?", "Conceptual Table", "Lily Flower" and the "Conceptual Analysis", "T-Table", "Resume", "Sunflower", "Wheelchair" methods during the lesson, and the use of "FSMU", "Cluster", "BBXB" technologies during the lesson when assigning homework will ensure the effectiveness of the lesson and help increase the knowledge of students.

The development of a creative approach in native language lessons depends on a number of factors. In particular: the pedagogical skills of the teacher, the correct organization of

the lesson, the psychological state of the students, the freedom and creativity of the educational environment, the effective use of methodological tools. It is important for the teacher to create an environment of free thinking during the lesson, to encourage students and support their ideas.

The use of a creative approach in native language lessons is one of the important factors in increasing the effectiveness of education. It develops students' creative thinking, speech competence and independent work skills. The creative approach, used in combination with modern pedagogical technologies, serves to organize the lesson process effectively and interestingly. This, in turn, brings the quality of education to a new level.

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