

RESEARCH ARTICLE

Ways to Develop Creative Thinking Competence in Students Based on Personalised Pedagogical Technologies in Teaching the Mother Language

Taylakova Dilnoza Norbekovna

Oriental University, Associate Professor, PhD, Department of Continuous Education Pedagogy, Uzbekistan

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Abstract

This article analyzes theoretically and practically ways to develop creative thinking competence in students based on person-oriented pedagogical technologies in teaching the native language. The study summarizes the scientific views of foreign, CIS and Uzbek scientists, substantiates the effectiveness of using interactive methods, problem-based learning, creative tasks and digital technologies. The article identifies pedagogical conditions that serve to develop independent, critical and creative thinking of students in native language education, and develops practical recommendations.

KEY WORDS

Mother tongue education, person-centered pedagogical technologies, creative thinking, competence, interactive methods, problem-based learning, creative tasks, digital educational resources, student activity, innovative approach.

INTRODUCTION

In the modern education system, the comprehensive development of the student's personality, the formation of his/her competences for independent thinking, creative approach and effective decision-making in problem situations is recognized as one of the priority tasks. In the context of globalization and a sharp increase in the flow of information, the educational process should be aimed not only at imparting knowledge, but also at developing the competence of students' creative thinking. From this point of view, the use of person-oriented pedagogical technologies in the process of teaching the native language is of great scientific and practical importance.

The subject of the native language is one of the main tools for the formation of speech, thinking and communicative competencies of students. Within the framework of this subject, students not only acquire grammatical knowledge,

but also develop the skills of independent expression, analysis, generalization and creative approach. However, practice shows that traditional teaching methods in many cases are limited to the formation of reproductive knowledge and do not sufficiently support the creative thinking of students. As a result, students tend to assimilate ready-made knowledge and have difficulties in thinking independently and in a new way. Person-oriented pedagogical technologies are distinguished by the fact that the educational process is organized taking into account the individual characteristics, interests, needs and capabilities of the student. This approach considers the student as an active subject of the educational process and serves to reveal his creative potential. In particular, technologies such as problem-based learning, interactive methods, project activities, reflection, and a differentiated approach create ample opportunities for developing creative

thinking competencies in students.

The competence of creative thinking represents the student's ability to put forward new ideas, find unusual solutions to problems, and apply existing knowledge in new situations. The formation of this competence in native language lessons requires the effective use of innovative methods of working with text, creative writing, debates, role-playing elements, and integrative approaches. This requires a high level of methodological skills and in-depth mastery of modern pedagogical technologies from the teacher.

At the same time, today there is a need to further improve the scientific and methodological foundations of developing students' creative thinking competence based on person-oriented pedagogical technologies in teaching the native language. The relevance of this article is determined precisely by these aspects, and it aims to identify ways to develop students' creative thinking competence in native language education, substantiate effective pedagogical technologies, and develop practical recommendations.

Modern research recognizes the development of creative thinking in students as an important component of the educational process. In particular, Ronald A. Beghetto emphasizes the importance of the strategies used by the teacher to develop creativity in the educational process, creating a free environment, and supporting students' independent thinking.

We can also say that James C. Kaufman and Beghetto R.A. substantiate that the formation of creativity in students is effectively carried out on the basis of a person-centered approach, interactive methods and problem situations. Foreign studies, in particular, by Ronald A. Beghetto and James C. Kaufman, substantiate the need for freedom in the educational environment, a supportive pedagogical climate and stimulation of independent activity of students for the development of creative thinking. These approaches show that the student should be considered not only as an assimilator of ready-made knowledge, but also as a subject who creates knowledge.

The issues of person-centered education and the development of creative thinking have been widely studied by scientists from the CIS countries. In particular, A.V. Khutorskoy substantiated the need to organize person-centered education based on the individual characteristics and needs of the student and developed the methodological foundations of the

competency-based approach.

E.S. Polat also emphasizes that the integration of modern pedagogical and information technologies into the educational process serves to develop students' activity and independent thinking.

In addition, I.A. Zimnyaya substantiates the possibility of developing creative thinking by combining students' knowledge, skills and abilities with practical activities within the framework of a competency-based approach. I believe that CIS scientists A.V. Khutorskoy, E.S. Polat and I.A. Zimnyaya scientifically substantiate the possibility of developing students' independent thinking by using person-oriented and competency-based approaches in education.

Uzbek scientists have also extensively studied the issues of person-centered education and the development of creative thinking. In particular, N. Azizkhojyeva emphasizes that the use of pedagogical technologies based on a person-centered approach is an important factor in developing independent and creative thinking in students.

R. Ishmuhamedov justifies the possibility of increasing students' cognitive activity and involving them in creative activities through innovative pedagogical technologies, especially interactive methods.

B. Yuldoshev also shows that using a communicative approach in native language lessons can effectively develop students' speech and creative competencies.

At the same time, the state educational standards for general secondary education developed by the Ministry of Public Education of the Republic of Uzbekistan set the development of creative thinking in students based on a competency-based approach as a priority task. Uzbek scientists N. Azizkhojyeva, R. Ishmuhamedov, B. Yuldoshev also extensively covered the possibilities of developing students' creative thinking through the use of interactive methods and innovative technologies in native language education.

Based on these scientific views, it is worth noting as an author that the development of creative thinking competence in teaching the native language is effectively implemented through the following basic pedagogical conditions:

First, the creation of problem situations in the educational process is of great importance. For example, asking students questions such as "How would you continue the story if you were the author?" instead of analyzing a simple text develops

their divergent thinking. This approach is consistent with the principle of forming a creative environment, which was emphasized by Ronald A. Beghetto.

Secondly, the use of interactive methods is an effective means of developing creative thinking. In particular, methods such as "Brainstorming", "Cluster", "Role playing" encourage students to think actively. In this regard, the importance of interactive methods put forward by R. Ishmuhamedov deserves special attention.

Third, it is necessary to introduce a system of creative writing. For example, giving students assignments to write essays, stories, or alternative endings will expand their imagination and develop their speech creativity. This is directly related to the communicative approach founded by B. Yuldoshev.

Fourth, it is important to use elements of reflection and self-assessment. At the end of the lesson, students are asked questions such as "What new things did you learn today?", "Which task was difficult for you?" to develop their ability to analyze their own thoughts. This corresponds to the requirements of the competency-based approach put forward by I.A. Zimnyaya.

Fifth, the integration of digital and innovative technologies also plays an important role in the development of creative thinking. For example, giving students tasks to create texts, write blogs or prepare multimedia presentations on online platforms expands their creative activity. This approach is consistent with modern educational technologies, as advocated by E.S. Polat.

Summarizing the above scientific views, it can be noted that the development of creative thinking competence in native language education is not only a matter of choosing a method, but also a complex pedagogical process that requires restructuring the entire educational process. The student's personal experience, interests and individual capabilities play a key role in this. At the same time, in order to effectively implement a person-centered approach to teaching the native language, the teacher should act not only as a provider of knowledge, but also as a guiding, motivating and creative environment. This is an important condition for the formation of independent thinking and creative approaches in students.

This approach shows that in the educational process, rather than mastering ready-made knowledge, the formation of the ability to independently discover knowledge and apply it in various situations should be of priority. This directly serves the

development of students' creative thinking. Also, the process of developing creative thinking in native language lessons should be carried out systematically and gradually. That is, by moving from simple reproductive tasks to complex creative tasks, the scope of students' thinking is expanded and their competence in independent decision-making is formed. In addition, the use of digital technologies and interactive tools in modern education not only increases the efficiency of students' learning, but also activates their creative potential. Therefore, the combination of digital and traditional pedagogical approaches is considered an important factor in improving the quality of education.

Also, the analysis of scientific views of foreign, CIS and Uzbek scientists showed that the socio-cultural environment, the combination of a competency-based approach and innovative pedagogical technologies play an important role in the development of creative thinking. This confirms the need to form a person with creative thinking, not just imparting knowledge, in teaching the native language. In general, based on the results of the study, it can be concluded that the systematic and targeted use of person-oriented pedagogical technologies in teaching the native language serves to effectively develop the competence of creative thinking in students. This creates the basis for the upbringing of an independent-thinking, creative and competitive person, which is the main goal of modern education.

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