Next Scientists
Journal of Social Sciences and Humanities Research Fundamentals

TYPE Original Research
PAGE NO. 9-12
DOI 10.55640/jsshrf-05-11-02

Check for updates

Methodological Foundations For Developing The Creative Abilities Of General Education School Students

Rahmatullayeva Mushtariy

Lecturer at Department of Psychology at Jizzakh Branch of the National University of Uzbekistan named after Mirzo Ulugbek, Uzbekistan

OPEN ACCESS

SUBMITED 15 September 2025
ACCEPTED 07 October 2025
PUBLISHED 11 November 2025
VOLUME Vol.05 Issue11 2025

COPYRIGHT
© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Abstract: The use of psychological and diagnostic training eliminates an important ethical issue associated with the risk of causing psychological trauma to a child during diagnostic testing aimed at assessing their abilities.

Keywords: Traditional test, game forms, theatrical games, literary games, thinking, sensation, perception, attention, interest, ability, imagination, goal, motivation.

INTRODUCTION: Methodological foundations for developing the creative abilities of general education school students include drawing on psychological theories of personality, using diverse teaching methods (e.g., excursions, dramatization, working with texts, problem solving), creating a stimulating learning environment, and employing diagnostic tools.

Level of ability development. The goal is to develop active, flexible thinking, curiosity, initiative, and imagination, as well as the ability to apply knowledge in practice.

Psychological foundations:

- Focus on the individual: The development of creativity is viewed as the formation of a set of individual characteristics that determine success in creative activity.
- Development of cognitive processes: Among school students, it is important to encourage imagination, flexible thinking, sensation, perception, attention, and interest.
- Methodological approaches

- Active and interactive methods:
- Excursions: observing nature, analyzing impressions.
- Working with texts: creatively reworking fairy-tale plots, retelling.
- Game forms: theatrical games, literary games.
- Problem tasks: seeking non-standard solutions, applying knowledge in real life.
- Diagnostics: Use methods for assessing the level of development of creative abilities (questionnaires, interest maps) to identify strengths and directions for growth.
- Encouraging independence and initiative: Create conditions for students to display autonomy, independence, and initiative.
- Motivation for creativity: Encourage students to choose creative activities according to their own interests.
- Varied cognitive processes: Use diverse visual aids (pictures, slides, presentations) to stimulate perception and attention.

The first method for developing creative ability was devised by R. Krachfil-dom. He proceeded from the idea that creative abilities can be developed by solving creative problems. He offered his students small books (each 16–20 pages) that told the adventures of two teenagers, Jim and Lili, who were constantly forced to uncover detective stories. Sometimes Uncle Jon would come to help the children. In the course of their search, they came up with the most unexpected versions and had to repeatedly change their hypotheses about the event before the correct version emerged. The books were structured so that an attentive reader could find the correct answer a little earlier than the protagonists. In addition, the stories contained many tips on developing creative thinking.

An experiment conducted by Kretchfild showed that students in the experimental group managed to solve three times as many problems as students in the control group, and the achieved effect lasted for 6 months.

Pol Torrens proposed a step-by-step system for developing creative thinking. In the first stage, the subject is offered tasks and anagrams and must quickly determine that there is a single correct hypothesis among the chaos of hypotheses and formulate the rule that leads to solving the problem. Then the subject is shown pictures. He or she must name the most diverse and seemingly impossible situations that could have led to this scenario and all its possible consequences. In the second stage, items of special significance are offered to the subjects, and they are asked to list different ways of using them.

American psychologist E. de Bono (1967) proposed a program for developing creative thinking based on five principles. The first principle is that when a problem arises, it is important to identify the necessary and sufficient conditions for solving it. If one uses all the proposed conditions without proving their necessity in the given situation, the decision-making process may be complicated.

The second principle is the need to cultivate an attitude of discarding accumulated past experience when solving such problems. Often the similarity of problems turns out to be only superficial. The third principle is the development of the ability to see the multifaceted nature of a thing. The fourth principle is the formation of the ability to combine the most contrasting ideas from different fields of knowledge and to use such connections to solve a problem. The fifth principle is the development of the ability to recognize a polarizing idea in a particular field of knowledge and to free oneself from its influence when solving a specific problem. De Bono developed a set of techniques that help develop creative thinking: functional and structural analysis, among others.

At present, various methods for developing creativity are being proposed. N. A. Bagdasarova (1990) emphasizes the role of folklore in activating creativity in thinking.

N. V. Rozhdestvenskaya (2004) tested the method of improvisation in stage actions. After one year of training, the results of control improvisation exercises and the “nonexistent animal” test improved significantly. In our view, one of the promising directions for the practical implementation of a holistic dynamic approach to identifying ability is diagnostic methods for the development of these abilities. These methods are based on the dynamic theory of giftedness, the necessity of creating which was written about by L. S. Vygotsky. Within this approach, diagnostic examination is aimed not at assessing the level of development of students’ achieved abilities, but at identifying obstacles on the path to the manifestation, development, and realization of their giftedness. Only after identifying these obstacles, assessing the nature and “strength” of their impact on students’ mental development, education, and upbringing, and analyzing the possibilities and ways of eliminating them, can a practitioner draw a conclusion about a child’s giftedness [Babaeva, 2001].

From our experience working with gifted students, it is clear that psychological and diagnostic trainings are

among the most effective methods for identifying giftedness [Babaeva, 1998]. The advantages of this diagnostic form are as follows. Practical methodological methods and "techniques" are aimed not only at identifying giftedness but also at developing it. This includes uncovering students' potential; encouraging and developing their creative abilities; motivation for knowledge; as well as developing processes of self-knowledge, self-regulation, self-development, and self-education; cultivating the necessary emotional and personal qualities; forming communication skills; and more.

It is well known that a person is not able independently to overcome all the obstacles that conceal the manifestation of giftedness and hinder its development and realization. Educational forms of work make it possible not only to identify these barriers but also to analyze various possibilities and methods for eliminating them.

Special methodological methods also make it possible to assess each student's "sensitivity" to various forms of psychological and pedagogical influence acting upon them. Compared with other known methods, psychological and diagnostic trainings offer much broader opportunities for changing various factors (primarily emotional-motivational) that significantly affect productivity and the specific course of activity.

Thus, these trainings open up new prospects for identifying a child's potential—"their immediate zone of development." Unlike traditional testing methods, psychological diagnostic sessions are aimed not at assessing the achieved results but at analyzing the process of obtaining them. The state of joint—and, as a rule, engaging—work in a study group prompts participants to verbalize aspects of their thinking processes that were previously hidden from the observer. This, in turn, opens new prospects for developmental, psychocorrective, and psychotherapeutic work with gifted students. These forms of work are of particular importance for children and adolescents who have potential or latent talent.

Playful, positive-emotion–rich learning settings are very natural for students. They perceive sessions not as tests that belittle (or even frighten) their abilities but as an exciting game. Thus, when psychological and diagnostic trainings are used, an important ethical problem—the risk of causing psychological harm to a child during diagnostic assessments aimed at evaluating their abilities—is removed.

Teachers have developed various methods for teaching school students. The problem-based learning method has a creative orientation (M. I. Makhmutov). Its goal is for students to study subject matter by solving special cognitive tasks—problems—and by modeling problem situations.

Developmental instruction (V. V. Davydov, L. V. Zankov) is directed toward learning activities that develop the student's theoretical thinking and personality. Pedagogical (instructional) engineering (G. P. Shchedrovitsky, N. N. Khalajan) shifted attention from mere transmission of knowledge to organizing learning activities in order to produce competency-based educational outcomes.

Heuristic teaching (A. V. Khutorskoy), unlike previous methods, removes the reproductive elements of activity from the learning process. It aims not only to develop the student but also to make them the subject and designer of their own learning, the organizer of their knowledge.

Creative pedagogy best accords with the nature of creativity. Its task is to develop a set of creative personal qualities and to build experience in creative activity based on self-knowledge and self-development.

According to Yu. D. Babaeva, one of the promising directions for the practical implementation of a holistic dynamic approach to identifying ability is the use of methods for diagnosing the development of these abilities. These methods are based on the dynamic theory of giftedness, the need to create which was written about by L. S. Vygotsky. Within this approach, diagnostic examination is aimed not at assessing the level of development of students' achieved abilities, but at identifying the obstacles to the manifestation, development, and realization of their giftedness.

According to A. Babaeva, one of the effective methods for identifying giftedness when working with gifted students is psychological and diagnostic sessions. The methodological methods and "techniques" she uses are aimed not only at identifying giftedness but also at developing it. This includes revealing students' potential; encouraging and developing their creative abilities; cognitive motivation; as well as developing processes of self-knowledge, self-regulation, self-development, and self-education; cultivating the necessary emotional qualities; and developing communication skills.

Unlike traditional testing methods, psychological diagnostic sessions are aimed not at evaluating the results achieved, but at analyzing the process of obtaining them. The state of collaborative and, as a rule, engaging work in a study group prompts participants to verbalize aspects of their thinking process that were previously hidden from the observer. Yu. D. Babaeva writes: "For students, learning conditions that are playful and full of positive emotions

are very natural. They perceive sessions not as tests that belittle (or even frighten) their abilities, but as an exciting game.

Thus, when psychological and diagnostic trainings are used, an important ethical problem—the risk of causing psychological trauma to a child during diagnostic examinations aimed at assessing his or her abilities—is eliminated." Psychological and pedagogical preparation is active learning through mastering and understanding life experience modeled in interpersonal interactions via games and implemented during discussions.

REFERENCES

1. Rahmatullayeva, M., & Ulug'bekova, M. (2024). BOSHLANG 'ICH SINF O 'QUVCHILARIDA KREATIVLIKNI SHAKLLANTIRISH. Наука и инновация, 2(30), 133-135.
2. Rahmatullayeva, M. (2021). O 'QUVCHI SHAXSINI RIVOJLANTIRISHNING ASOSIY YO 'NALISHLARI. Журнал Педагогики и психологии в современном образовании, 1(4).
3. Rahmatullayeva, M. (2021). XALQ PEDAGOGIKASIDA TA'LIM VA TARBIYA MASALARI. Журнал Педагогики и психологии в современном образовании, 1(4).
4. Rashidova, G., Raxmatullayeva, M., Saidov, S., & Egamqulova, S. (2023). Character, ability, and action: the unity of human activity. Наука и инновация, 1(10), 152-15.
5. Rahmatullayeva, M., Rashidova, G., & Karakulova, U. (2023). XXI ASRDA PEDAGOGIK TEXNOLOGIYALAR VA PEDAGOGIK MAHORAT. Журнал Педагогики и психологии в современном образовании, 3(1).
6. Rahmatullayeva, M., Umida, K., & Gulnoza, R. (2023). BOSHQARUV PSIXOLOGIYASI VA BU BORADAGI ILMIY YONDASHUVLAR. Журнал Педагогики и психологии в современном образовании, 3(1).
7. Karakulova, U., Rashidova, G., & Raxmatullayeva, M. (2023). DEVIANT XULQ-ATVOR RIVOJLANISHIDA OILAVIY MUNOSABATLARNING TA'SIRI. Журнал Педагогики и психологии в современном образовании, 3(1).
8. 8.Rahmatullayeva, M., Karakulova, U., & Xaydarqulov, H. (2023). O 'QITUVCHI VA TALABALAR O 'RTASIDA SHAXSLARARO MUNOSABATLARNING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI. Журнал Педагогики и психологии в современном образовании, 3(1).
9. Rahmatullayeva, M., & Ahmedova, L. (2023). GO'DAKLIK DAVRI TO'G'RISIDA PEDAGOGIK ILMIY DUNYOQARASHNING SHAKLLANISHI. Журнал Педагогики и психологии в современном образовании, 3(1).
10. 10.Rahmatullayeva, M. (2021). O'QUVCHI SHAXSINI RIVOJLANTIRISHNING ASOSIY YO 'NALISHLARI. Журнал Педагогики и психологии в современном образовании, 1(4).