



Analysis Of Scientific Research On Developing Students' Creativity In Vocational Education Establishment

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ABSTRACT

This article analyzes the theoretical foundations and approaches to developing students' creativity in vocational education institutions. Based on scientific sources, the concept of creativity is clarified, and the research conducted by Uzbek and foreign scholars is reviewed. The role of interactive methods, digital technologies, and individualized approaches in fostering creativity is highlighted. The article also offers effective methodological recommendations to enhance students' professional creativity.

Keywords:

vocational education, creativity, student, creative thinking, interactive methods, digital technologies, project-based learning, pedagogical approach, problem-based learning.

Introduction. The modern education system demands not only knowledge from students, but also higher-order thinking skills such as creativity, independent thinking, and innovation. Especially in the field of vocational education, developing students' creativity (ingenuity) serves as an important factor for the effectiveness of their future professional activity.

In the Presidential Decree № PF-165 of July 6, 2022, of the Republic of Uzbekistan, the necessity of modernizing the vocational education system, introducing innovative approaches, and training creatively thinking specialists is emphasized [1]. Therefore, analyzing scientific research conducted in the field of developing creativity in vocational education institutions and identifying effective methods is a pressing issue.

This scientific article analyzes research on developing creativity conducted in Uzbekistan and abroad over the past decades. The selection was based on the following criteria:

- Relevance of the research to vocational education;
- Clarity in the concept of creativity;

- Availability of clear criteria for evaluating effectiveness.

The main sources analyzed include the works of local scholars such as Hamroyev (2023), Khamidova (2023), Ibragimova (2016), and Sirojiddinova (2021), as well as international researchers like Runco & Jaeger (2012), Guilford (1950), Glukhova (2006), and Lin Y. (2011).

The analyses show that the following pedagogical approaches are effective in developing creativity in vocational education institutions:

- Interactive methods: "Brainstorming," "role-playing," "case study," and "project-based learning" strengthen students' independent and creative thinking.
- Problem-based teaching: A problem is presented to the student, who then finds a solution independently or in a group. This approach fosters creativity, logical thinking, and decision-making skills.
- Digital technologies: Mobile applications (Kahoot, Padlet, Canva) and simulation programs (AutoCAD, Tinkercad) play a significant role in enhancing creativity. They

provide opportunities to apply creativity in virtual environments.

- Individual approach: Khamidova's research shows that developing creativity by considering a student's personal interests, temperament, and social needs is effective [8; 58].

In Uzbekistan there are a lot of researchers who did their research on creativity. Here we review some of the well-known works in this field. In his work "*The Methodology for Developing Teachers' Professional Competence through Creative Educational Technologies (On the Example of the Subject of Electronics and Electrical Engineering)*", I. I. Hamroyev examines the effectiveness of integrating creative educational technologies in enhancing vocational teachers' professional competencies [3; 285]. The study emphasizes the importance of aligning teaching methodologies with innovation-based approaches to meet the demands of modern vocational education. By applying creative learning tools and technology-enhanced strategies, the author demonstrates how instructors can develop more adaptive, engaging, and competence-oriented instruction. Hamroyev's research highlights that creative pedagogy not only supports content delivery but also cultivates teachers' ability to foster students' problem-solving, critical thinking, and creative skills within technical disciplines.

Creativity is the ability of a person to generate new, unusual, and useful ideas. Guilford viewed this concept as a component of intelligence and described "divergent thinking" as the foundation of creativity. In his classical article "*Creativity*", J. P. Guilford analyzes creativity as a component of human intelligence. He explains creative thinking through the concept of divergent thinking, describing creativity as the ability to propose various and unconventional approaches to solving a problem. According to Guilford, creativity can be viewed as a measurable cognitive process, making it possible to study and develop it. He also distinguishes creativity from logical and critical thinking, emphasizing that it is more about flexibility, originality, and the ability to generate multiple solutions. This approach has served as a theoretical foundation for numerous subsequent studies on creativity. [2; 444].

In her work "*Developing Students' Professional-Creative Abilities as a Pedagogical Issue*", I. Sirojiddinova explores the pedagogical challenges and theoretical foundations of enhancing students' creative potential within vocational education [6; 53]. The study discusses the necessity of integrating creativity into the curriculum as a core component of students' professional development. Sirojiddinova emphasizes that fostering students' creative abilities is essential not only for academic success but also for preparing them to meet the demands of the labor market. Her research presents pedagogical strategies for developing professional creativity through interactive methods, individual engagement, and problem-solving activities tailored to vocational contexts.

Russian pedagogue A.Yu. Glukhova, in her scientific work titled "*Certification-pedagogical complex aimed at developing student creativity in the process of professional training*," developed a special certification-pedagogical complex for developing students' creative potential in vocational education [9; 24]. This complex includes criteria for forming and assessing creativity, diagnostic methods, and pedagogical conditions aimed at encouraging creative activity. The author emphasizes creative tasks, non-standard assessment methods, and independent analytical work in the educational process. Glukhova states that creativity is not just a natural talent, but something that can be developed through a specially organized didactic system. Her approach serves as an important theoretical and practical basis for forming creative competence in vocational education.

Researcher Lin Yuh-Yin, in her scientific research, conceptually outlines the concept of creative pedagogy — an educational approach aimed at developing creativity. She describes the development of creativity in the learning process through three main components: a creative teacher, a creative environment, and creative learning activity [4; 149]. According to this approach, teachers must act not only as knowledge providers but also as facilitators who stimulate students' creative thinking. Furthermore, in her study, the openness of the

educational environment, its ability to encourage free thinking and critical reflection, is presented as a crucial factor in developing creativity. The approach of Lin and her co-authors serves as a sound theoretical foundation for developing students' ingenuity in vocational education systems.

According to the results of the analysis, to develop creativity in vocational education, it is important to move away from traditional approaches and organize the learning process based on modern methods and tools. Particularly, project-based learning encourages students to innovate within their professional field. According to G. Tashmatova, modeling professional problems using digital tools is the most modern form of developing creativity [7; 71]. However, the success of this process depends on the competence of the teacher, the freedom of the educational environment, and most importantly — the conditions created for students to express themselves.

Conclusion. Developing creativity in vocational education is a key factor in enhancing students' professional competencies. Interactive methods such as "brainstorming," "role-playing," and "project-based learning" are effective in developing students' creative abilities, encouraging them to think independently, find innovative solutions to problems, and generate new ideas. Developing creativity in vocational education institutions turns students into creative and innovative professionals, increases their adaptability to market economy demands, and lays the foundation for professional growth and entrepreneurial skills.

Therefore, each vocational education institution must integrate the development of students' creativity into their curricula, strengthen teachers' methodological training, and implement modern tools to achieve this goal.

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