

CREATIVITY AND INNOVATION AS ESSENTIAL FACTORS IN MODERN EDUCATION AND SOCIETY

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Abstract: *This article explores the importance of creativity and innovation in modern education and society. It examines the role of supportive environments, intrinsic motivation, collaborative learning, and strategies for overcoming the fear of failure in order to foster innovative thinking.*

Keywords: *creativity, innovation, intrinsic motivation, collaboration, education, creative thinking.*

ZAMONAVIY TA'LIM VA JAMIYATDA IJODKORLIK VA INNOVATSIYA MUHIM OMILLAR SIFATIDA

Annotatsiya: *Ushbu maqolada kreativlik va innovatsiyaning zamonaviy ta'lim va jamiyatdagi o'rni yoritilgan. Maqolada kreativ muhit yaratish, ichki motivatsiyani rivojlantirish, hamkorlik asosida o'rganish hamda muvaffaqiyatsizlikdan qo'rquvni kamaytirish orqali innovatsion fikrlashni rivojlantirish masalalari tahlil qilingan.*

Kalit so'zlar: *kreativlik, innovatsiya, ichki motivatsiya, hamkorlik, ta'lim, ijodiy fikrlash.*

ТВОРЧЕСТВО И ИННОВАЦИИ КАК ВАЖНЫЕ ФАКТОРЫ В СОВРЕМЕННОМ ОБРАЗОВАНИИ И ОБЩЕСТВЕ.

Аннотация: *В статье рассматривается значение креативности и инноваций в современном образовании и обществе. Анализируются условия формирования поддерживающей среды, роль внутренней мотивации, совместного обучения и способы преодоления страха неудачи для развития инновационного мышления.*

Ключевые слова: *креативность, инновации, внутренняя мотивация, сотрудничество, образование, творческое мышление.*

The concepts of creativity and innovation are widely discussed, especially when it comes to modern education and social development. Creativity is generally understood as the ability to generate new ideas, while innovation focuses more on how these ideas are put





into practice. However, in real life the boundary between them is not always clear. They often co-evolve and influence how people respond to new situations and challenges (Runco & Jaeger, 2012; Schilling, 2020)[4].

Creativity does not appear automatically in educational institutions. Simply asking students to "be creative" is rarely enough. More important is the environment in which the learning process takes place. When students feel uncomfortable or worry about being judged, they often limit their ideas. On the other hand, classrooms that involve discussion, questioning, and occasional mistakes encourage more open-mindedness. Learning in this environment is not always smooth, but it helps students see mistakes as part of the process rather than as failures (Dweck, 2006)[2].

Collaboration is often cited as a way to support creativity, although its impact depends on how it is managed. Working in a group alone does not guarantee creative results. In some cases, students may become passive or rely too much on others. However, if collaboration is gradually introduced and students are encouraged to listen to different points of view, it can become a useful space for the development of ideas. Through discussion, students can revise their initial thoughts and explore alternative solutions, even if this takes time (Sawyer, 2017)[5].

Motivation is another factor influencing creative activity. Students who are interested in a subject usually show more persistence and interest. Extrinsic rewards can increase short-term actions, but they don't always lead to deep engagement. In educational settings, giving students limited choice about tasks or topics can increase their sense of responsibility. This approach does not guarantee innovation, but often encourages students to explore ideas more actively (Anderson et al., 2014)[1].

Teaching strategies also shape how creativity develops. Activities that include open-ended questions or problem-based tasks allow students to think beyond a single correct answer. At first, some students may find this awkward, especially if they are used to clear instructions and set outcomes. However, over time, such approaches help students become more confident in expressing ideas and experimenting with possibilities (Johnson & Johnson, 1989)[3].

Fear of failure remains a common problem in educational and professional environments. This fear is not always visible, but it strongly affects participation. Some students prefer to remain silent rather than risk making mistakes. Reducing this fear requires consistency rather than a one-time stimulus. When effort and improvement are valued, students may be more willing to share ideas as they gradually develop (Dweck, 2006)[2].

In general, creativity and innovation should be considered as gradual processes. They depend on supportive environments, careful teaching practices, and research opportunities.





Although progress may be uneven, these conditions help students prepare for the complexities of modern society.

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