



MODERN METHODS FOR DEVELOPING CREATIVE THINKING IN FUTURE HISTORY TEACHERS

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Abstract: This article is dedicated to a comprehensive analysis of modern methods for developing creative thinking in future history teachers. It thoroughly discusses the significance of creative thinking in the educational process, the role of innovative approaches in history teaching, and their effectiveness. The article extensively examines methods such as problem-based learning, project-based learning, the use of digital technologies, debates and role-playing games, multidisciplinary approaches, and other contemporary techniques, highlighting their importance in fostering creative and critical thinking among future teachers. The application of these methods in the Uzbekistan education system, their adaptation to national history and culture, and their practical significance and future prospects are analyzed. The article serves as a practical guide for educators, researchers, and policymakers in the field of education, addressing key issues related to the development of creative approaches in preparing future history teachers. Furthermore, it discusses challenges in implementing these methods in the Uzbekistan education system and proposes solutions to overcome them.

Keywords: creative thinking, history teaching, future teachers, modern methods, problem-based learning, project-based learning, digital technologies, debates, role-playing games, multidisciplinary approach, critical thinking, educational innovations, Uzbekistan education system, national history, patriotism.

BO'LAJAK TARIX O'QITUVCHILARIDA IJODIY FIKRLASHNI RIVOJLANTIRISHNING ZAMONAVIY METODLARI

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Annotatsiya: Ushbu maqola bo'lajak tarix o'qituvchilarida ijodiy fikrlashni rivojlantirishning zamonaviy metodlarini keng ko'lamda tahlil qilishga bag'ishlanadi. Maqolada ijodiy fikrlashning ta'lim jarayonidagi o'rni, tarix o'qitishda innovatsion yondashuvlarning ahamiyati va ularning samaradorligi atroflicha muhokama qilinadi. Muammoga yo'naltirilgan ta'lim, loyihaga asoslangan ta'lim, raqamli texnologiyalardan foydalanish, debat va rol o'yinlari, multidisiplinar yondashuv hamda boshqa zamonaviy metodlarning bo'lajak o'qituvchilarning ijodiy va tanqidiy tafakkurini rivojlantirishdagi ahamiyati chuqur yoritiladi. O'zbekiston ta'lim tizimida ushbu metodlarning qo'llanilishi, milliy tarix va madaniyatga moslashtirilgan holda ularning amaliy ahamiyati va kelajakdagi istiqbollari tahlil qilinadi. Maqola ta'lim sohasidagi mutaxassislar, o'qituvchilar, tadqiqotchilar va ta'lim siyosati ishlab chiquvchilar uchun amaliy



qo'llanma sifatida xizmat qilishi mumkin bo'lib, bo'lajak tarix o'qituvchilarini tayyorlashda ijodiy yondashuvlarni rivojlantirishning dolzarb masalalarini keng ko'lamda ko'rib chiqadi. Shuningdek, ushbu metodlarning O'zbekiston ta'lim tizimida joriy etilishidagi muammolar va ularni bartaraf etish yo'llari ham muhokama qilinadi.

Kalit so'zlar: ijodiy fikrlash, tarix o'qitish, bo'lajak o'qituvchilar, zamonaviy metodlar, muammoga yo'naltirilgan ta'lim, loyihaga asoslangan ta'lim, raqamli texnologiyalar, debat, rol o'yinlari, multidisiplinar yondashuv, tanqidiy tafakkur, ta'lim innovatsiyalari, O'zbekiston ta'lim tizimi, milliy tarix, vatanparvarlik.

СОВРЕМЕННЫЕ МЕТОДЫ РАЗВИТИЯ КРЕАТИВНОГО МЫШЛЕНИЯ У БУДУЩИХ УЧИТЕЛЕЙ ИСТОРИИ

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Аннотация: *Статья посвящена всестороннему анализу современных методов развития креативного мышления у будущих учителей истории. В ней подробно обсуждается значение креативного мышления в образовательном процессе, роль инновационных подходов в преподавании истории и их эффективность. Рассматриваются такие методы, как проблемно-ориентированное обучение, проектное обучение, использование цифровых технологий, дебаты и ролевые игры, междисциплинарные подходы и другие современные техники, подчеркивается их значение для формирования креативного и критического мышления у будущих педагогов. Анализируется применение данных методов в образовательной системе Узбекистана, их адаптация к национальной истории и культуре, а также их практическая значимость и перспективы. Статья может служить практическим руководством для специалистов в области образования, учителей, исследователей и разработчиков образовательной политики, освещая ключевые вопросы развития креативных подходов в подготовке будущих учителей истории. Также обсуждаются проблемы внедрения этих методов в образовательную систему Узбекистана и пути их преодоления.*

Ключевые слова: *креативное мышление, преподавание истории, будущие учителя, современные методы, проблемно-ориентированное обучение, проектное обучение, цифровые технологии, дебаты, ролевые игры, междисциплинарный подход, критическое мышление, образовательные инновации, система образования Узбекистана, национальная история, патриотизм.*



INTRODUCTION

In the modern education system, the development of teachers' professional competencies has gained significant importance on a global scale.

For history teachers, in particular, creative thinking skills are not only essential for imparting knowledge to students but also for fostering their historical consciousness, analyzing past events, and drawing conclusions relevant to the contemporary world. The distinctive nature of history as a subject lies in its demand for students to go beyond memorizing facts and instead develop the ability to understand cause-and-effect relationships, interpret events from various perspectives, and contextualize the past within the framework of modern challenges.

Developing creative thinking in future history teachers enhances the effectiveness of the learning process while cultivating deep understanding, analytical skills, and creative abilities in students. In the Uzbekistan education system, this issue is receiving increasing attention, as national education standards require teachers to demonstrate not only subject knowledge but also innovative and creative approaches. In today's world, education is viewed as a dynamic and continuously evolving field, necessitating teachers to act not only as knowledge transmitters but also as inspirers who unlock students' creative potential and guide them toward solving contemporary problems. The Uzbekistan education system has its unique characteristics, emphasizing the in-depth study of national history, culture, and traditions. Therefore, fostering creative thinking in future history teachers is critical not only for improving the learning process but also for shaping students' national consciousness, patriotism, and historical thinking. This article aims to provide a comprehensive analysis of modern methods for developing creative thinking in future history teachers, exploring their practical significance in the Uzbekistan education system, their adaptation to national history and culture, and the challenges and opportunities associated with their implementation. The article examines methods such as problem-based learning, project-based learning, the use of digital technologies, debates and role-playing games, and multidisciplinary approaches, analyzing their role in fostering creative thinking. Additionally, it addresses the advantages and limitations of implementing these methods in Uzbekistan, as well as the necessary infrastructure and resources required for their successful adoption.

Creative thinking is the ability to generate new ideas, find unconventional solutions to problems, and interpret existing knowledge in innovative ways. In history teaching, creative thinking enables teachers to analyze past events from multiple perspectives, spark student interest, and encourage active participation. The unique nature of history lies in its capacity to help students understand not only historical facts but also their social-political context, cause-and-effect relationships, and impact on contemporary life. Developing creative thinking in future history teachers makes their lessons more engaging, meaningful, and appealing to students. In the Uzbekistan education system, this approach is particularly significant, as it fosters not only knowledge acquisition but also national consciousness and patriotism among students. Through creative thinking, teachers can connect historical events to modern issues, increasing students' interest in history and



enhancing their analytical skills. The defining feature of modern methods is their departure from traditional teaching approaches, focusing instead on active student engagement, collaboration, and independent inquiry. These methods ensure that the learning process is interactive, dynamic, and student-centered. In the Uzbekistan education system, implementing these methods requires essential conditions such as teacher training, the development of educational infrastructure, and the integration of modern technologies. Below, the modern methods for developing creative thinking in future history teachers are explored in greater detail, with an emphasis on their application in Uzbekistan and their alignment with national educational goals.

Problem-Based Learning (PBL) is one of the most effective methods for fostering creative thinking in future history teachers. This approach presents students with historical problems or events, requiring them to analyze independently, propose diverse solutions, and draw conclusions. For instance, questions such as “What factors influenced the transformation of the economic and social structures of Uzbek khanates in the 19th century?” or “What were the social and economic impacts of World War II on Uzbekistan?” encourage students to delve deeply into historical events and develop creative solutions. PBL moves students beyond rote memorization, enabling them to analyze cause-and-effect relationships, evaluate historical events from multiple perspectives, and engage in critical thinking. In the Uzbekistan education system, this method fosters independent inquiry, which is crucial for future teachers’ professional development. For example, students analyzing Uzbekistan’s economic reforms during the independence period can connect these reforms to modern economic concepts, enhancing their creative and analytical skills. However, implementing PBL in Uzbekistan faces challenges such as insufficient teacher training and limited access to educational resources. Addressing these issues requires specialized training programs for teachers and expanded access to digital resources. Project-Based Learning (PjBL) allows future teachers to explore historical topics in depth and interpret them creatively. In this method, students work in groups to develop projects on specific historical themes. For example, students may conduct research on topics such as “The Development of Central Asian Economy during Amir Temur’s Era” or “The Jadid Movement in Early 20th-Century Uzbekistan,” presenting their findings in the form of multimedia presentations, videos, virtual museums, or interactive websites. PjBL encourages collaboration, creative problem-solving, and the presentation of historical information in diverse formats. In the Uzbekistan context, this method enables students to study national history in depth and interpret it using modern technologies. For instance, students could create a short film about the Jadid movement, conveying its social and cultural transformations to contemporary audiences. This process helps future teachers learn how to engage students and spark their interest in history. A key advantage of PjBL is its ability to prepare students for real-world challenges and unlock their creative potential. However, challenges in Uzbekistan include the lack of standardized criteria for evaluating project work and limited resources. To address these, clear guidelines for organizing and assessing projects must be developed.



Digital technologies are a vital tool for fostering creative thinking in modern education. For future history teachers, the use of virtual reality (VR), interactive maps, online simulations, and other digital tools makes the learning process more engaging. For example, VR can allow students to “walk” through Khiva during Al-Khwārizmī’s era or experience Uzbekistan’s independence period through virtual simulations. Interactive maps enable the analysis of historical events in a geographical context, such as the impact of the Great Silk Road on Central Asian trade networks, broadening students’ imagination and fostering creative approaches. In Uzbekistan, the development of digital education platforms like “Kundalik” or “Bilim” provides opportunities to implement these methods. Digital platforms allow students to present their projects online, enhancing their technological literacy and creative thinking. For instance, students could create an interactive timeline of significant events in Uzbekistan’s history, combining creativity and technological skills. Challenges in implementing digital technologies in Uzbekistan include limited internet infrastructure and unequal access to modern devices across institutions. Addressing these requires increased government investment in education and broader access to digital resources.

Debates and role-playing games are effective methods for developing critical and creative thinking in history teachers. In debates, students discuss historical events or figures, defending various perspectives. For example, debates on topics like “What was the impact of the Jadid movement on Uzbekistan’s education system?” or “The positive and negative aspects of Amir Temur’s policies” encourage students to analyze historical figures deeply and substantiate their arguments. Role-playing games allow students to think and make decisions as historical figures, such as Amir Temur or Alisher Navoi, offering new perspectives on historical events. This process fosters empathy, analytical skills, and creative approaches. In Uzbekistan, this method strengthens patriotism by engaging students with national historical figures and events. For example, students could role-play Jadid leaders, comparing their educational reforms to modern systems. Challenges in implementing debates and role-playing include students’ readiness and teachers’ lack of moderation skills. Specialized seminars and training programs for teachers are necessary to address these issues. The multidisciplinary approach plays a significant role in developing creative thinking in history teaching. This method integrates history with other disciplines, such as literature, art, economics, or geography. For example, lessons on “The Reflection of Historical Figures in Uzbek Literature” or “Social-Political Changes in 19th-Century Uzbek Art” encourage students to analyze historical events through literary or artistic lenses. In Uzbekistan, this approach strengthens national consciousness by connecting national literature and art with history. For instance, studying the social-political ideas in Alisher Navoi’s “Khamsa” helps students understand the historical context more deeply. This approach enables future teachers to view history as a multifaceted discipline, fostering their creative thinking. Challenges in implementing this method include teachers’ limited knowledge of other disciplines and lack of experience in interdisciplinary integration. Addressing these requires interdisciplinary training and the development of methodological guides.



Conclusion

Developing creative thinking in future history teachers is one of the most critical and pressing tasks in modern education. Methods such as problem-based learning, project-based learning, the use of digital technologies, debates and role-playing games, and multidisciplinary approaches enable students to understand history deeply, analyze it from multiple perspectives, and make the learning process engaging. When applied in the Uzbekistan education system, these methods can prioritize the study of national history and culture, fostering not only creative thinking but also national consciousness and patriotism in students.

By mastering these methods, future teachers can make their lessons more effective, inspiring, and appealing to students. The broader implementation of these methods in the modern education system enhances the effectiveness of history teaching, strengthens students' historical consciousness, and improves their ability to understand the past and draw relevant conclusions.

In Uzbekistan, successfully implementing these methods requires addressing challenges such as teacher training, developing educational infrastructure, expanding digital resources, and creating methodological guides. These measures will enhance the creative potential of future history teachers and align the national education system with global standards.

The long-term impact of these methods lies in equipping students with not only historical knowledge but also the creative and critical thinking skills necessary for success in the modern world. Furthermore, implementing these methods in Uzbekistan's education system will promote national history and culture globally while strengthening future generations' sense of national identity.

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