PROBLEMS OF DEVELOPING CREATIVE ACTIVITY IN THE EDUCATIONAL PROCESS

NURULLOYEV NODIR BOTIROVICH

Senior Lecturer,

Department of Social Sciences and Physical Education,

Tashkent Institute of Textile and Light Industry

Abstract. This article provides a scientific and theoretical analysis of the problems related to the development of creative activity among students and learners in the educational process. It highlights the pedagogical significance of fostering creative thinking in the modern education system, existing challenges, their underlying causes, and possible solutions. In addition, the article examines opportunities for enhancing creative activity through interactive teaching methods, innovative educational technologies, and learner-centered approaches. The research findings demonstrate that the development of creative activity is a crucial factor in improving the effectiveness of education.

Keywords: educational process, creative activity, creative thinking, pedagogical problem, innovative education, interactive methods, learner-centered education, educational effectiveness.

Introduction. The level of professional motivation of an individual is influenced by a number of external and internal socio-psychological factors. Variations in professional motivation among university students are also closely related to these factors. However, studies show that even among students who enter higher education institutions with a high level of professional motivation, a gradual decline in motivation may occur as they progress to higher academic levels [1]. Learning motivation represents a comprehensive system that includes students' interest in education, spirituality, and enlightenment; their self-development; the

formation of moral character; effective interaction with teachers; and increased interest in acquiring modern knowledge and skills. Learning motivation consists of general academic motivation and personal (individual) motivation. General academic motivation depends on interest in academic subjects, the complexity of learning activities, traditional teaching methods, and the spiritual and cultural characteristics of society.

Personal (individual) motivation reflects a learner's internal interest in learning and specific individual characteristics. It includes the following components:

Learner's interests and needs: the degree of intrinsic motivation and desire to acquire knowledge in a particular field;

Previous learning experience: accumulated academic and creative experience that influences current learning behavior;

Teacher–student relationships: the level of support, encouragement, attention, and cooperation provided by instructors;

Learner's goals and aspirations: clearly defined personal, collective, and professional objectives guiding educational activity.

Thus, learning motivation is a complex set of individual characteristics, including interest in learning, personal aspirations, interaction with teachers, and clearly defined educational and professional goals.

Main Part. Learning motivation operates through the integration of experience, interest, guidance, benefits, goals, creativity, professional skills, and emotional factors. It is studied within a constructive framework related to learning theories. The formation of learning motivation requires adapting learning strategies, tasks, and activities to the learner's individual capabilities.

The development of learning motivation is influenced by both environmental conditions and personal life experiences. Effective motivation involves the rational use of personal resources, recognition of learners' values, autonomy, self-regulation, emotional acceptance, continuous support, and fair assessment of effort and achievement.

The main functions of learning motivation include:

Goal orientation: directing students toward learning objectives and personal goals;

Self-regulation: enabling learners to manage and strengthen their learning activities independently;

Guidance and support: providing advice and encouragement to promote active participation;

Spiritual development: fostering moral values and internal sources of motivation;

Achievement motivation: strengthening academic and personal effort through meaningful goals;

Evaluation and recognition: encouraging learners to assess and value their own achievements.

Goal-directedness: learning motivation should be aligned with clearly defined educational goals, helping students overcome uncertainty and lack of confidence;

Self-development: motivation supports self-assessment, recognition of individual potential, and continuous personal growth;

Consistency with interests: learning activities should correspond to learners' abilities and interests to sustain motivation;

Creative learning environment: the presence of clear objectives, engaging content, and supportive conditions contributes to increased learner motivation.

The research findings identified both positive and negative characteristics of learning motivation. These characteristics include the influence of motivation, the organization of learning activities, and their connection with students' self-determined goals. The article shows that students with a high level of learning motivation demonstrate stronger self-expression, clearer differentiation of learning activities, and a greater tendency to actively acquire and apply newly gained knowledge.

E.Yu. Patyaeva emphasizes that educational motivation manifests differently

depending on learning situations. She distinguishes the following forms: motivation for assigned learning tasks; spontaneous learning motivation; decision-making in conditions of conflicting motives and emotions; and learning activity motivation that includes forming one's own position, justifying and defending it, making decisions while considering different viewpoints, and acting accordingly [2].

In general, the specific characteristics of learning motivation may include the following:

Goal orientation: Each student's personal learning goals play a significant role in strengthening motivation.

Readiness for change: Before motivation develops, learners clarify their goals, build competencies, master learning strategies, and become prepared for personal change.

Creativity: Students are motivated through mastery of knowledge, openness to innovation, and the ability to express their own ideas.

Acceptance of guidance: Learners are able to receive advice, reflect on it, and form their own independent opinions.

Support: Students' motivation is enhanced through self-support and interaction with supportive individuals.

Over the years, various additional methods have been applied to enhance motivation, including the creation of a harmonious learning process and an innovative educational environment. Research works by G.K. Masharipova also recommend the application of these approaches [3–10].

Having personal goals: When students identify specific personal goals and see them reflected in the learning process, their motivation increases. Learning motivation is strongly influenced by individual aspirations. For some students, high motivation is linked to ambitious long-term goals, such as choosing a priority field of study, achieving spiritual development, or obtaining a profession that enables them to support their families. For others, education serves as a means of personal development, gaining extensive knowledge, and building a stable career.

Personalized learning: Motivation increases when students' interests, abilities, and preferred learning strategies are taken into account in the educational process.

Problem-solving support: When learning difficulties arise, providing guidance and assistance enhances students' motivation.

Development of understanding: Learning motivation is strengthened when students deepen their understanding, transform theoretical knowledge into practical skills, and integrate learning into intellectual and moral-volitional processes.

Continuous improvement: Regular work on learning outcomes and consistent reinforcement of achievements contribute to increased motivation.

Observation is one of the most widely used research methods. It enables the study of emotional states, behaviors, actions, and external manifestations of individuals and groups under various conditions and activities.

Observation is not limited to recording facts; it also involves scientific interpretation, classification, and generalization of collected data.

The main features of the observation method include:

Every observation has a clearly defined purpose;

Observation is systematic, allowing the identification of consistent relationships between observed events and psychological phenomena (such as attitudes and motives);

The number of observed individuals or groups and observation instances must be sufficient for collecting reliable data and conducting statistical analysis;

There must be objective methods for recording and organizing data (protocols, audio recordings, photographs, video recordings, etc.).

These requirements must be strictly considered by instructors and officers when applying the observation method.

Observation can be conducted in different forms: a) Direct observation, carried out personally by the researcher; b) Indirect observation, based on information obtained from other individuals (teachers, supervisors, etc.), which is later generalized by the researcher.

Observation is conducted under natural conditions and does not disrupt the normal flow of events. Despite its advantages, this method also has certain limitations: it requires a long period of time, recording results may be difficult, the number of observed objects may be large, collecting materials can be challenging.

Through observation, facts about a particular student or group (including psychological characteristics) are systematically collected with a clear purpose. However, it is important to observe not only the external aspects of behavior but also the underlying factors such as thoughts, motives, emotions, goals, and needs.

When using observation, instructors should skillfully utilize information provided by students about their own thoughts, emotions, and actions. In psychology, such information is referred to as self-report.

Self-reports are considered an important tool for studying individual psychological characteristics. Drawing conclusions solely based on external behavior is insufficient. For example, even if a student appears calm and successfully completes a task, this does not necessarily mean that no internal emotional experiences occurred. Such experiences may be revealed through post-activity reflection. Therefore, instructors must continue working to ensure psychological stability, as observation alone is not sufficient.

At the same time, students' self-reports should always be approached critically, since individuals may unintentionally distort information about their internal experiences, leading to subjectivity.

The most effective form of observation involves monitoring an individual student across various activities, situations, and social contexts, then systematizing the results before drawing conclusions. Only then can one accurately understand character traits, orientation, motives, goals, emotions, and experiences.

However, forming deep and comprehensive conclusions requires a significant amount of time. Comparing observation results with evaluations from different supervisors increases the reliability of conclusions.

Two types of observation are distinguished: everyday (informal) observation,

scientific observation. In everyday observation, the observer may not treat observations systematically, focusing on secondary aspects while overlooking essential characteristics. To avoid such limitations, scientific observation must be applied.

Scientific observation differs from everyday observation in the following ways:

A clearly defined objective is established;

A structured observation plan is developed based on this objective.

Scientific observation is conducted consistently and systematically. It involves not only data collection but also regular analysis, comparison, evaluation, and verification of the collected information.

An individual's motivational sphere is reflected in needs, volitional qualities, and functional capabilities. From a historical research perspective, motivation is interpreted as a psychological regulator of human life and activity. Scientific sources note that the concept of motivation originally applied mainly to mammals. In relation to humans, motivation encompasses all types of internal and external drivers, including needs, interests, goals, aspirations, and motivational attitudes.

Analysis of motivational processes contributes to understanding the structure of human motivation, its core functional mechanisms, and the development of strategic approaches to guiding motivational formation through the analysis of psychological development.

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