



PROBLEMS OF DEVELOPING CREATIVE ACTIVITY IN THE EDUCATIONAL PROCESS

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***Abstract.** This article analyzes the problems of developing students' creative activity in the educational process. In the modern education system, the formation of creativity is considered one of the key factors, and the necessity of developing students' independent thinking, problem-solving abilities, and innovative approaches is substantiated. The study also examines ways to enhance creative activity through the use of interactive methods in the classroom, the application of pedagogical technologies, and the increase of motivation. Furthermore, practical recommendations for addressing existing problems are provided.*

***Keywords:** educational process, creative activity, creativity, interactive methods, pedagogical technologies, independent thinking, innovative approach, motivation, student activity, educational effectiveness*

Several external and internal socio-psychological factors influence the level of an individual's professional motivation. The variability of professional motivation among higher education students may also be explained by these factors. However, even among students admitted to higher education institutions with a high level of professional motivation, a certain decline in motivation can be observed as they progress to higher academic levels [1]. Academic motivation represents a



system that includes students' interest in learning, spirituality, and enlightenment; their aspiration for self-development; the formation of moral thinking and character; effective interaction with teachers; and an increased interest in acquiring modern knowledge and skills, as well as the evaluation of individual growth opportunities. Academic motivation consists of general student motivation and personal (individual) motivation. General student motivation is related to interest in academic subjects and depends on traditional and local factors, as well as the spiritual and cultural characteristics of society.

An analysis of historically formed views on human creative activity shows that ancient Greek thinkers (Aristotle, Democritus, Plato, Thales, and others) considered creativity as intuition, an inner vision, and the highest capacity of the intellect. Foundational ideas in the study of creative activity and motivation can be found in the works of B. Spinoza [2], R. Descartes [3], I. Kant [4], S. P. Buznosov [5], and A. Bergson [6]. The problem of modern education is a central issue in pedagogy and is often interpreted as a dichotomy of two types of cognition: intuitive (direct and not based on proof) and rational (indirect and evidence-based). E. P. Torrance developed a method for determining originality based on the frequency of responses obtained from testing specific subject samples [7].

Personal (individual) motivation refers to a student's internal drive toward learning and includes unique, dynamic individual characteristics. Personal motivation is characterized by the following variable features:

- The presence of individual desires and goals: depending on a student's interest and inclination toward learning, they strive to acquire knowledge related to the subject.



- Students' interest in learning and prior learning experience: Students develop their learning based on their interest and accumulated prior experience, including intellectual and creative exposure.
- Teacher–student relationships: Teachers demonstrate interest in students, support their development, and establish attentive and constructive interactions with them.
- **Students' goals and objectives:** A goal is a clearly defined and structured set of actions aimed at achieving a desired outcome in personal, collective, and specialized contexts.

Thus, academic motivation consists of individual characteristics such as a student's interest in learning, prior learning experience, the presence of personal aspirations, relationships with teachers, and clearly defined goals and objectives.

Main Part. Academic motivation functions as a unity of experience, environment, guidance, interests, goals, assumptions, creative activity, professional skills, and emotions. It is studied within the framework of educational theory at a constructive level. In the formation of academic motivation, strategies of individual activity (tasks, labor, and engagement) are adapted. The development of students' motivation is influenced by the life environment—general conditions as well as individual developmental outcomes.

During the formation of academic motivation, it is important to distinguish the effective use of personal life resources, ensure students' sense of value, autonomy, and belonging, and create conditions for continuous support and engagement. These factors contribute to a clearer understanding of learning processes and personal development.

1. **Goal orientation:** Academic motivation directs students toward learning and achieving their goals, which is essential for their success.



2. **Self-regulation:** Academic motivation helps students regulate their learning processes and strengthen their commitment to achieving goals.

3. **Advisory function:** Academic motivation plays an important role in guiding students, supporting their learning, and encouraging participation.

4. **Spiritual dimension:** Academic motivation enables students to draw inspiration from spiritual and moral sources.

5. **Strong goals:** Academic motivation assists students in setting strong goals and enhances their intellectual and physical efforts for self-improvement.

6. **Self-assessment and appreciation:** Academic motivation encourages students to evaluate their achievements and reinforce their progress.

Key Characteristics of Academic Motivation:

1. **Goal-directedness:** Academic motivation should be oriented toward clearly defined goals. It helps students stay focused on the objectives and content of the learning process, reducing uncertainty and lack of confidence.

2. **Mastery (self-development):** Academic motivation is related to self-development, identifying individual capabilities, setting personal goals, and developing the ability to overcome internal challenges.

3. **Alignment with interests:** Academic motivation should correspond to students' strengths and interests, allowing them to engage more deeply in areas they find meaningful and relevant.

4. **Creative environment:** Creating a supportive and engaging learning environment—with clear goals, accessible materials, and stimulating content—enhances students' motivation.

Discussion.

The research findings reveal both positive and negative aspects of academic motivation. These aspects influence motivation levels, shape learning activities, and



determine the alignment with students' self-defined goals. The study shows that a high level of academic motivation contributes to students' self-expression, differentiation of learning activities, and the effective acquisition of new knowledge.

According to E.Yu. Patyaeva, educational motivation manifests differently depending on learning situations: motivation for structured learning, spontaneous learning motivation, decision-making in situations involving conflicts of motives and emotions, the formation and justification of personal positions, and the ability to act while considering multiple perspectives [8].

General Characteristics of Academic Motivation:

- **Goal orientation:** Having personal academic goals significantly enhances student motivation.
- **Readiness for change:** Students should be prepared to define their goals, develop their abilities, and adapt themselves.
- **Creativity:** Motivation is enhanced through openness to innovation and the ability to express one's ideas.
- **Acceptance of guidance:** Students benefit from receiving and applying guidance while maintaining their own viewpoints.
- **Support:** Motivation increases when students feel supported and connected to supportive individuals.

Over the years, various methods have been used to enhance motivation, including the creation of a harmonious learning environment and innovative educational settings.

Specific Features of Students' Academic Motivation:

1. **Having personal goals:** Students increase their motivation when they define personal goals and see them reflected in the learning process. For some, high motivation is driven by ambitious aspirations, such as choosing a prestigious



academic path, achieving spiritual growth, or acquiring a profession to support their family. For others, education is important for personal development, gaining knowledge, and building a stable career.

2. **Personalized learning:** Motivation increases when education aligns with students' interests, abilities, and preferred learning methods.

3. **Problem-solving support:** Providing guidance and assistance when students face academic challenges enhances their motivation.

4. **Conceptual development:** Motivation grows when students transform theoretical knowledge into practical application and engage in meaningful intellectual and moral processes.

5. **Continuous improvement:** Students enhance their motivation by regularly working on and improving their academic results.

Method. Observation is one of the most widely used research methods. Through this method, the external manifestations of emotions, actions, and behaviors demonstrated by individuals and military groups in various conditions and activities are studied.

Observation is not limited to merely recording facts; it also involves their scientific interpretation, classification, and generalization.

The main characteristics of the observation method are as follows:

1. Every observation has a specific purpose;
2. The observation method is systematic (for example, it allows identifying relationships between observed events and psychological phenomena such as attitudes and motives);
3. The number of observed individuals or groups and the number of observations should be sufficient for collecting adequate data and conducting mathematical analysis;



4. There must be opportunities for objective systematization and recording of data (protocols, audio recordings, photo and video materials, etc.).

These requirements must be taken into account by officer-instructors when applying the observation method.

Observation can be conducted in different forms:

- a) **Direct observation** – carried out by the researcher;
- b) **Indirect observation** – based on data obtained from others (teachers, supervisors, etc.) and subsequently generalized by the researcher.

Observation is usually conducted in natural conditions, without disturbing the normal course of events. Along with its advantages, this method also has some limitations:

- it requires a long period of time;
- difficulty in recording results;
- a large number of observed objects;
- challenges in data collection.

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

The most effective form of observation is to monitor an individual student in various activities, situations, and social contexts, then systematize the results before drawing conclusions. Only then is it possible to understand their character, orientation, motives, goals, emotions, and experiences. However, such comprehensive conclusions require a considerable amount of time. Comparing and



generalizing observations also helps ensure the objectivity of conclusions about a student.

Two types of observation are distinguished: **everyday (ordinary) observation** and **scientific observation**. In everyday observation, the observer may not treat the process seriously and may focus on secondary aspects while overlooking important characteristics. To avoid this, scientific observation should be applied.

Scientific observation differs from ordinary observation in the following ways:

1. A clear purpose is defined;
2. A structured observation plan is developed based on the purpose.

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

Discussion and Results. The motivational sphere of personality is reflected in needs, volitional qualities, and functional capabilities. From a historical perspective, motivation can be interpreted as a specific type of psychological regulator of human life and activity. Scientific sources emphasize that the concept of motivation was initially associated with mammals, but in relation to humans it encompasses all types of stimuli, including motives, needs, interests, goals, aspirations, and motivational attitudes.

The study of motivational processes requires analyzing the structure of motives, their functional mechanisms, and the development of strategic approaches to their formation, which, in turn, necessitates a psychological analysis of personality development.



Students in a group are constantly in a collective environment. Therefore, interpersonal relationships are structured and regulated by formal rules (e.g., military regulations). Relationships among students can be categorized into:

- academic (educational),
- extracurricular (everyday),
- personal relationships.

Academic relationships are essential in service, practical training, and daily life, requiring the fulfillment of professional, social, and civic responsibilities. These relationships are formally закреплены in the organizational structure and governed by regulations, orders, and guidelines. Officer-instructors play a key role in establishing, strengthening, and managing these relationships.

At the same time, individuals interact not only formally but also emotionally and psychologically. Therefore, it is impossible to completely separate formal (service-related) relationships from personal ones. Human interactions in both academic and non-academic contexts involve emotions, willpower, thinking, and worldview, which gives these relationships deep psychological and emotional significance.

Similarity in views, opinions, interests, and beliefs fosters mutual understanding among students. Such shared perspectives develop through joint activities, cooperation, and the fulfillment of common tasks. Mutual respect and trust enhance collective performance and transform activities into more effective and motivated processes.

Interpersonal relationships significantly influence behavior. A student's subjective attitude toward their instructor plays an important role in shaping their attitude toward learning and professional duties. Negative relationships may lead to disengagement and conflict, while positive relationships facilitate learning, increase



motivation, and contribute to the development of necessary professional qualities. Strong discipline within a group is closely related to the quality of interpersonal relationships.

Conclusion. Creative activity is a set of internal needs and actions directed toward generating new ideas, solutions, or products within an individual's activity. In students, this quality manifests not only in acquiring knowledge but also in processing, analyzing, and generating new ideas. Creative thinking involves finding unconventional solutions to problems; initiative reflects the ability to express and promote ideas freely; readiness for innovation implies openness to new approaches and technologies; and motivational factors serve as internal and external drivers that stimulate active engagement.

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