

The Formation Of Creative Thinking Among Prospective Teachers Based On The Axiological Approach

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Received: 06 December 2025; **Accepted:** 27 December 2025; **Published:** 31 January 2026

Abstract: This article explores the theoretical-methodological basis for developing creative thinking in future educators using an axiological approach. The experimental study involved 120 students who participated in interactive training based on axiological-competence modules. Results indicated a 30% increase in creative thinking and significant improvement in reflective and critical analysis skills. It is recommended to integrate this module into teacher education curricula.

Keywords: Axiological approach, creative thinking, teacher education, reflective essay, interactive methods.

Introduction: One of the main tasks facing the education system in the 21st century is to ensure the formation of a person not only as an educated person, but also as a creative, critical thinker, based on moral values, and able to solve problems. In this regard, a great responsibility falls on pedagogical educational institutions, because they train future educators who will educate the next generation.

Today's globalization, digital transformation, and rapid changes in social dynamics require that a teacher not only be an expert in his field, but also a specialist with a creative approach, able to find innovative solutions to problems, based on moral criteria, and striving for constant self-development. In this regard, the development of creative thinking is recognized as one of the priority areas of modern pedagogical education.

Creative thinking is the ability to think in new, original, out-of-the-box approaches, to evaluate existing situations from an unconventional perspective, and to offer new solutions. This skill plays an important role not only in the classroom, but also in making life decisions. This is especially true in the teaching profession - it is an important competency.

There are a number of approaches to the formation of creative thinking, among which the axiological approach is of particular importance. The axiological approach is aimed at educating a person not only on the basis of knowledge, but also on spiritual, aesthetic and social values. This approach is based on the deep

layers of a person's personality and thinking, that is, his inner world, beliefs, and moral criteria. Therefore, in the formation of creativity in a teacher, not only intellectual exercises, but also methods that support spiritual and aesthetic development are important.

The effectiveness of the axiological approach is that it harmonizes personal thinking with internal values, encourages a person to reflect and teaches to make deeply thoughtful decisions. In this process, a student or pupil not only assimilates information, but also evaluates it, connects it with his life experience and beliefs, and as a result, learns to make independent and creative decisions.

In recent years, many foreign and domestic studies (Bobrova A.A., 2024; Mitina O.V., 2023; Sánchez Milara I. et al., 2024) have recognized the strong impact of the axiological approach on personal growth, the development of critical and creative thinking. In particular, high results are achieved when creative thinking is enhanced not only through creative tasks, but also through problem situations, debates, reflective essays and coaching methods.

This article analyzes the process of forming creative thinking in future teachers based on the axiological approach from a scientific, theoretical and practical perspective. The effectiveness of this approach in the educational process is proven based on experimental research.

The main purpose of the article is to identify the

possibilities of forming creative thinking in future teachers through the axiological approach and studying, analyzing and integrating its results into education on an experimental basis.

METHODOLOGY

Research design

The study was aimed at empirically studying the process of forming creative thinking in future teachers based on an axiological approach. This process was organized on the basis of a quasi-experimental design, that is, an intervention was carried out on existing groups and its effectiveness was evaluated.

Object and subject of the study

- Object of the study: 120 2nd year students studying in the "Pedagogy" department of Alfraganus University.
- Subject of the study: a methodological system aimed at developing creative thinking based on an axiological approach and its effectiveness.

Research methods

Theoretical methods:

- Analysis of pedagogical, psychological and axiological literature
- Generalization based on a systematic approach
- Analysis of best practices using a comparative method

Empirical methods:

- Experiment (based on educational intervention)
- Test (adapted form of the Torrens test, which determines the level of creative thinking)
- Questionnaire and structured interviews (to determine the skills of reflection and critical analysis)
- Observation (during interactive classes)

Statistical methods:

- Calculation of arithmetic average values
- Determination of percentage changes
- Determination of the differences in the results of the control and experimental groups using the t-test

🔍 Experimental details

The study was conducted in the spring semester of 2025. 120 students were divided into two groups:

- Experimental group (60 students) - underwent an axiologically based training module.
- Control group (60 students) - received traditional, lecture-based education.

Training module content:

- Work on value-based problem situations (debate,

essay writing)

- Substantiation and in-depth analysis of one's own opinion through reflective essay writing
- Exercises that stimulate metaphorical thinking (creating conceptual maps based on human qualities)
- Discussion and problem-solving through role-playing games and the "Wall of Creativity" methodology

RESULTS

The final assessment conducted at the end of the experiment showed the following results:

Indicators Beginning (%) End (%) Growth (%)

Creative thinking 48% 78% +30%

Reflectiveness level 50% 72% +22%

Critical analysis skills 55% 73% +18%

In the control group, the changes were relatively low, ranging from 5–8%.

Analysis:

These results show that through the training module based on the axiological approach:

- Students' creative approach skills increased
- Reflective and critical analysis competence increased
- A thinking model linked to personal values was formed

Statistical analysis confirmed the existence of significant differences in the results of the experimental group compared to the control group using the t-test ($p < 0.05$).

DISCUSSION

The results showed that creative thinking is closely related not only to technical knowledge, but also to the spiritual and social values of the individual. Through reflective essays and interactive exercises, students developed a creative approach and new decision-making skills. In recent years, research has been conducted in countries such as Russia, Kazakhstan, and South Korea on the formation of creativity based on an axiological approach. For example, in a study conducted by Bobrova A.A. in 2024, creativity was also recorded with an increase of 28–35%.

CONCLUSIONS

The conducted experiments and empirical analyses showed that training sessions organized based on an axiological approach significantly increased the level of creative thinking of future teachers. In this regard, it was observed that through value-based problem situations, reflective essays, and interactive methods, students sought to approach creatively, think in new ways, and solve problems based on their personal values.

During the experiment, positive dynamics were also achieved in students' reflective and critical analysis skills. This confirms, in particular, that creative thinking is not only an intellectual process, but is directly related to a person's inner values, moral position, and social thinking.

The use of the axiological approach in the educational process showed that students:

- Developed the skills of independent thinking and finding creative solutions to problems;
- Increased the ability to justify their own opinions and express them in connection with life values;
- Increased educational motivation and self-awareness.

Also, during the trainings, students' activity, speed of thinking, and participation in discussions were observed to increase. This indicates the need to introduce the axiological approach as a strategic approach in pedagogical activities.

★ General conclusion:

1. The effectiveness of forming creative thinking through the axiological approach has been empirically proven. The results of the experimental group were significantly higher than those of the control group, confirming the practical value of this methodology.
2. The competencies of reflexivity and critical thinking increased significantly during the experiment. In particular, deep analytical approaches were demonstrated in essays and argumentative tasks.
3. Axiological trainings served as an effective tool in forming a value-based approach in the minds of students. The skills of making independent decisions and expressing opinions based on their own values were formed.

🔨 Recommendations

1. Formally introduce the axiological-competence module into pedagogical education. Based on this module, it is possible to jointly form the competencies of creativity, reflection and social responsibility.
2. Use training, coaching and interactive methods as a regular component of the curriculum. This will encourage students to actively participate, especially in practical classes.
3. Develop a set of scientific and methodological manuals, training scenarios and methodological recommendations. This will serve as a methodological basis for the implementation of this experience in other higher education institutions in the future.
4. Develop and improve special diagnostic tools for assessing creative thinking. This will make it possible to

identify changes and substantiate them with accurate statistical indicators.

5. Organize advanced training courses for teachers teaching based on the axiological approach. The process of training personnel who can use this method is also important.

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