



Journal Website:
<https://theusajournals.com/index.php/ijll>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

TEACHING CREATIVE THINKING SKILLS AND HABITS IN ENGLISH CLASSROOM

Submission Date: May 01, 2022, Accepted Date: May 10, 2022,

Published Date: May 22, 2022

Crossref doi: <https://doi.org/10.37547/ijll/Volume02Issue05-02>

Otamurodova Orzigul Musayevna

Teacher of the linguistic department, Karshi State University, Uzbekistan

ABSTRACT

The main objective of this article aimed to provide more useful information about creativity skills that are among the foremost sought after life and work skills within the 21st century as innovative thinking, problem-solving, or critical thinking ability is that the critically preliminary ability of world citizens in diversified societies. Human resource development in the past couple years, therefore, stresses the promotion of creative thinking ability, because the "brain" will substitute "strength" within the knowledge economy period with fiercely international competition. Creativeness will make someone move "sideways" to do different perceptions, various concepts, and points of entry. They will use methods including provocations to solve the issues. Creativeness has much to try to with perception to place forward different views. The various views don't seem to be derived each from the opposite but are independently produced. During this sense, creativeness has got to do with exploration even as perception has got to do with exploration.

KEYWORDS

Disciplines, competitive, obstacles, circumstances, creativity, creativeness, innovative thinking, diversified societies, self-assessment, entails, original ideas, commercial, brainstorming, sophisticated.

INTRODUCTION

The world and society are advancing at a remarkable place. We need to equip ourselves with the ability to adapt to this trend, not to hold back. We can achieve

great success by facing challenges and responding to them with a new way of thinking and self-confidence. The ability to apply creative thinking in both a digital

and non-digital environment has become a characteristic of successful people. Nowadays information technology is rapidly developed in the 21st century, and innovative thinking, problem-solving, or critical thinking ability is the critically preliminary ability of world citizens in diversified societies.

What are the creative thinking, creativeness or creativity? Creative thinking encourages students to use a variety of approaches to solve problems, analyze multiple viewpoints, adapt ideas, and arrive at new solutions. Sometimes it is referred to as divergent thinking. Strategies can be introduced using direct instruction in creative problem solving models and creative thinking processes. The processes are generally considered to be fluency, flexibility, originality, and elaboration.

Imagine a classroom in which creativity is welcomed. If you are like many teachers, you may picture a wildly colorful room, busy students, an enthusiastic and perhaps teacher. According to Margaret Mead “Children must be taught how to think, not what to think”. If we analyse there is a countless meaning in this sentence.

Why are we biased or prejudiced? Why is much of our thought distorted, or partial? Do we know the quality of the question and what we produce, or the quality of our thinking? If it is too hard to answer these questions, the reason might be that most of your thinking takes little or no conscious effort; and you usually think without thinking. However, thinking is a challenging skill, and it requires a lot of effort and time. Basically, thinking can be defined as an internal mental process, which includes lower and higher level thinking skills like integrating information, comprehending, evaluating, analyzing, and synthesizing. Critical Thinking (CT), one of the higher level thinking skills, can be defined as the art of applying knowledge, analyzing, synthesizing,

and evaluating information which is gathered from observations, experiences, and reflections. Thus, one can become an independent, fair and open-minded, active thinker, and be skeptical only when someone uses Critical Thinking as a skill. It is much far beyond simply knowing, recalling, or understanding facts; and it requires effort, time, guidance, and practice. Language classes are one of the best settings to improve Critical Thinking skill because of the richness of material and the interactive approaches used in classes. Material should be used in language classes as a key factor for promoting Critical Thinking particularly since learners need to see complexities, associations, meaningfulness, and the relationship between the material being taught and the real world so that they can talk and write about it. Approaches, methods, and techniques on Critical Thinking should also be highlighted in both designing and improving language curriculum. Language teachers should take a direct role to guide critical thinking, to encourage students to go beyond surface meaning and to discover the deeper meaning instead of merely using basic literacy skills. By doing so, teachers can help students be aware of their perceptions, assumptions, prejudices, and values; and also help them break old habits to construct a new point of view as they teach languages. Finally, this is expected to lead students to take charge of their own thinking, to expand their learning experience, and to raise their self-awareness.

MATERIALS AND METHODS

Every activity requires preparation, procedure, and sometimes variation to make the activity more challenging. The most important step is giving clear instruction by the teacher. Moreover, all teachers should take into account level and number of the students before doing activity and know which skills can be improved. If activity time is too long, of course

students get bored. In preparation process teacher should tell how activity can be done and think about class position. If the activity is based on information supplied by the students, it is more interesting than other. Teacher should give a chance to get a lot of practise by asking and answering questions to find out what the truth is.

Our stereotypes of teaching for creativity sometimes lean toward Robin Williams' costumed character leaping across desks in the movie *Dead Poets Society* (or perhaps something out of *Hogwarts*). I strongly believe there are at least three things we can do as teachers to help create a classroom in which creativity can flourish; teach the skills and attitudes of creativity, teach the creative methods of the disciplines, and develop a problem-friendly classroom. Teaching the skills and attitudes of creativity entails teaching students explicitly about creativity. It includes teaching about the lives of creative individuals, the nature of the creative process, and strategies that can be used to generate creative ideas. This article focuses on teaching the skills and attitudes of creativity with different activities in the classroom. Teaching the creative methods of the disciplines requires teaching students how individuals are creative in the disciplines they study. In science, for example, this type of teaching entails learning the processes of scientific investigation, in addition to the concepts and generalizations resulting from such investigations in the past. This is more complex than teaching the five steps of the scientific method, although that is a place to start. Real science rarely progresses in such neat and predictable steps. Learning how creative scientists operate entails learning the kinds of questions scientists ask and the methods they use to investigate them. It examines the obstacles that can impede progress, the circuitous paths that can lead to success, and the skills necessary to conduct investigations.

Parallel kinds of knowledge can be examined for any field in which creativity emerges. Developing a problem-friendly classroom entails creating a classroom atmosphere in which seeking and solving problems is welcomed. In brief, a problem-friendly classroom provides experiences with choice, provides informational feedback in assessment, encourages self-assessment, uses rewards thoughtfully, teaches both cooperation and independence, encourages questioning and experimentation, and addresses appropriate stages of talent development. Tools for Creative Thinking Many techniques, sometimes called "Tools for creative thinking", have been designed to assist individuals in generating original ideas. A number of these strategies originated in business, where new ideas are essential for developing products and maintaining a competitive edge. Some techniques have been used in schools in an effort to help students become more creative. There is evidence that many of the strategies described can be effective in assisting both children and adults in producing novel, appropriate ideas. Exactly why or under what circumstances they work is not always clear. Possibly some of the techniques mimic or stimulate the cognitive processes that underlie creativity. Possibly use of the techniques develops attitudes or habits of mind that facilitate creativity: independence in judgment, willingness to explore multiple options, and persistence beyond the first idea. In any case, familiarity with techniques designed to enhance creative thinking gives individuals a set of tools to use in their exploratory behavior. Instead of sitting and waiting for the muse to strike, students can use deliberate strategies to channel their thoughts in new directions. Having tools, however, is not always sufficient. As Mr. Brown discovered, practice with creative thinking skills does not automatically result in the transfer of such skills to other circumstances. Students must be taught how to use them, when to

use them, and under what circumstances they might be useful. Using techniques in diverse circumstances and discussing their application elsewhere can enhance the possibility that they will be seen not as Friday afternoon diversions, but as valuable approaches to life's dilemmas. In addition, time spent in activities that specifically teach creative thinking skills and attitudes sends a valuable message to students: "Creativity is valued here. It is so important that we will spend precious time and energy to help you be more creative." Such messages are an important aspect of the problem-friendly classroom. Students who have spent less time learning to question and explore seem much more likely to believe that these activities will be accepted and appreciated if they initiate them later.

RESULT AND DISCUSSION

There are some techniques designed to help generate new ideas. It describes how they work and how they might be used with students. It also offers suggestions for helping children transfer the techniques from classroom exercises to real-life habits of mind. First, I consider the Robert and Michelle Root-Bernstein's (1999) list of "thinking tools" for developing creative thinking. Next, I explore possible strategies for teaching the concept of problem finding. There are four major sections such as divergent-thinking strategies, use of metaphors and analogies, imagery and creative dramatics, and commercial and competitive programs. As you read, consider which strategies fit most smoothly with the content you teach and the developmental level of your students. Although many techniques, such as brainstorming, can be used at almost any level, others, such as some of the more sophisticated uses of metaphor, are best students with more highly developed abstract thinking abilities. Only you can determine which ideas are best

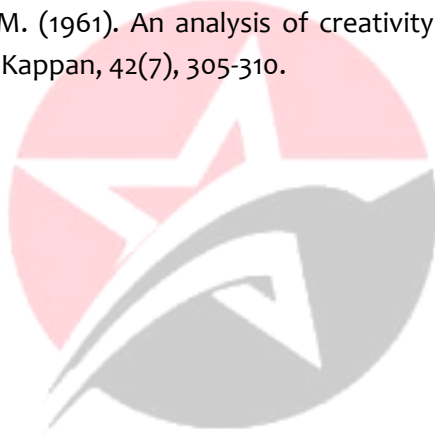
for your students, how they can be adapted, and which areas of the students' lives may provide the best opportunities for transfer. Sparks of Genius The Root-Bernsteins (1999) that to improve education, we need to redefine thinking. If we want to experience intellectual feasts, we must consider the tools used by the master chefs who have "learned to mix, blend and savor an entire range of mental ingredients".

In conclusion, from this article, we could conclude that creativity skills are among the foremost sought after life and work skills within the 21st century as an innovative way of approaching and analyzing ideas, problem-solving, or critical thinking, and this skill could be developed and improved using various techniques and practices.

REFERENCES

1. Allender, J. S. (1969). A study of inquiry activity in elementary school children. *American Education Research Journal*, 6.
2. Amabile, T. M. (1982a). Children's artistic creativity: Detrimental effects of competition in a field setting. *Personality and Social Psychology Bulletin*, 573-578.
3. Amabile, T. M. (2001). Beyond talent: John Irving and the passionate craft of creativity. *American Psychologist*, 56(4),
4. Boden, M.A (1992). Understanding creativity. *Journal of Creative Behavior*.
5. Barron, F., & Harrington, D. M. (1981). Creativity, intelligence, and personality. *Annual Review of Psychology*, 439-476.
6. Creativity and Learning Outcome *Eurasia Journal of Mathematics, Science & Technology Education*, 2016.
7. De Bono, E. (1993). *Serious Creativity: Using the Power of Internal Thinking to Create New Ideas*. New York: Harper Collins.

8. Doyle A. (2019). Creative Thinking Definition, Skills, and Examples. 54.
<https://www.thebalancecareers.com/creative-thinking-definition-with-examples-2063744>.
9. Kember, D., & Leung, D. Y. P. (2009). Development of a questionnaire for assessing students' perceptions of the teaching and learning environment and its use in quality assurance. Learning Environments Research.
10. Contributors: Julie Holaway, Assessment Specialist and ESL instructor and Cristiane Tinoco, and Belco Horizonte. 2019
11. TheMonsterBookOLTA@gmail.com ,
www.americanenglish.state.gov
12. Rhodes, M. (1961). An analysis of creativity. The Phi Delta Kappan, 42(7), 305-310.



OSCAR
PUBLISHING SERVICES