

**METHODOLOGY FOR CLARIFYING LEARNING OBJECTIVES AND
TRANSFORMING THEM INTO TASKS IN THE DEVELOPMENT OF STUDENTS'
ABILITIES**

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Abstract: This scientific article examines the methodology of clarifying learning objectives and transforming them into educational tasks in the process of developing students' abilities. Particular attention is given to the role of clearly defined learning goals in organizing effective educational activities and ensuring purposeful intellectual development of learners. The study highlights that the transformation of learning objectives into structured assignments enables students to apply theoretical knowledge in practical contexts and strengthens their analytical and cognitive skills. Special emphasis is placed on the importance of effective use of methods aimed at clarifying learning objectives and converting them into meaningful academic tasks for the development of students' intellectual abilities. The article also emphasizes that the successful implementation of these approaches largely depends on the creativity of the teacher who organizes the learning environment encourages active interaction and supports the intellectual growth of students. Through creative pedagogical strategies educators can foster independent thinking intellectual engagement and productive communication among learners which ultimately contributes to the comprehensive development of their abilities.

Keywords: creativity intellectual ability communication individual

In the current context, higher education institutions in our country are focused on improving the quality of the educational process and preparing competitive specialists. Establishing necessary conditions for training highly qualified professionals based on international experience, strengthening collaboration with leading global academic institutions, and implementing advanced pedagogical technologies, curricula, and educational materials aligned with international standards are considered priorities. Particular attention is given to the development of students' intellectual abilities through clarifying learning objectives and transforming them into tasks, and the effective use of such methods is directly related to the creativity of the educator.

Creativity (from Latin and English "create" – to produce, "creative" – generating, inventive) refers to an individual's readiness to generate new ideas and represents a component of talent characterized by independent creative capacity. Organizing the educational process based on a creative approach involves fostering positive behaviors in learners through problem-solving, non-standard methods, and professional challenges, aiming to achieve communication-based goals within interactive and cooperative relationships.

Various definitions of creativity exist, and both local and international scholars have conducted extensive research on creative approaches. Creativity plays a critical role not only in individual professional activities but also in enhancing the competitiveness of enterprises and national economies. It manifests as a set of skills related to originality, intuition, foresight, imagination, research ability, and reflection. Students' creativity and creative thinking are



expressed in cognitive processes, communication, emotional and affective activities, and other forms of engagement. Creativity is recognized as an essential factor of talent and a key component of personal and professional development.

Today, cultivating creative specialists is considered one of the primary tasks of modern educational systems. Achieving this goal requires the purposeful application of creative pedagogical methods, which provide opportunities for participants in the educational process to acquire new knowledge, create solutions, and apply them effectively. Consequently, in recent years, creative education and development have been actively studied by researchers and educators. Comparative analyses of domestic and international publications demonstrate the multidimensional aspects of creativity, highlighting its philosophical, psychological, and pedagogical characteristics.

Scholars such as Ahmetova D., Gure L., Ball G.A., Bastun M.V., Gordienko V.I., Krasilnikova G.V., Krasilnikov S.G., Gershunskiy B.S., Klarin M.V., Mitina L.M., Ye.S. Shelestova, and N.A. Stepanenko have provided specific definitions of creativity in their research. They emphasize that the concept of creativity is closely connected to the educational process in military higher education and is considered a fundamental condition for modernizing both education and the economy.

Different specialists have expressed varied perspectives on creativity, which are summarized in Table 1. These insights collectively highlight the philosophical, psychological, and pedagogical dimensions of creativity, underlining its significance in enhancing intellectual development and fostering innovative capabilities in students.

Perspectives on Creativity

Emphasized that every transition from the ordinary to the creative, resulting in any form of art or craft, can be called creativity, and that all creators are the originators of these works.	Platon
Highlighted the enduring nature of human imagination, noting that without imagination, isolation and inactivity dominate. Those who cannot control their imagination remain passive, while those who harmonize it with ideals of goodness become proactive. Disorderly imagination leads to mere fantasy.	I.Kant
Stressed that imagination is not limited to poets, philosophers, or the learned; even ordinary individuals engage in imaginative processes, though in different forms.	D.Didro
Observed that practice, friendship, and natural talent contribute more to development than innate ability alone.	Epixarm
noted that knowledge is organically linked with human imagination, and as knowledge grows, so does imaginative power.	K.G.Paustovskiy
Described joy, enthusiasm, and even righteous anger as the divine pleasure of creativity. Love, genius, and labor are powerful forces that drive creation; to create, one must metaphorically “kill death” and overcome limitations.	R.Rollan



Pointed out that imagination is essential for innovation; historically, the idea of flight would have been inconceivable without imaginative thinking, even though it seems commonplace today.	K.S.Stanislavskiy
Emphasized that creativity is not passive; it requires constant effort and engagement. True artists do not wait for perfect conditions but act persistently, even in adversity.	P.I.Chaykovskiy
Observed that a person without imagination can accumulate facts but cannot achieve great discoveries.	K.Pirson
Argued that all high achievements in life, science, and art are born from a combination of intellect and imagination. Great scientists like Copernicus and Newton could not have reached their discoveries without imaginative insight.	N.I.Pirogov
Noted that a creator's contribution extends beyond personal talent; without imagination, even scholars or craftsmen cannot accomplish significant work, as creativity manifests in diverse conditions and efforts.	V.G.Belinski

According to the *Philosophical Encyclopedic Dictionary*, creativity (from Latin *creo* – to create, to produce) is described as the capacity for creative transformations aimed at finding unconventional solutions to processes and problems. It reflects an individual's ability to generate original ideas and apply them in novel and effective ways to address challenges.

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