

THE ROLE OF INTERACTIVE TEAMWORK IN DEVELOPING STUDENTS' CREATIVE ABILITIES

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Abstract. *This article highlights the issues of forming and developing students' creative abilities, which are among the most critical tasks of the modern education system. The study analyzes the psychological and pedagogical foundations of organizing interactive collective work during the lesson process and highlights the differences between traditional teaching methods.*

The role of the synergy effect, the exchange of ideas, and methods such as "Brainstorming," "Case Study," and "Project" in developing divergent thinking in a collaborative learning environment is revealed.

Keywords: *Creativity, interactive methods, teamwork, collaborative learning, divergent thinking, brainstorming, synergy effect, "4C" skills, innovative education, emotional intelligence, facilitator.*

Introduction. The 21st century is an era of high technology, global change, and an unprecedented acceleration of information flow. Today, the greatest task facing the education system is not simply to teach students ready-made knowledge, but to raise them as individuals who think independently, are able to find non-standard solutions to problems, and are ready for lifelong continuous learning.

One of the central concepts in achieving this goal is creativity and interactive collective activity, which serves as a means of its formation. To naturally awaken and develop this ability in students, a unique socio-pedagogical environment is required in the classroom.

Interactive teamwork (cooperative learning) is the most effective mechanism for creating such an environment. This is because creativity manifests and develops more strongly in the process of communication, clashes of ideas, and the exchange of ideas (collaboration) than in solitude.

Main part. To understand the role of interactive methods, it is first necessary to understand what creativity itself is. In psychology, creativity is understood as an individual's ability to put forward new, original ideas, look at problems from a different angle, and possess intellectual adaptability. While the famous psychologist J. Guilford identified divergent thinking (the search for many correct solutions to a single problem in different directions) as the foundation of creative thinking, E.P. Torrens defines creativity as the process of perceiving a problem, its shortcomings, and inconsistencies, as well as finding solutions to them.

Creativity exists in every child in the form of innate potential, but its emergence or extinction depends on the external environment. If the rule "there is only one correct answer, and that is the one written in the book" prevails in the educational process, the child's creativity will be stifled. On the contrary, when there is an atmosphere of not being afraid to make mistakes, creative thinking grows.

In the process of collective communication, students learn to overcome their internal stereotypes by listening to the opinions of their classmates. A small or crude idea put forward by one child can awaken a new imagination in the mind of another. This phenomenon is known in science as the "synergy effect," meaning that the collective intellectual and creative output of the team is much higher than the sum of the individual capabilities of each member.

The word "interactive" is derived from the English word "interact" (to interact), and in the educational process, it refers not only to the dialogue between the teacher and the student, but primarily to the active interaction and cooperation of students. For many years, the traditional educational model operated on the basis of the "teacher-information transmitter" and "student-information receiver" schemes.

However, such an approach does not meet the requirements of the modern labor market.

Today, the world needs not performers who think stereotypically, but generators of ideas, specialists who are flexible and can work effectively in a team. Creativity is not just a concept related to art or literature; it is the ability to find the most optimal and original ways to solve problems in any field (mathematics, engineering, economics, etc.)

During the lesson, a number of proven interactive methods are used to organize teamwork and activate students' imagination. Each of them works in its own way within the group:

Brainstorming: This method is a classic example of team creativity. A group is presented with a problem, and all members are asked to provide the most insane ideas they can think of for its solution. At this stage, any criticism is forbidden (because criticism blocks the idea generator).

Only in the second stage, all ideas are sorted and the most creative, realistic solution is selected. When working in a group, children develop each other's ideas and create an entirely new synthesis.

Case study: Students are presented with a real-life problem situation (case study). The members of the group look for ways out of this situation. Since each group member approaches the problem based on their own experience and worldview, several creative scenarios emerge as a result.

Project-based learning: This method requires more time and systematic creativity from students. For example, "A model of an environmentally friendly city" or "A school radio project."

Team members share roles (designer, analyst, presenter, etc.) and create products together.

This process consists of many creative stages, such as planning, research, problem solving, and final aesthetic design.

Synectics: This method relies on thinking through analogies. The team is given the task of connecting completely unrelated concepts (for example: "What is the similarity between reading a book and growing a tree?"). Group members engage in metaphorical thinking during communication, which sharply increases their associative creativity.

Conclusion. In conclusion, the development of students' creative abilities is not merely a part of modern pedagogy, but its most priority direction. Interactive teamwork is the most perfect educational environment for unlocking and enhancing this potential. In a collective environment, children feel the value of their own ideas, learn to respect others' points of view, and most importantly, acquire the skill of a creative approach to problems.

The widespread introduction of interactive methods and collaborative technologies in educational institutions is the most reliable guarantee for training a new generation of personnel capable of finding innovative solutions in any difficult situation, ensuring the future prosperity of our state and society.

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