



SOCIO-PEDAGOGICAL DETERMINANTS FOR DEVELOPING CREATIVE THINKING AMONG 8TH–9TH GRADE STUDENTS IN “TARBIYA” LESSONS

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Annotation. *This thesis analyzes the socio-pedagogical determinants for developing creative thinking in 8–9th grade students during civics/education (tarbiya) lessons. Based on a competency-based approach, it is shown that students’ divergent and original thinking skills can be formed through the harmonious interaction between teacher and learners, as well as through the coordinated influence of family and society.*

Keywords: *education lesson (tarbiya darsi), 8–9th grade, creative thinking, competency-based approach, socio-pedagogical determinants, teacher–student collaboration, problem-based learning, individual approach.*

СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЕ ДЕТЕРМИНАНТЫ РАЗВИТИЯ КРЕАТИВНОГО МЫШЛЕНИЯ У УЧАЩИХСЯ 8–9 КЛАССОВ НА УРОКАХ «ТАРБИЯ»

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Аннотация. *В данном тезисе рассматриваются и анализируются социально-педагогические детерминанты развития креативного мышления у учащихся 8–9 классов на уроках «Тарбия». Показано, что в*



рамках компетентностного подхода формирование у учащихся умений дивергентного и оригинального мышления осуществляется через выстраивание продуктивного взаимодействия «учитель–ученик», а также благодаря согласованному влиянию семьи и общества.

Ключевые слова: *урок «Тарбия», 8–9 класс, креативное мышление, компетентностный подход, социально-педагогические детерминанты, взаимодействие «учитель–ученик», проблемное обучение, индивидуальный подход.*

In the process of renewal and development of the education system in the Republic of Uzbekistan, developing students' creative thinking abilities is recognized as an urgent issue. In this context, the socio-pedagogical determinants of this process—particularly the importance of encouraging creative thinking in education lessons—are directly connected with the innovations and changes implemented in our country in the field of education.

The strategic directions aimed at improving the quality of the educational system, enabling students to develop their creative abilities, and receive contemporary knowledge are defined in such legal documents as: the Law of the Republic of Uzbekistan “On Education,” the Presidential decree dated 6 October 2017 “On measures to develop higher education,” the Law “On State Youth Policy,” as well as the Presidential decree dated 29 July 2020 “On measures for developing the education system.” From this perspective, the socio-pedagogical determinants of developing creative thinking in education lessons appear as an important process aimed not only at providing students with academic knowledge, but also at supporting their personal and social development. In turn, this is of significant importance in preparing the younger generation, who will determine the future of the republic.

In the education system of Uzbekistan, today the subject “tarbiya” is required to perform not only the function of conveying moral and normative



knowledge, but also the task of preparing students for social life, forming skills of independent and creative thinking. Especially in grades 8–9 (14–16 years), students' adolescence-related psychological features—such as the desire for self-affirmation, the tendency toward social recognition, and inclination to critical thinking—make this period the most favorable for developing creative thinking. The success of this process depends entirely on socio-pedagogical determinants, namely:

- the social environment (family, peers, society);
- pedagogical conditions (the teacher's approach, methods, assessment system), and their coordinated interaction.

The first social determinant is the influence of family and society, which is closely connected with the social experience formed in the family environment. Through cooperation with parents—such as open discussions and joint social projects (for example, family debates on “Ecological Responsibility” or “Moral Choices”)—students develop stronger skills of responsibility and finding original solutions. Peer groups also represent an important determinant: role-playing games and discussions enable students to develop the ability to defend their opinions, accept others' points of view, and propose new solutions.

As noted by Karamatova D.S., a creative approach cannot be effective without family cooperation, because the family acts as the continuous continuation of the educational process [5, 133–138].

These social factors are integrally connected with pedagogical determinants, and fully reveal their potential in a competency-based educational process. Unlike traditional methods focused on memorization and repetition, problem-based learning, project-based and research-oriented methods turn students into active participants. Teacher–student collaboration plays a central role here: the teacher is not an authoritarian leader, but a partner



who encourages students' questions, opens the way for independent inquiry, and creates an atmosphere where it is acceptable to make mistakes without fear.

As demonstrated in the works of Umarbekova G. and Ganieva Z.E., the situation of productive collaborative activity is the main condition of creativity, since it transforms students from passive learners into individuals who independently solve problems [4, 345–352; 6, 393–400].

Based on the analyzed theoretical materials and on Torrance's creative thinking model—the creator of the concept of creativity—it was determined that the following pedagogical methods are most effective for developing the indicators of fluency, flexibility, originality, and elaboration in 8–9th grade students:

- debates and discussions on moral dilemmas;
- small projects (“Social Responsibility at School”);
- interactive technologies (video clips, online quizzes);
- individual tasks adapted to each student's interests and psychological characteristics.

Eliminating factors that hinder creative thinking is also an important component of the determinant system. Psychological barriers such as avoiding risk, strictly adhering to rigid rules, underestimating imagination, and thinking only about success restrict students' creative potential. To prevent this, the teacher should perform diagnostic and motivational tasks, value every student's idea, and harmonize national values (Islamic morality, patriotism) with the creative requirements of the 21st century. As a result, the interaction of social and pedagogical determinants not only increases students' creative thinking skills, but also forms in them qualities such as responsibility, independence, and usefulness to society.

In conclusion, it can be stated that the socio-pedagogical determinants for developing creative thinking in 8–9th grade students during education lessons are manifested in the unity of the teacher's creative approach, family–



school cooperation, competency-based methods, and a positive educational environment. Taking these determinants into account, the model designed in the present context raises the effectiveness of the “tarbiya” subject to a new level and educates students in the spirit of national values as well as contemporary requirements.

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