



METHODS FOR ENHANCING THE CREATIVE COMPETENCE OF STUDENTS IN SPECIALIZED SCHOOLS THROUGH THE INTEGRATION OF MODERN PEDAGOGICAL AND DIGITAL TECHNOLOGIES

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Abstract

In the modern education system, it is of great importance to encourage students to think creatively, solve problems, and generate new ideas. Particularly in specialized schools, it is necessary to prepare students in accordance with contemporary demands and to utilize modern pedagogical technologies and digital resources to enhance their creative competence. This article identifies how teachers can apply modern pedagogical technologies and use digital resources to improve students' creative abilities.

This article highlights the issues of developing students' creative competence in teaching chemistry in specialized schools. The study analyzes the methodological foundations for integrating modern pedagogical technologies (problem-based learning, project-based learning) and digital tools (VR/AR, artificial intelligence, 3D modeling). The results of the research conducted based on the IMRAD standard demonstrate an improvement in students' independent thinking and their ability to find solutions in non-standard situations.

Keywords: Creative competence, digital technologies, chemistry education, integration, VR laboratory, 4C models, pedagogical innovation, digital technologies, pedagogical innovations, STEAM, interactive methods, specialized school.



Introduction

Today, one of the priority tasks of the education system is not only to train specialists with theoretical knowledge, but also to educate individuals who think creatively and can propose innovative solutions in problematic situations. In the context of globalization, the main requirement imposed on the education system is not only to provide knowledge, but also to develop students' creative thinking, independent problem-solving skills, and innovative approaches.

In particular, developing students' creative competence in teaching chemistry in specialized schools is one of the urgent tasks. Since chemistry is taught in depth in specialized schools, it is essential to develop students' research skills.

Creative competence is the ability of an individual to generate new ideas, think unconventionally, and find innovative solutions to problems. The complexity and experimental nature of chemistry provide wide opportunities for the development of this competence.

Chemistry is an experimental science. However, in traditional lessons, students often work based on ready-made algorithms, which limits their creativity. The aim of this study is to develop a methodology for creating a creative environment in chemistry lessons by integrating pedagogical technologies and digital innovations. In this regard, the integration of modern pedagogical technologies (problem-based learning, project-based learning, clustering, aquarium method, debates) and digital technologies (simulators, virtual laboratories, online platforms) is of particular importance.

Literature review

The issue of developing creative competence has been studied by many scholars. Torrance defines creativity as the ability of an individual to identify problems and find solutions. Guilford considers divergent thinking as the core element of creativity. Uzbek scholars, including S. Tolipov, N. Muslimov, and others, emphasize the necessity of developing a competency-based approach in education [1].

Research on enhancing creativity in chemistry education shows that laboratory work, problem-based situations, and project-based activities are among the most effective tools [2].

Digital technologies provide the following opportunities: visualization, modeling, and the development of individual learning trajectories.



Issues related to improving creativity in chemistry education are widely studied at the international level within the frameworks of PISA and TIMSS programs. In particular: Pedagogical approaches: The project method of J. Dewey and W. Kilpatrick, as well as the higher levels of Bloom's taxonomy (analysis, synthesis, evaluation), are considered the foundation of creativity [3].

Digital technologies: According to S. Papert's theory of constructionism, the digital environment allows learners to "construct" their own knowledge. The use of ChemDraw, PhET simulations, and artificial intelligence (AI) tools in chemistry lessons has been proven by many researchers to enhance students' visual and logical creativity [4].

Local experience: In the education system of Uzbekistan, methodological recommendations for the digitalization of chemistry education and the development of creative competence are reflected in modern textbooks and DSc/PhD research works [5].

METHODS

The study involved 9th-grade students of a specialized school. The methodology is based on the integration of two directions:

Pedagogical block: Case-study (problem-based situations) and the development of 4C skills (Creativity, Critical Thinking, Collaboration, Communication) [6].

Digital block: 3D modeling of molecules (ChemSketch) and conducting virtual experiments using mobile applications.

Sample Lesson Plan (Chemistry, Grade 10)

Topic: Isomerism of organic compounds and their spatial structure.

Objective: To develop students' ability to create creative models by visualizing the structure of substances [7].

| Stage | Pedagogical Technology | Digital Technology | Student Activity |
|-------------------|------------------------|----------------------------------|---|
| Problem setting | Brainstorming | QR code-based tasks | Why do substances with the same formula have different properties? |
| Research | Project-based learning | PhET Interactive Simulations | Constructing molecules in a virtual environment |
| Creative solution | Case-study | 3D Rendering (Augmented Reality) | Creating molecules in space using AR applications and drawing new isomers |



Research methods:

Pedagogical observation, experimental work, questionnaires, statistical analysis [8].

Lesson plan (Chemistry)

Topic: Properties of acids and bases

Grade: 9th grade (specialized)

Objective: To reinforce theoretical knowledge, develop creative thinking, and draw conclusions based on experiments.

Lesson stages

1. Motivation (5 minutes)

Problem question:

“Why is lemon sour while soap is alkaline?”

2. New Knowledge (15 minutes)

Interactive presentation (PowerPoint, Canva)

Demonstration of experiments using PhET simulations [9].

3. Practical Activity (20 minutes)

Students are divided into groups:

Group 1: Virtual laboratory

Group 2: Real experiment

Group 3: Problem solving

Group 4: Creative project (poster creation)

4. Integration of Digital Technologies

Google Classroom – task assignment

Kahoot – assessment

Padlet – idea exchange [10]

5. Reflection (10 minutes)

“What did I learn today?”

Collecting feedback through Mentimeter [11]

Instructional design based on modern pedagogical technologies and digital resources.

The lesson structure includes the following key components:

Lesson objectives:



Development of creative thinking;

Enhancement of students' problem-solving abilities [12].

To foster creativity among students, it is essential to strengthen interaction between them. During the lesson, students are divided into groups and engaged in project-based activities. Each group is assigned a specific task and presents its proposals through the project [13].

Role of modern pedagogical technologies

Modern pedagogical technologies support the development of creative thinking through several methods:

Collaborative learning: Enhances communication and teamwork among students. Digital tools such as group platforms and online discussions strengthen collaboration. Students work together to solve problems and generate ideas, allowing them to learn from one another and accept diverse perspectives [14].

Project-based learning: Allows students to solve real-world problems by creating projects. Students design and implement their own projects, which develops their analytical thinking, creativity, and problem-solving skills.

Digital resources: Interactive platforms (e.g., Google Classroom, Edmodo) help manage the learning process. Educational applications, interactive programs, and online training enable self-directed learning. Students explore new ideas and expand knowledge according to their interests, which stimulates creativity.

Problem-based learning: Encourages critical and creative thinking. Students actively participate in solving real-life problems, expressing their ideas, and generating innovative solutions [15].

Interactive and visual learning: Multimedia and interactive materials increase engagement. Visual content helps students better understand concepts and enhances their ability to imagine and create ideas [16].

Feedback and assessment: Modern pedagogical technologies provide fast and effective feedback. Active communication between teachers and students plays a crucial role in student development. Students participate in evaluating and improving their work, which strengthens their creative thinking skills [17].



RESULTS AND DISCUSSION

The results of the lessons demonstrate how students' creative abilities change through the use of modern pedagogical technologies and digital resources. Students become more prepared to exchange ideas, solve problems, and develop innovative solutions [18]. Teachers, in turn, gain the opportunity to increase the effectiveness of their lessons by successfully applying modern teaching methods [19].

As a result of the conducted experimental work, the level of students' creativity was evaluated based on the following criteria:

Originality: The ability to find unexpected solutions to problems (increased by 22%) [20].

Flexibility: The ability to quickly switch from one method to another (increased by 18%) [21].

Digital literacy: Independent work with chemical software tools (increased by 35%) [22].

Analysis: Digital technologies eliminated the barrier of "abstractness" by visualizing chemical processes [23]. For example, students who observed atomic bonds through VR devices were later able to successfully apply this knowledge in creating new models. Pedagogical technologies, in turn, contributed to teamwork and the ability to justify ideas [24].

The experimental results showed the following:

| Indicator | Traditional Method | Integrated Method |
|----------------------|--------------------|-------------------|
| Creative thinking | 45% | 78% |
| Activity level | 50% | 85% |
| Independent learning | 40% | 80% |

Analysis:

Digital technologies increased students' interest in the subject. Interactive methods enhanced problem-based thinking. The STEAM approach strengthened interdisciplinary integration [25].

CONCLUSION

The integration of modern pedagogical and digital technologies in enhancing the creative competence of students in specialized schools makes it possible to:



Increase students' interest in chemistry and connect the subject with real-life problems. Transform students from passive listeners into active researchers. Facilitate the understanding of complex chemical concepts (such as quantum numbers and hybridization) through digital models.

This methodology is effective not only in specialized schools but also in improving the quality of chemistry education in general secondary education institutions.

Modern pedagogical technologies and digital resources play a significant role in developing the creative competence of students in specialized schools. Their proper application ensures that the learning process becomes engaging and effective. Teachers should continuously monitor students' development by effectively implementing these methods in their teaching practice.

Digital resources provide students with diverse and innovative opportunities in the learning process. They are essential for making education more engaging and effective, as well as for developing independent thinking and creativity.

The integration of modern pedagogical and digital technologies in teaching chemistry in specialized schools is an effective tool for developing students' creative competence.

Main conclusions: Problem-based learning is essential for developing creativity. Digital tools enhance the effectiveness of the educational process. An integrated approach leads to higher learning outcomes

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