



Short Communication

Teaching Subject “Education” Methodology for Developing Creative Thinking Based on A Differentiated Approach

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ABSTRACT:

This article examines the theoretical and practical foundations of the differentiated approach using the example of the subject “Education” taught in general secondary schools. The role of differentiated learning technologies in developing students’ creative thinking is analyzed, as well as the methodology of adapting moral and spiritual education to individual characteristics. In addition, methodological recommendations aimed at forming a creative environment in the educational process and enhancing students’ divergent thinking abilities are presented.

Keywords: Education subject, differential approach, creative thinking, creative pedagogy, moral education, individual approach, cognitive methodology, spiritual development, Termiz pedagogical school, differentiated learning

MAIN PART

The methodology of developing creative thinking based on a differentiated approach in the subject “Education” is of fundamental importance in strengthening the spiritual foundation of society and raising the younger generation in the spirit of national and universal values. Because the process of education is not only about memorizing rules, but also requires analyzing each student’s inner world, and influencing them according to their unique character, worldview, and level of perception. Therefore, in modern pedagogy, special attention is being paid to diversifying educational content based on students’ interests, life experience, and psychological state, rather than using uniform teaching methods in the subject “Education.” For future teachers trained in institutions such as the Termiz State Pedagogical Institute, the differentiated approach serves not only to form moral standards in students but also as a key mechanism that teaches them to find creative solutions in complex social situations.

The main methodological principles of the differentiated approach in Education lessons are based on humanism, consistency, self-awareness of the individual, moral management of risks, and creative freedom. From a methodological point of view, the process of developing creative thinking

occurs in a four-stage model: diagnosing the student’s moral-ethical level, differentiating creative tasks according to cognitive complexity, solving problem situations in an individualized manner, and continuously monitoring the student’s moral development. In the subject “Education,” instead of giving students ready-made conclusions (dogmas), it is necessary to encourage reflection and create opportunities for them to logically defend their own viewpoints in various moral dilemmas. In this regard, the life paths of successful historical figures, great thinkers, and contemporary heroes serve as one of the most effective methodological tools of the differentiated approach. The teacher’s subjective-emotional communication with each student during the lesson and their appreciation of individual opinions gradually introduce new moral and social standards into the student’s consciousness.

In the process of differentiation, project-based tasks, role-playing games, case studies, interactive seminars, and analytical questions focused on reflection play a central role. Based on Bloom’s Taxonomy, which is considered the core methodological foundation, tasks in the subject “Education” are differentiated from simple remembering to the level of creative

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creation. Through differentiated debates, students learn to understand their social responsibility, develop communication culture, learn to cope with moral crises, and correctly accept the diversity of opinions (pluralism). Theoretical models enrich their worldview and help them understand the subtle boundaries between good and evil, justice and injustice. Therefore, in modern lessons, specialists not only provide moral theories but also analyze practical content, teaching students to evaluate moral risks behind each action. Differentiated approach in the subject “Education” is implemented in close connection with internal spiritual potential and external social environment. It has several methodological types, which differ according to lesson objectives and students’ psychophysiological resources. While concentric differentiation involves explaining one moral concept (for example, “Patriotism”) at different depths for students of different ages and intellectual levels, cognitive differentiation is based on the student’s visual or logical perception abilities. Based on the traditions of the Termiz pedagogical school, future teachers should, together with parents, develop a “personal spiritual development trajectory” for each child. When the state and educational institutions work together, the student’s personality develops harmoniously, and their creative qualities are strengthened. In the process of differentiation, the targeted allocation of time and pedagogical attention creates conditions for the student to feel themselves as a valuable and independent subject in society.

CONCLUSION

In conclusion, the theoretical and methodological foundations of the differentiated approach in the subject “Education” represent a

complex system based on the principles of personality-oriented education, systemic analysis, targeted resource allocation, and continuous pedagogical monitoring. Through this system, the student is formed not only as a person who memorizes moral rules, but as a responsible, creative, and independently thinking stable subject. The methodological approaches studied in this article show that properly organized differentiation contributes to the formation of a socially active, respectful, patriotic, responsible, and well-rounded personality who will find their place in society in the future. As a result, the developed qualities of creative thinking—flexibility, moral resilience, and creative synergy—become the main spiritual tools ensuring the student’s competitiveness throughout life. In the educational system, the differentiated approach is not merely the division of subject content into levels, but a fundamental basis for improving educational quality and training spiritually rich personnel who meet the demands of the modern world. From a pedagogical perspective, the effectiveness of this method directly depends on the teacher’s analytical preparation, professional competence, and ability to integrate national values with modern innovative technologies. Especially in today’s age of information influence, the differentiated approach plays a decisive role in forming “spiritual immunity” and critical-creative thinking in students. A properly planned methodological strategy allows educational institutions to achieve stable development under social changes and better understand students’ inner worlds. Thus, the principle of the differentiated approach is not only a current pedagogical necessity but also an integral part of the long-term national strategic spiritual development of our country.

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