

Developing Students' Creative Thinking Skills Through Teaching the Writing of Essays

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Received: 16 March 2025; **Accepted:** 12 April 2025; **Published:** 14 May 2025

Abstract: The article presents opinions, suggestions, and recommendations on developing students' essay writing skills, developing creative thinking skills through essay writing, the differences and advantages of essays from other types of written work, and what criteria should be followed when creating them.

Keywords: Essay, creative thinking, essay writing criteria, argumentation, conclusion, personal point of view, thinking skills, writing rules, quotation, attitude.

Introduction: Today, society needs independently working, creatively thinking personnel, and in native language education, as in exact sciences, educational content is being formed that teaches students to think. Usually, during the essay writing process, the questions and tasks posed to you require analytical answers, namely: searching for an explanation: why does something happen and how does it happen? (processes, mechanisms) and the answer does not require a simple description of the facts or a generalization of the answers of others. Naturally, along with the existing viewpoints on this issue, the facts are very important. Nevertheless, all of this is only part of the original material that the student uses to answer, but it cannot be an answer to the question. When teaching essay writing, it is advisable to give tasks that encourage more thinking, reflection, and reasoning.

The rejection of pre-planning of educational activities will be the main factor in the formation and development of critical, creative thinking in students, directing them to creative thinking, inventing new ideas, changing their attitude towards learning, and encouraging them to achieve success. The factor lacking in training sessions is creativity.

METHODS

Today, many teachers directly use interactive methods, innovative pedagogical and information technologies in the educational process. Through this, the teacher

achieves effectiveness by spending less energy and providing more information during the lesson, and students retain information in their memory for a long time through visual perception. Creative approaches and achievements have advanced human civilization in various fields worldwide, from science and technology to philosophy, art, and social sciences. Creative thinking is more than just giving random ideas. It is a real skill based on knowledge and experience, which allows a person to sometimes achieve better results in difficult conditions.

In native language lessons, it is also possible to teach students to think creatively, a useful method is teaching them to write essays.

Future work is associated with the development of critical thinking and special practical skills, that is, the emergence of new methods for solving cognitive problems, new views on the situation, the ability to effectively adapt to changes will contribute to the formation of competitive advantage and leadership among modern young specialists, the ability to create a unique value proposition in the labor market.

When writing an essay, it is advisable to adhere to the following. When choosing a topic, before drawing up an answer plan, carefully read it and make sure that you understand it correctly, since it can be interpreted in different ways, and there are several approaches to its illumination: therefore, you will have to choose the version of the approach that you interpret. The student

should also be able to justify their choice. At the same time, the content of the question can cover a wide range of issues requiring the involvement of a large volume of literature. In this case, it is possible to make a decision that illuminates and describes only some aspects of this issue. If it does not go beyond the established limits and the choice is justified, supported by relevant arguments, there will be no problems.

Based on the decision on how to answer the question, it is necessary to develop a plan/structure of the answer. According to E.P.Torrens, the concept of "creativity" is based on:

- putting forward a problem or scientific hypothesis; - testing and changing the hypothesis; - identifying the problem based on the formation of decision results; - sensitivity to the contradiction of knowledge and practical actions in finding a solution to the problem.

Development of the topic: substantiated disclosure of the topic based on collected materials (ideas, models, and data).

Conclusion: generalization on the topic with an indication of its area of application, reasoned conclusions, etc.

Creative thinking can be clearly reflected in any social sphere. The teacher's creativity is reflected in their creative approach to the organization of professional activity. In recent years, this situation has been expressed by the concept of "pedagogical creativity."

A well-established (and necessary for most of us) way to write an essay on any topic is to use headlines to highlight the key points of an argumentative presentation: it helps you see what you're planning to do. This approach will help you achieve a clearly defined goal in this study. Effective use of subheadings is associated with highlighting the main points you want to highlight. Their sequence can indicate the presence or absence of logic in illuminating the topic. This requires creative thinking from the student.

It is very useful to emphasize in the essay what you want to do (your goals) and what is not included in your essay, as well as to give brief definitions of such terms as "when I say gender relations / capitalism, I mean the following." However, try to minimize the number of definitions (say, three or four, one sentence with a brief summary is enough).

The content of the main part of the essay. This part includes the development of your evidence and analysis, as well as their justification based on available information, other evidence, and positions on this issue. This indicates the main content of the essay and its great difficulty: it is for these purposes that the subtitles carried out in the construction of your

argument are important; here you need to substantiate the proposed argumentation/analysis (logically, using data or rigorous reasoning).

Fill in the sections with content based on your argument (corresponding to the subheadings), limit yourself to considering one main idea within the paragraph. It is also useful to apply the technique of sequential numbering of all paragraphs when writing the draft of the work - this helps to ensure that each paragraph (and its main idea) corresponds "to its place," that is, in a logical sequence, each paragraph follows the previous paragraph. In the final version, you can delete the paragraph numbers.

Requirements for factual data and other sources.

To write an essay (or other type of written work) well, it is very important to use empirical data and other sources.

All data is tied to a specific time and place, so make sure they match the time and place you need for your research before using them. Even if you are using, for example, a table of social mobility data in Britain, indicate the time of this study, etc.

A proper description of time and place data is one of the ways to avoid over-generalization, resulting in all countries being the same in some important aspects (if you think so, it needs to be proven), and this should not be an unfounded statement.

If you remember that the information you use as part of the essay is not the final action, but descriptive material, you can always avoid excessive generalization, that is, they confirm your arguments and reasoning and show that you know how to use the information correctly.

Also remember that data on controversial issues are always "interviewed" ("false statistics," etc.). They don't expect you to give a clear answer (no one will ever agree that this is the only correct answer!). But if you understand the essence of the actual material related to the above question (relevant indicators? how reliable is the data to create such indicators? what conclusion can be drawn based on the available data and indicators regarding causes and consequences? etc.), demonstrate this in your essay.

When writing an essay, difficulties sometimes arise due to not knowing how to correctly use the available literature on this topic. You can avoid these problems by remembering some rules (starting points): when quoting (using someone else's words), always put the text in quotation marks and provide a clear reference to the source (including page number). If you do not do this, that is, transfer others' opinions to your own, it is considered plagiarism; do not forget to provide a

reference to the source, even when conveying the text in your own words (briefly summarize it or rewrite the sentence).

When preparing a conclusion/report about the views of a specific author or authors arguing with each other, a reference to the source is also necessary. For example: Do not refer to works that you have not read; the only exception to this rule is that you can say this if you refer to an author who has cited another author.

Currently, the composition of the essay is not limited by strict rules, it is very free in nature, but it should be remembered that this text should also be harmonious. The essay can be in the form of a diary, lyrical miniature, commentary, philosophical reflection - in any case, it remains a single work, in which all parts are interconnected by a common logic, the author's position, and the general style. Critical understanding of new information is closely related to the development of the student's information and communication culture. It is impossible to be professional without the ability to work with information correctly, analyze information flows, highlight key information, draw conclusions, and give one's own assessments, without claiming objectivity. .

The final part of the essay may contain a brief summary of the author's main arguments, but it is necessary to

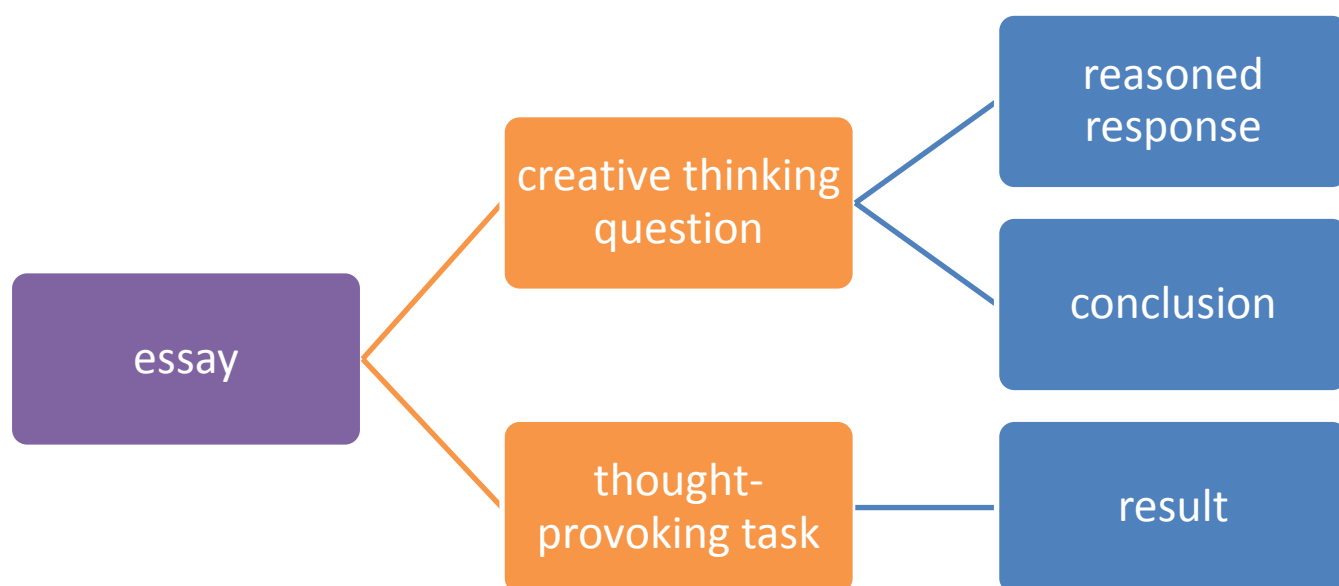
try to present it. The factors and conceptual rules that form the basis for organizing the pedagogical conditions for the effectiveness of the essay writing process allow the implementation of this model into practice and the achievement of effective results.

The creation of creative thinking can provide factors of non-traditional thinking and development for the rapid development of industrial and post-industrial, scientific and technical revolutions and human society, as well as enrich new levels of technical development in modern society. The thinking of modern managers and business development requires creative thinking from the lowest to the highest level, and this is a tool for business development, growth and development, expansion and stability, this is a tool of consciousness.

DISCUSSION

Critical thinking differs from logical (correct) thinking. Therefore, the ability to think logically without solving logical problems is impossible, which means the free use of high-level mental operations for the formation of consistent, well-founded conclusions and assessments, decision-making.

The development of students' creative thinking skills through writing essays is carried out in the following sequence:



Our observations, empirical studies, and analyses carried out within the framework of our research are aimed at developing a system of pragmatic learning tasks that form speech competence based on interdisciplinary connections; developing tasks that enhance speech competence based on interdisciplinary connections using texts of different styles and educational materials; developing and using in practice

learning tasks that develop students' speech competence when using texts suitable for different speech situations, questions and tasks that guide thinking, the ability to connect text and extratextual information to the topic, and the ability to identify subtextual meanings based on keywords; allowed us to conclude that the development of speech competence in native language classes is effective when implemented through the phased integration of such

interconnected functions as the proposal of methods, communication. (see Table 1).
techniques, and technologies for using interdisciplinary

Table 1
Stages of developing students' essay writing competence

Development Stages	Development Stages	Student Activity
Essay preparation	Introduces the rules of essay writing	Gets familiar with essay writing rules
	Provides information about the structure.	They will learn about the structure of the essay.
	Explains the stages, explains the sequence.	Understands the sequence in expressing thoughts in an essay.
Practice writing essays	Shows an example.	He will practice writing an essay.
	It demonstrates the stages of essay writing in a coherent manner.	Understands the essence of continuity in essay writing.
Select theme	Provides an invitation to choose an optional theme.	Shows initiative, chooses a topic.
	Chooses the topic themselves.	The teacher expresses their opinion on the chosen topic.
	Assists in choosing a topic based on the task given in the textbook.	They learn to complete the task given in the textbook.
Working with supporting data	Teaches to justify one's opinion.	They learn to justify their opinion.
	Provides insight into how to use facts and arguments.	Understands what argumentation is and learns to apply it.
Summarize	Teaches to summarize.	They learn to summarize their thoughts.
	Explains the nature of the conclusion.	Understands the importance of the conclusion.
Evaluation	Explains evaluation criteria	He reviews his essay based on the evaluation criteria.
	Evaluates.	They familiarize themselves with the price and work on the shortcomings.

RESULTS

The possibilities of improving the methodology for the development of written speech competence in students of grades 5-7 of general education schools are achieved on the basis of analytical forecasting and design of practical classes that develop the skills of logical, creative thinking, comprehension, reflection and its practical application, as well as the practical integration of individual features of the organization of

education. Each lesson is conducted according to pre-prepared modules and projects. There are many types of interactive methods for this. It is sufficient to select them in accordance with the specifics of the lesson topic and the intended goal. As an integral part of the methodology for developing students' speech competence, among the educational tasks for use in "Native Language" lessons, the following questions and tasks can be posed that prepare students for creative thinking:

No	Questions and tasks for creative thinking	Execution form
1.	How long would you be friends if someone with a different nature wanted to become friends with you?	Oral
2	Imagine that for one day you have become an invisible person. Describe this day. Do you think it will be fun, or will you create more problems? Explain.	Oral
3	If you were fortunate enough to travel with any scientist in the world, who would he be and why would you choose him?	Write (essay)
4	Write down why keeping promises is important.	Write (essay)
5	Do you believe that people are better or worse by nature? Explain.	Oral
6	Describe the positive and negative aspects of your closest friend sitting at the same desk with you.	Oral
7	What is the difference between honesty and truth for you?	Oral
8	Think of a new Olympic sport in which you will win a gold medal. What kind of sport is this?	Oral
9	If you were to be taught, what would this lesson be about?	Oral
10	What would it be like if you had the opportunity to make a proposal at a young age?	Oral

CONCLUSION

In general, teaching students creative thinking based on the development of essay writing skills is carried out, of course, through educational tasks. Teachers should use non-traditional approaches in the creation of tasks and questions to enrich the imagination of their students and develop their thinking.

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