

Teaching Creativity

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Abstract: Present time a lot of things are being created thanks to IT technology and accumulation of ideas involves learners to create something new in all spheres of life. Creating generates our system of ideas, supports logical views of something, imaginative overview towards the environment where we live and work. Creativity appears after creative-thinking. Furthermore, artificial intelligence makes our life better to live, provides us more opportunity than before, presenting enormous new technology to utilize in our workplaces. This paper highlights ideas regarding to creativity, artificial intelligence and its impact on society.

Key words: creativity, artificial intelligence, learners in economics.

Introduction

In the last decades, the population of the globe intend to generate new sources of life such as Artificial intelligence which magnificently attracting and involving all to one idea. The idea is that we should live more creatively than before, making our world better to live. In the future, Artificial intelligence may replace even human and animals in order to keep balance in the nature, which may prevent our environment from any damage and extinction of animals, plants. At present robots are being replaced human, working in the restaurants, shops to serve for human being. It is part of imaginative creativity. What's more, Artificial intelligence may impact biological part of human, may create bioorgans for longer living in the planet. We decided to discuss some issues concerning creativity and its huge impact on society.

Literature Review

Some linguists (Egan et al., 2017; Mullet et al., 2016; Simonton, 2018; Wiggins et al., 2015) indicated that creativity has received a renaissance in education through its inclusion as a significant 21st-century skill, and several countries and institutions are advocating for creativity's inclusion in policy and educational documents. The focus on the 4Cs—creativity, critical thinking, communication, and collaboration. Creativity specifically has been recognized as a life skill that stimulates learners' personal growth, artistic, academic, critical thinking, and problem-solving ability and has applicability in all specific domains where workers create something new (Cropley, 2020; Plucker et al., 2020). Kuo-Wei Lee (2023) claimed that fostering student creativity in higher education is necessary. Creativity is defined as a product or idea that is novel (or original, unique, or unusual) and useful (or has value, or fit, or is appropriate) [J.T. Dow 2022; R.J. Stenberg. 2006]. Creativity is considered one of the vital competencies in the today's century and important for innovation and entrepreneurship. Creativity must be introduced in every subject in education system. Different creativity teaching methods affect the effectiveness of enhancing creativity [X.Gu.et.al. 2022]. Ensuring the effective accomplishment of creativity as a goal in education depends on skilled teachers, as teachers are key agents in inspiring and developing creativity in learners (Karwowski et al., 2020; Vygotsky, 1995a).

Teacher and learner relationships are vital in educational practice, both during compulsory education, and also as teachers complete their ITE (Ehtiyar & Baser, 2019). Creative teaching intends to develop technical, practical, analytical, linguistic skills that will reflect in teachers' pedagogical processes and classroom experiences; providing them the authenticity of a specialized artistic experience when

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working with students, involving the students to play as role models, to build self-confidence for acquisition subject matter and increase their own understanding of new concepts in visual arts education (Morris & Coleman, 2019). Additionally, like learners, teachers' professional practices are shaped through social experiences—the collaborative kind of learning (Vygotsky, 1978; 1995b) with their coursemates and university professors during teaching economics to the students (Ehtiyar & Baser, 2019). Theory about economy is valuable tools for learning and teaching economics, with distinct impacts and advantages for each learning approach (Bates, 2015; Harasim, 2017; Waseem, 2020). These theories provide the foundation for selecting certain teaching methods, as understanding learning theories assist teachers in understanding learners' educational needs and helps them to employ an appropriate approach that suits the learning context. Wrenn and Wrenn (2009) assert that combining learning theories in educational practice is one of the best ways to enhance effective teaching and learning. In teaching languages, especially, terminology, Authentic contexts enhance learners' knowledge, equipping them with needful instruction and views towards issues concerning their fields of expertise. Moreover, types and tokens occurring in technical texts of oil and gas engineering may be able to extend the horizons of adult learners (Abdinazarov Kh.2023:200).

Gamification in teaching economics

Gamification is an effective tool in enhancing creativity. Teaching creativity is a complex, elusive, and multifaceted process [G.B. Esquivel. 1995; R.A.Beghetto.2021]. However, through activities students may learn features of creativity. What's more, gamification can motivate learners to collective creativity. Besides, gamification could enhance students' creative problem-solving skills.

The main methods in educating creative thinking

There are following creativity activities:

to enhance creativity-divergent thinking, balloon competition, the SCAMPER technique.

1. Divergent thinking, which represents a significant component of creativity, generating a lot of original thinking ideas, view towards objects.
2. The balloon competition is a team-work activity which stimulates students' creative thinking.
3. The SCAMPER technique stimulates learners better creative thinking.

Artificial intelligence playing crucial role in creativity in society

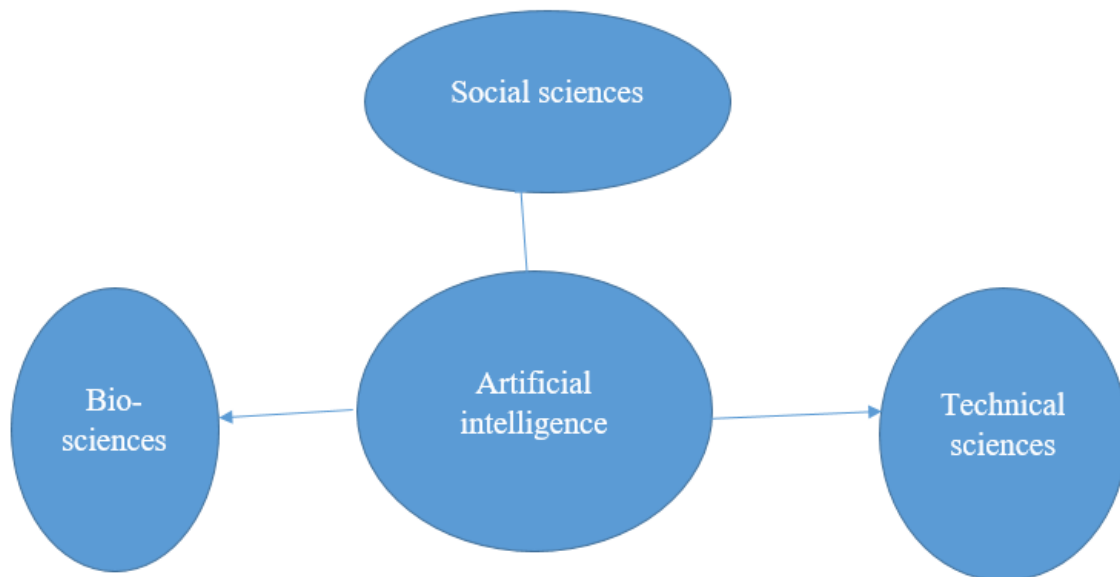
Linguists (Zorona Ivcevic, Mike Grandinetti. 2024; Fuchs et al., 2015; Runco 2023; Locher et al., 2015; Newman & Bloom, 2012) claimed that artificial intelligence (AI) technology is a major topic of interest to creativity, especially since the release of ChatGPT in recent years. suggested a term parallel to artificial intelligence – artificial creativity – to describe machine-based generative outputs. Human-AI co-creation, where AI becomes a tool (or one of the tools) for human creativity and has a potential to augment it, human only creativity becoming a hallmark of 'true' creativity, similar to the handmade effect in consumer product evaluations or the authenticity effect in judgements of art plagiarism concerns, AI diminishing human creativity in some individuals by weakening motivation and self-concept of creativity. Each of these scenarios is likely to spur their own lines of research. For instance, creativity researchers might conduct studies to examine who would be likely to get discouraged and who would be inspired by AI systems.

In the sphere of economics artificial intelligence is considered to main tool to count numbers, money transformation from one bank to others is being done by artificial intelligence. The artificial intelligence huge impacts on the society is being taken account.



Research Methods

At present artificial intelligence is going in all branches of science:



In the above-mentioned picture, we can see that the artificial intelligence plays important role in the social, technical and bio sciences. It has promising future which will predictably control human kind and their working accomplishments, providing them endless opportunities to use in order to develop all sciences. It will connect our planet to other planets to step.

Conclusion

The art of creativity covers all branches of sciences from education to technical sciences, providing tools create for language learners, students who study economics and its branches, educating them how to do something by creative-thinking. Creativity enables the learners to advance in specialty at higher education, and achieve their aim of being active in life and acquire long-term success in economics by creating a program. Abdinazarov X.Sh (2023: 277) stated that in every language, there are an increasing number of loan words which could increase the word range of the dictionary, having borrowed from other languages. Additionally, linguists and local people of different languages, cultures, and traditions could employ loan words in society as well as members or representatives of all spheres of science often deploy them in written and spoken contexts as well. According Abdinazrov's statement, the loan words can be selected through artificial intelligence.

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