

# Improving Creative Thinking by using Content Based Teaching Method

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**Abstract:** The article considers about creative thinking of language learners in content-based teaching. The mental life of a person is a process of changing two forms of internal and external activity: creativity and activity. At the same time, the activity is expedient, arbitrary, rational, consciously regulated, motivated by a certain motivation, and functions according to the type of negative feedback: the achievement of a result completes the stage of activity.

**Key words:** creativity, creative thinking, creative person, creative abilities, content, Content-based instruction.

Creativity is a word that is on everyone's lips today. It can be found as a personal characteristic, in most resumes of people of various professions (and not only creative ones). Creative people are hunted down by large companies and admired. Many are sure that this quality is simply a necessity in the modern world, however, no one knows exactly how and in what way to measure it.

Creativity is the ability to create and find new original ideas, deviating from accepted patterns of thinking to successfully solve problems in an unconventional way. It is seeing problems from a different angle and solving them in a unique way. Creative thinking is revolutionary and creative thinking that is constructive in nature.

Creative thinking has value in business, science, culture, art, politics - in a word, in all dynamic areas of life where competition is developed. Therein lies its value to society.

To be a creative person means to have certain preferences and advantages in this world, for example, to compare favorably with colleagues at work, to be a more interesting interlocutor (tediousness and banality are qualities not inherent in creative individuals), to be able to find unexpected solutions from difficult life situations. Creative people are more balanced and tolerant of others, because they know that each person sees the world in his own way.

You can use your creative abilities not only to create new interesting ideas (to improve life or its individual aspects), but also for self-improvement and personal development in general. Any creative activity helps us gain personal meaning and comprehend our own values. In addition, this is the most important spiritual need of a person, which distinguishes him from other living beings.

Creativity is the creative abilities of an individual, characterized by a willingness to generate fundamentally new unusual ideas that deviate from traditional or accepted patterns of thinking, as well as the ability to solve problems that arise within static systems. Many people who have a creative need lack creative competence. There are three aspects of such competence:

First, how ready a person is for creativity in the conditions of multidimensionality and alternativeness of modern culture.

Secondly, to what extent he owns the specific "languages" of different types of creative activity.

The third aspect of creative competence is the degree to which a person masters a system of "technical" skills and abilities (for example, the technology of painting craft, a feature of working with photography), on which the ability to implement conceived and "invented" ideas depends.

Different types of creativity have different requirements for the level of creative competence. The inability to realize creative potential due to insufficient creative competence has given rise to mass amateur creativity, that is, "creativity at leisure", and a hobby.

Creativity in the modern world is more and more beginning to be considered not as a process and not even as an activity, but as a characteristic of a person, an image or style of life, a way of relating to the world.

In other words, creativity as an expression of one's individuality in limited areas of practice does not necessarily mean painting pictures; it can also be expressed in everyday and, at first glance, everyday affairs.

Another problem for the development of creativity is that in itself the solution of problems (both life and various others) for most people is not a priority in their lives. Perhaps the most pragmatic explanation for this is that for a significant part of

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our lives we spend our lives lounging on the couch, in a nightclub, etc., instead of thinking hard about some creative problem.

It is precisely because a person does not use even a quarter of his capabilities that one can speak of the existence of such a phenomenon as creative rigidity or of people without any abilities, although in reality this cannot be.

The development of creativity has its own characteristics in each age period, and various factors influencing its dynamics in a given period can become of paramount importance. The main problems in the development of creativity as a personal ability to create are: the everyday life of a person, the rigidity of social stereotypes, the suppression of creative needs; the typicality of a learning system based on stories, and not on providing students with the opportunity to gain knowledge through their own experience; not the priority of finding a solution to problems, or let's call it not the desire of a person to work to the best of his ability.

Creativity, on the other hand, is spontaneous, involuntary, irrational, cannot be regulated by consciousness, it is motivated by the alienation of a person from the world and functions on the principle of positive feedback: receiving a creative product only spurs the process, making it endless. Hence, activity is the life of consciousness, the mechanism of which is reduced to the interaction of active consciousness with the passive unconscious, while creativity is the life of the dominant unconscious when interacting with the passive consciousness.

For the manifestation of creative abilities, a peculiar environment is needed - a creative environment characterized by the following features:

- ✓ optimal motivation, which implies an average level of achievement motivation, as well as the absence of competitive motivation and social approval motivation;
- ✓ a relaxed environment, characterized by the absence of threat and coercion, the acceptance and stimulation of any ideas, freedom of action and the absence of criticism.

Thus, with all the variety of psychological theories of creativity, there are a number of fundamental features of creative activity, by influencing which, to one degree or another, it is possible to increase the productivity of creative thinking and develop the creative abilities of a student-teenager personality.

Creative abilities are distinguished, as it were, for different reasons, but at the same time, all of them are manifested in the success of the activity. The quality of creative abilities is determined by the activity, the condition for the successful implementation of which they are. The creative abilities of a teenager are the result of the development of inclinations. Arising on the basis of inclinations, creative abilities develop in the process and under the influence of activities that require certain abilities from the child.

Creativity can be improved by Content-based instruction. It is a teaching approach where learners study language through meaningful content. It motivates students to learn because the subject matter is interesting, and allows them to apply their learned language skills in a different context instead of rote memorizing vocabulary. For example, students might have a lesson on French cuisine. This would focus on the French diet and would naturally introduce words such as 'pain' (bread), 'fromage,' (cheese) and 'croissant,' in a meaningful way because the words are presented within the context of the content.

Any person who uses original ways of solving any life problems is a type of creative person. The main feature of a creative person is creativity. Creativity provides productive transformations in the activity of the individual, allowing you to satisfy the need for research activity. Creativity as one of the types of activity and creativity, as a stable set of features, contributes to the search for a new, original, atypical, and ensures the progress of social development. Creativity distinguishes one person from another. Creativity can be viewed as a form of behavior that is not consistent with accepted norms, but at the same time does not violate the legal and moral prescriptions of the group.

The focus of a CBI lesson is on the topic or subject matter. During the lesson, students are focused on learning about something. This could be anything that interests them from a serious science subject to their favorite pop star or even a topical news story or film.

The goal of CBI is to prepare students to acquire the language while using the context of any subject matter so that students learn the language by using it within that specific context. Rather than learning a language out of context, it is learned within the context of a specific academic subject.

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