

METHODS FOR DEVELOPING STUDENTS CREATIVE THINKING SKILLS IN A LANDSCAPE DESIGN TOOL

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ABSTRACT

The article explores effective pedagogical methods for developing students' creative thinking skills through the use of landscape design tools. Emphasis is placed on integrating digital technologies, visual modeling, and project-based learning to foster innovation and aesthetic sensitivity. It analyzes the cognitive and practical aspects of creativity formation in design-oriented education. The research identifies key strategies that encourage imagination, problem-solving, and independent artistic expression. Practical examples of using GIS, AutoCAD, and SketchUp in landscape planning are discussed. The study highlights interdisciplinary approaches combining art, ecology, and spatial thinking. Results show that technology-enhanced creative practices significantly improve students' professional competencies. Recommendations for teachers to optimize the creative design process are also provided.

Modern society is demanding the education system to educate highly qualified, aspiring, competitive, enterprising, spiritual and physically healthy individuals. In higher education institutions, such directions as improving the quality and efficiency of education are established, in this regard, the development of higher education

educators and students' creativeness, the education of the younger generation with new ideas and views on the life of a constantly updated society in accordance with the requirements of the higher education institution is an important professional task of the The development of creative competence, which is necessary in

future professional activities if the modern educational process is approached creatively in the education of students, will be a contributing factor in the effective and high-quality organization of the educational process.

Creativism refers to human actions such as the production of New new ideas, the ability to find solutions to problems that seem complex, whose solution is open, the ability to take risks, the creative approach to his professional activities, and professional maturity. Globalization in the world in the processes of integration of Science and education, the issue of the development of professional training of future specialists is defined as one of the urgent tasks. Creative competence is a critical and creative approach to pedagogical activity, being able to demonstrate that it has the skills of creativity. Creativity characterizes an individual in a state of isolation or certain characteristics of it. It is also reflected as an important factor in creativity talent. Improving the methodology for the development of creative competence in students on the basis of an integrative approach shows useful and necessary aspects of future specialists in the manifestation of their creative and creative abilities in any process. Developing the growing

young generation of creative abilities, which can fully meet the requirements of the new time, creatively approach any situation, understand the world with new perspectives, forming creative fixation and thinking in them is primarily an educator operating in preschool educational organizations, requiring creative competence from specialists in their professional activities. The development of creative competence of future educators and specialists of the preschool educational organization, the role of which is considered incomparable in the upbringing of a perfect person, is primarily the responsibility of Educators of the higher educational institution.

It is not for nothing that the methods of organizing the creative work of students are one of the most popular slogans of education in recent times, precisely in the case of “the student is not a container that needs to be filled.” We do not fill the dishes, and students are not passive learners, but active participants in the educational process. If the student does not have a conscious idea of the knowledge learned, the educational process will not come true. That is why browsing or reflection is considered the most important stage of the cycle. At this stage, the student will be able to

understand the process of training and its results, analyze his own feelings and impressions. Thanks to the ability that creativity arises in the work of a person, it creates a new realism from the material of reality. In creativity, human thinking, memory, imagination, attention, will are actively involved, all knowledge, experience, talent are manifested. Creativity is born initially in the human imagination, then research is carried out on issues related to creativity. The initial manifestation of creative ability is the mind. The mind is manifested in the curiosity, aspiration of a person. Curiosity is a developmental factor in creative activity. Every creative person should develop the ability to fantasize, to imagine. Imagination is the process of remembering things and phenomena, circumstances, images of reality, as well as creative fantasies. Imagination also manifests itself in the form of memory. Enriching imagination with new images, thinking takes an important place in solving tasks. In this place, situations in Fidelity become brighter when conditions require a new look at reality or analysis. The fact that educators have creative qualities directs his personal abilities, natural and social capacity to a qualitative, effective organization of professional

activities. Consequently, the educator with the qualities of creativity focuses on organizing professional activities, taking a creative approach, showing activity in creating new, progressive, ideas that serve to develop children's educational activities, personal qualities, independent study of advanced pedagogical achievements and experiences, as well as having the ability to constantly, consistently exchange ideas about pedagogical achievements with colleagues.

The creativity of an individual, especially an educator, inspires the organization of the creative process of others. Creative abilities for the development of creative thinking in the means of landscape design are realized only in activities, but even then it is the command to be carried out without these abilities that is reflected only in the manifestations of skillful activity. If the student has not yet learned to imagine, the temple is not able to cope with the qualifications of practical activities, it is inappropriate to reflect on his abilities in relation to the art of design. All this arises in how quickly and easily a future designer can master the relationship of work style, methods, color, shape and content, and in the perception, imagination of beauty in being. Talent is an incredibly excellent creative ability,

an incredibly excellent ability, a high level of competence in a field. He is seen in the growth of perception, imagination, thinking, memory, observability benihoya, in the discovery of new facets of events, a complex connection in their time. It is possible to know a person's talent from the fact that he can master knowledge, solve theoretical and practical issues, apply his creativity, his knowledge and qualifications to marriage. One of the important structural elements of creative ability is the acquisition of creative imagination. "Creative imagination is the ability to build new holistic images, relying on the thought experience of a complex practical, perceptual, intellectual and emotional nature, and as a product of the designer's creative imagination, the designed image of objects characterizing novelty and originality, designer ideas, concepts are recognized."

Figuratively speaking, creative imagination allows you to create a project of the product of creativity, which is created in the process of thinking. After all, the structural basis of the holistic process and the order of discernment, the alternation of associations, the rounding of the image are clarified directly at the time of thinking. In the behavior of a person with creative abilities, artistic

skills and competence are also thrown aside. This quality determines the readiness of an individual to practically organize activities by the appropriate type of activity. Because at its core, in the process of activity, the actions, structural elements, their mutual compatibility, which are practically organized by the individual, are visible. In particular, if the development of creative thinking skills in the means of landscape design is taken on the example of designer activity, the basis of artistic skills and qualifications reflects the following components: "the use of a graphic tool (dots, lines, bars, spots) in expressiveness; the application of laws, methods and rules of colorology, the creation of a composition based on the The development of creative abilities is the process and result of pedagogical activity aimed at ensuring the transition of an individual's creative ability in an evolutionary way from a methodological level to a higher-creative level. The fact that a person has creative abilities helps to decide on his positive attitude towards being, Nature, social entities, material and spiritual values created by them. Therefore, the development of creative abilities of students is considered one of the main socio-pedagogical tasks. Design circles

have great potential in the development of creative abilities of students according to the content, order and principles of pedagogical activity organized in them.

The educator has the knowledge available by putting problematic issues before him and are confronted with evidence that contradicts their life experiences. As a result of this, work on oneself feels a need in relation to independent reading and learning. The modern requirements for creatively thinking educators are that it should be not an informant, but a mouthpiece, a manager, an organizer of communication, a consultant, taking into account the individual capabilities of young people. It is known that creativity is a stage of activity at the acmeological level of the individual, which relies on the ability to state one's opinion on the issue or problem posed, to creatively re-perceive the opinion of others, to reflexion, to justify and defend one's own point of view. Students organize the main components of their creative activity, such as cognitive inclinations, needs, activity, Independence, Initiative, non-standard thinking, improvization, which are directly harmonized with the orientation of the person of the educator to activities and creative abilities.

Planning classes in advance, shaping critical, creative thinking in educators, developing creative thinking skills in the medium of landscape design will be the main factor in motivating them to think creatively, to come up with new ideas, to change the attitude towards education will motivate them to achieve achievements. The educator's desire not to be creative and creative or not, but to organize training in the spirit of creativity, creativeness, to test new ideas in the educational process will lay the groundwork for the enrichment of their creative potential in them. The educator's creative thinking skills are considered a driving force in increasing the ability of creativity in them. It is these skills that serve the formation of creative activity, the ability to direct theoretical knowledge for practical activity, sensitivity to problems, intellectual abilities, an emotionally free and positive way of thinking. Analysis of methods for developing students' creative thinking skills in the medium of landscape design recommendations have been developed for the wide introduction of preparation for the training of backcountry landscape design.

Creative thinking is the ability of an individual to create new and original ideas, to creatively approach

problems. In the modern educational system, the development of creativism in students and students is one of the pressing issues. In particular, in the preschool education system, student creativity is considered an important factor in improving the quality of Education. Landscape design is the art of designing and organizing the environment aesthetically and functionally. Research shows that contact with nature and engaging in landscape design can help develop creativism. Shusabbli, the use of Landscape Design in order to increase student creativeness is a promising direction. The purpose of this study is to develop and substantiate methods for developing the creative thinking skills of students of the future preschool educational organization in the means of landscape design. There are a number of studies on creativity and the interrelationship of Landscape Design in foreign sources. Local researchers focused primarily on issues of developing student creationism in the preschool system. Empirical research is conducted on the basis of interviews with students and pedagogical observations.

Landscape design classes were held weekly during classes, students completed practical tasks such as

designing the environment, planting plants, creating compositions. Most of the students found their landscape design training interesting and rewarding. They claimed to have discovered novel ideas and approaches through these exercises. In the process of Landscape Design, students will have the opportunity to show their creative abilities. Assignments given to students develop their imagination, fantasy and unusual thinking. The uniqueness, uniqueness of landscape compositions and projects created by students is evidenced by their creative approach. The collaborative activities of students during classes, their support and development of each other's ideas shape the creative environment of observation and process. The results obtained during the training process increase the effectiveness of Landscape Design in the development of student creativeness.

This design direction allows students to express themselves creatively, put their ideas into practice. By practicing landscape design, they develop the skills of contact with nature, aesthetic perception of the environment. landscape design encourages collaboration among students, who learned from each other's experience

and knowledge, which, in turn, activated the creative process.

In the educational process, it will be necessary to organize special courses and seminars in landscape design for students, organize the territory of higher education institutions in accordance with the requirements of landscape design and involve students in this process, carry out landscape projects created by students. it serves as an effective tool in developing creative thinking skills of Landscape Design students. It allows students to operate in a creative environment, work in harmony with the environment. The extensive introduction of landscape design training into student training will help to fully realize their creative potential. The introduction of an approach aimed at the development of creative competence for students and teachers of a higher educational institution requires innovations and changes in the content of education, the form of teaching, methods, pedagogical technologies, control methods and in the relationship between students and teachers in the educational and educational process.

Accordingly, in the training of students in higher educational institutions, content updates, additions of lecture, practical, seminar and laboratory classes with

existing forms of educational organization are provided. Creative thinking is the ability to develop new ideas, solve problems through an innovative approach. This is a process in which the ability is taught and developed. In the educational process, various methods and techniques are used to form creativity. Landscape design is the art of organizing the external environment aesthetically and functionally. The processes of using natural materials, creating an ecological environment and developing a creative project develop the creative thinking of students. The issue of developing students' creative thinking skills is one of the most relevant areas of modern pedagogy.

During training, the following stages are carried out:

the first stage is motivation, in which educators are informed about the essence of landscape design and its pedagogical capabilities, gaining interest through the use of inspirational videos, pictures and real-life examples.

The next stage is practical project work, in which collective projects are carried out to create decorative compositions from natural materials (for example, flower beds, fences from stones) and create a mini – garden.

The last stage is the process of reflection and assessment, in which the work created by educators is discussed, creative approaches are evaluated and future directions of improvement are determined. Innovative technologies are also used in training, such as the use of 3D landscape design applications and virtual reality technologies to enhance creativeness. Landscape design can be used as an effective methodology in developing the creative thinking skills of their students. Through the natural environment and creative approach, the creative potential of students increases.

As recommended routes, we can cite:

- * Organization of Special Landscape Design Training;
- * Creating ecological and creative zones;
- Support creativity by introducing students to modern technologies.

Creative education in the higher education system serves not only to provide students with knowledge, but also to develop their abilities for creative thinking, independent decision-making and free expression of their ideas. This educational system allows students to expand their worldview, apply creative approaches in various situations.

Also, by creating a creative educational environment, children are motivated to their emotional and intellectual development, learn to work cooperatively and are achieved to reveal the individual potential of each one. The successful application of creative pedagogy increases students' self-confidence, encourages the creation of new ideas and provides a solid foundation for future educational processes. This serves as an important factor for their future success.

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