

## The Role of Creative and Innovative Learning Tasks in Effective Teaching of History Students

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**Abstract:** Creative and innovative learning tasks, as an essential element of education, possess unique didactic potential. The tasks used in the teaching process share common characteristics. At the same time, when designing creative and innovative learning tasks, it is necessary to consider the specific features of the subject being taught. Educational practice employs a wide variety of such tasks. This article discusses the types of creative and innovative tasks applied in the teaching process.

**Keywords:** task, learning task, creative learning tasks, innovative learning tasks, type, types of creative and innovative learning tasks.



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### Globalization and the Need for Creativity

Today, all national societies are feeling the effects of globalization, which is clearly manifesting itself in all spheres. As a result, “the modern world is changing rapidly; life within it is becoming more complex and diverse. Therefore, individuals are required not only to carry out programmed, standardized actions, but also to act quickly in ever-changing conditions, adapt to them, and be ready to approach problems of all kinds creatively” [4, p. 76].

Involving students in working with creative and innovative learning tasks provides a favorable environment for developing competencies such as adaptability to rapidly changing conditions and the expression of personal creative and innovative abilities.

### Taxonomy of Learning Tasks by D.A. Tollingerová

In traditional education, learning tasks, their types, and didactic possibilities have been studied effectively from a psychological standpoint. In 1981, Czech pedagogue D.A. Tollingerová developed a taxonomy, categorized as follows:

#### 1. Memory and Recall Tasks:

Awareness tasks

Recalling facts, numbers, concepts

Remembering definitions, rules, norms

Memorizing large texts, poems, tables, etc.

2. Basic Logical Tasks:

Measuring, calculating, weighing

Listing and describing facts

Organizing and explaining processes

Analyzing and synthesizing

Comparing and differentiating

Classifying and categorizing

Identifying relationships (cause-effect, purpose, method)

Abstracting, specifying, generalizing

Solving basic problems

3. Complex Logical Tasks:

Transferring or transforming

Explaining and interpreting

Inductive reasoning

Deductive reasoning

Justifying and verifying

Evaluating

4. Information Presentation Tasks:

Summaries, drafts, outlines

Reports, lectures, scientific works

Independent written work, diagrams, projects

5. Creative Thinking Tasks:

Developing practical suggestions

Solving situational problems

Posing questions and challenges

Personal observations and reasoning

Rational, personally motivated decisions [8, p. 69]

**Classification of Learning Tasks by V.Ya. Lyudis**

Russian psychologist V.Ya. Lyudis suggested the following classification of learning tasks from a psychological perspective:

Tasks requiring comprehension of knowledge

Tasks involving simple mental operations (describing and systematizing events, phenomena, and processes)

Tasks requiring complex mental operations (presenting arguments, proving, justifying)

Tasks involving verbal expression that supports productive thinking (e.g., essays, compositions, unique scientific texts)

Tasks that reflect productive thinking (problem-solving)

Reflective tasks (analyzing one's knowledge, skills, and abilities) [6, p. 16]

The last two types of tasks—verbal expression and productive thinking—are considered creative in nature. Their use in traditional education confirms that the goal has always been to develop broad-minded individuals.

In pedagogy, psychology, methodology, and fields related to creativity, the term creative learning task is frequently applied.

### **Definition of Creative Learning Tasks**

According to M.V. Korotkova, a creative learning task is a situation that encourages students to search for new information and unfamiliar methods of action, resulting in content that may be in the form of visuals, texts, or other data [5, p. 10].

However, her definition does not fully reflect the core meaning of creativity. In student-centered modern education, nearly all tasks require new information and novel approaches. Therefore, the term "creative" should be the basis of the definition.

Creative task – A learning activity that demands the demonstration of personal creative ability and the development of solutions based on original and unique ideas.

Creative tasks should be completed independently and free from the teacher's control. Before starting history education, learners should be given as many creative tasks as possible, as this helps develop imagination and thinking [2, p. 11].

### **Definition of Innovative (Creative) Learning Tasks**

Despite being widely used in the last decade in Uzbek academic discourse, the term creative learning task (kreativ o'quv topshirig'i) still lacks a well-established explanation. While it appears in Russian sources, it's often not defined as an independent term.

To define it properly, we must focus on the meanings of "creative" (non-standard, evidence-based problem solving) [3] and "creativity" (rejecting standard ideas and offering alternative, unexpected solutions).

Creative learning task – A task that requires the learner to demonstrate a non-standard, logical approach to solving problems, producing outcomes based on unique and unconventional ideas.

### **General Types of Creative and Innovative Learning Tasks**

Creative and innovative tasks can be divided into the following types:

Tasks related to the content of the topic

Tasks involving non-standard problem-solving

Small-scale experimental or modeling tasks

Tasks that develop logical and creative thinking

Tasks that encourage finding unexpected logical solutions [1]

### **Problem-Based Tasks According to N.Yu. Pakhomova**

N.Yu. Pakhomova emphasizes the didactic importance of problem-based learning tasks in modern educational settings. She divides them into the following groups:

Tasks that present opposing ideas

Tasks evaluated from opposing viewpoints

Tasks that justify the selection of alternative perspectives on a specific issue

Tasks that analyze an event or phenomenon from different angles and viewpoints [7, p. 7]

As previously stated, these are general types of tasks that apply across academic disciplines.

However, some researchers have also identified task types specifically designed for teaching history.

Task Types Specific to History Education (Korotkova & Gorokhova)

M.V. Korotkova and O.A. Gorokhova identified two main types of creative learning tasks that are particularly effective in history instruction:

#### 1. Imaginative Role-Play Tasks

These tasks help students develop empathy—understanding another person’s emotional experiences.

Examples include:

Writing essays like “Imagine yourself as...”

Creating dialogues

Conducting interviews

“Bringing a painting to life”

Drawing pictures

Designing models or illustrations (e.g., magazine covers)

These tasks develop imagination, associative thinking (the connection between feeling and imagination), and figurative thinking.

Imaginative tasks can further be grouped as:

Text-based

Visual

Mixed (text + visual)

Their core idea is to “reconstruct” historical events, phenomena, and processes through the creation of written or visual materials [2, p. 12].

#### 2. Heuristic (Discovery-Based Logical) Tasks

These involve completing tasks where the path to the solution is not clearly defined or where the initial data is insufficient.

Examples include:

Mini-projects

Small research studies

Intellectual exercises

Quizzes

These tasks may take the form of:

Debates

Expert evaluations

Predictive solutions

Learners are expected to:

Present their own viewpoints

Construct a logical reasoning chain

Offer expert judgments

Make reasoned predictions

This type of task helps develop logical and critical thinking, inventiveness, and independent decision-making [5, p. 4; 2, p. 12].

### **Toward a More Comprehensive Classification in History Education**

While Korotkova and Gorokhova's task types are relevant to history teaching, we believe they are not exhaustive.

In the current context—where there is a growing need to train future history teachers who can approach historical knowledge analytically, critically, creatively, and innovatively—it is crucial to develop a more comprehensive classification.

Based on the analysis of scientific research and the specific features of history education practice, we propose the following types of creative and innovative tasks for teaching history:

Debate-based tasks

Visualization tasks

Problem-solving tasks

Project-based tasks

Game-based tasks

ICT-integrated tasks

Tasks expressing social change

Tasks requiring creative reinterpretation

### **Conclusion**

Thus, creative and innovative learning tasks used in the teaching process exhibit both general features applicable across all academic disciplines and specific features that reflect the nature of the individual subject.

Naturally, based on the unique characteristics of each subject, creative and innovative tasks can be categorized into specific types.

Well-designed creative and innovative learning tasks tailored to the goals of a particular academic discipline enhance students' ability to think critically and reason effectively, thereby contributing to the development of intellectual skills.

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