Creative Methods of Teaching Philosophy

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Abstract: *The article discusses modern creative and innovative methods in teaching the course "Philosophy". The didactic tasks for creating a problematic situation in the classroom are defined. The methodology of testing and forms of learning with the help of educational games are shown.*
Keywords: *Creative methods, innovative methods, problem situation, testing, educational games.*

A particular pedagogical task is to create a problematic situation in the classroom, and through problem-solving, students learn to think critically, construct, and rationally support a particular point of view. Innovative techniques aim to implement problematization as a learning principle. The primary goal of these strategies is to engage every student in the class in a creative discussion and to cultivate an internal desire to participate in group discussions on the topics raised. More recently, students have been receiving knowledge in the form of specific conceptual instructions that they were simply expected to memorize, which was a common practice in teaching humanities and sociopolitical fields. The thought processes of the students were confined within a prescribed framework of command and control.

RESEARCH METHODOLOGY

In the preparation of this article, methods of scientific knowledge such as complex approach, systematicity, generalization, analogy were used. By adopting a qualitative research approach and leveraging a combination of literature review, empirical research, and practical insights, this article aims to provide valuable insights and recommendations for educators seeking to enhance their teaching practices through creative methods in the field of philosophy.

DISCUSSION

The mindset and perspective of students utilizing this learning technology revolved around the acceptance of prepackaged ideas without room for critique or alternative interpretations. This approach hindered students from actively pursuing philosophical knowledge, stifled their ability to form independent assessments and conclusions (potentially contributing to the prevalent skepticism towards philosophical knowledge among older individuals with higher education). Incorporating elements of creativity into the educational process allows for the liberation of students' cognitive processes from the constraints of rigid directives. An educational approach founded on creativity aims to cultivate future professionals with the capacity for critical thinking, enabling them to reframe given explanations of specific situations. Individuals nurtured on innovative ideas find it easier to challenge and reshape reality compared to those who simply follow instructions.

The testing methodology contains a significant element of creative problem-solving, a practice well-established in the natural sciences and increasingly being integrated into the teaching of humanities. The focus is not on strict control, which demands clear-cut answers to specific questions, but on tests that are

oriented towards addressing problems. Philosophical testing is unique in that philosophy, being a distinct field of knowledge, grapples with issues that inherently resist definitive solutions, as they involve multiple interpretations and meanings. This inherent ambiguity stems from the nature of philosophy, which acknowledges the validity of diverse perspectives, whether materialistic or idealistic, metaphysical or dialectical.

The unique nature of philosophical topics presents distinct challenges for conducting philosophy classes, a fact that is well recognized by philosophy instructors. They observe that, unlike in other academic fields, the presence of problematic situations is not exclusive to students but also extends to the teacher. The instructional challenges in philosophy often mirror the complexities of actual scientific inquiries. In both cases, there is typically a lack of complete clarity, fostering a sense of collaboration between the teacher and the students. In the teaching of philosophy, it is often more straightforward to present students with a problematic scenario than to arrive at a definitive conclusion from it, meaning to provide a satisfactory answer to a complex question from all perspectives.

Test methods of teaching, introducing innovative forms of organizing classes in the humanities, contribute to a greater democratization of the teaching style itself, the development of a desire for everything new, original, and an increase in the use of quest technology, in our opinion, which is a kind of game technology (as evidenced by the translation of the concept in English: quest - search, adventure is an adventure, that is, an "adventure search" or "adventure game" in which the participant gains new knowledge about the semantic culture of both the teacher developing the tests and the student trying to justify the chosen answer option.

In various forms of interactive learning, educational games play a significant role by effectively mirroring the social and psychological traits of young individuals as both recipients and agents of education and nurturing. It is essential to consider the overall methodological significance of the games and how they are perceived by the participants when creating different game versions. Failure to understand this significance, to apply appropriate methodological approaches, or to provide diverse gaming experiences can reduce educational games to mere formalities, diminishing their purpose and either reducing their effectiveness or yielding results contradictory to educational objectives. Central to the game-based approach in education is the concept of creating a parallel world, which can either be a realistic reflection or a simulated environment.

The concept of a tangible reality in this context holds specific significance: within the game's fabricated world, entities and connections come into existence through human imagination and goal-setting, forming realities that wouldn't naturally occur. Nonetheless, this realm is authentic as it objectively exists. Conversely, an artificial world is crafted by humans as a virtual realm where elements, connections, and operations can mirror objective entities, processes, and associations both visually and metaphorically, as well as symbolically represent them. In this scenario, the game can be viewed as a variation of the modeling technique, although the actual subject is never directly modeled within the game, regardless of the individual's involvement.

The game replicates the actions of an individual, including their engagements with items and individuals. By duplicating reality and intentionally structuring a cognitive scenario, the scope for imaginative exploration expands, as errors are not viewed as detrimental but rather as beneficial due to their role in narrowing down potential solutions. Engaging in a constructed scenario allows students to unleash their emotional inhibitions, stimulating their latent heuristic capacities. Role-playing serves as a cutting-edge gaming tool, particularly in the exploration of contemporary scientific philosophy concepts. In this context, educators assign students roles as either "advocates" or "detractors" of specific philosophical ideologies, schools of thought, or directions.

RESULTS

The wide adoption of information technologies in education enables the potential advancement and implementation of this technology. Access to various concepts is made easier through these technologies. However, challenges arise with methodological advancements geared towards fostering creative problem-solving skills. In addition to previously mentioned obstacles, socio-psychological and psychological-pedagogical difficulties also play a significant role.

The author aligns with educators who assert that a student's non-conventional thinking, cultivated within the system described, might pose challenges when interacting with individuals who adhere to traditional, stereotypical thinking patterns. Consequently, humanities teachers bear a moral responsibility to shape individuals who not only think creatively but also have the ability to form and defend their own opinions grounded in contemporary scientific evidence.

Implementing innovative teaching methods necessitates educators who are themselves innovative, willing to discard outdated methodological techniques, authoritarianism, dogmatism, and blind faith in the infallibility of classical philosophical ideas. The teacher's personal tolerance is crucial, encompassing an open-mindedness towards diverse problem-solving approaches, differing opinions, and a rejection of the mindset that only the teacher's opinion is correct. Students accustomed to clear-cut answers and definitive explanations must also adapt to the new teaching approaches in humanities that encourage critical thinking, independent exploration for truth, and self-affirmation. The teacher's role is to demonstrate to students that humanistic knowledge thrives on creativity, the pursuit of truth, and the ability to think critically.

In modern Uzbekistan universities, a range of disciplines such as philosophy, ethics, aesthetics, logic, national independence, spirituality, religious studies, and others fall under the umbrella of philosophical sciences. Gone are the days when universities relied solely on traditional lecture-based classes and simple seminars. In today's era of rapid information dissemination, it is crucial for every lesson to be unique in order to engage students fully in the learning process.

Hence, educators should continually seek innovative approaches and employ creativity in their teaching methods. Interactive learning techniques like role-playing, conferences, clustering, synchronization, zigzagging, among others, prove to be highly beneficial. Group segmentation into smaller subgroups, tailored tasks for each subgroup, creating relevant materials like diagrams and handouts, room arrangement, and the utilization of interactive tools like whiteboards and video projectors all serve to engage students effectively, fostering a sense of curiosity and competition in the classroom.

In lectures on philosophical subjects, a variety of tools like visual aids, slides, videos, and additional literature can be utilized. One key focus is on engaging students in educational and practical tasks to foster independent thinking and enhance their participation in problem-solving. Through discussions within small groups, students share knowledge, correct each other, and collectively find solutions, promoting a sense of unity and facilitating task completion. Interactive teaching approaches such as debates, conferences, and discussions help students organize and consolidate their lecture-based knowledge, improving the efficiency of their learning.

The successful use of the "Conference" approach has demonstrated its efficiency. Essentially, prior to the lecture, the instructor introduces the conference topic and the issues to be addressed. The group is then divided into smaller subgroups, each assigned tasks to compile reports for specific sections, as well as individual assignments for students to prepare brief reports and presentations. During the seminar utilizing the conference method, presentations of the subgroup reports are presented, followed by a discussion session. This technique ensures active participation from all students, enhancing their engagement and emphasizing the importance of posing questions correctly.

During classes, presentations are shown using a video projector while questions can be displayed on an interactive whiteboard. After the lesson, students' scores and the most engaged microgroup are

identified. This approach motivates students to engage in research, solve problems independently, and enhance their creative skills through presentation creation and thesis writing.

Do formalized methods of teaching philosophy assist students in developing skills to evaluate values within their future profession? Not exactly, to say the least. One of the primary reasons for this issue within the higher education system is the approach of learning philosophy in a way that mirrors scientific methods. The eminent Soviet philosopher M. Mamardashvili once suggested that the education system should avoid the model of "teaching philosophy through a subject-object relationship, where one end features a teacher as the authority on absolute truth in philosophy, and the other end has a student who can only grasp bits of that truth, essentially learning how to teach philosophy. This approach ultimately serves to promote conformity among individuals who adhere to specific ideological standards."

CONCLUSION

Therefore, incorporating information technologies in education enhances the efficiency of the learning process, fosters personalized instruction, encourages active engagement between teachers and students, and facilitates the creative utilization of information in students' independent learning activities. Interactive teaching approaches enrich students' competencies, skills, and capabilities, preparing them to become proficient and skilled professionals in the future.

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