

**HOW CAN TEACHERS SHAPE THE CLIMATE FOR EFFECTIVE TRAINING  
PROGRAMS AND CREATE BETTER LEARNING ENVIRONMENT FOR STUDENTS.  
WHAT CREATIVITY AND TRAININGS HAVE TO DO WITH ANOTHER?**

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**Abstract:** We know creative leaders are those people whom everyone wants to follow. They have own point of view, and as strategic thinkers they can find the point of problem to solve it carefully. As we are teachers we are thought that we are born to be leaders, because we lead our students to learn and investigate new world of education, so we should always show our ability to help and develop personal qualities lifelong. We should initiate changes in how creativity is perceived, and implemented in the classroom setting by giving the predominant emphasis on basic academic learning standards. Teacher leaders are expected to support effective learning and lead positive gains in student achievement. Improving performance in the language learning trainings will grow in condition of acquisition of trainer leadership skills. So, what do creativity and trainings have to do with another? Creativity is important for any classes because, creative environment allows students to learn new skills, explore new opportunities and exercise their creativity in ways that ultimately benefit training programs through new ideas and increased commitment. Creative classes focuses on interesting projects, and individual students' passions and needs, as well as it is approached creatively by focusing on a big concepts or point of views. Teachers as leaders must be innovation-oriented to succeed in managing language training programs. Trainers must adopt new and innovative ways to make their lessons and trainings interesting to students. Innovation technology provides communication solutions that will help students get the answers they need and innovate strategies that will help keep students' attention like never before. As a trainer leader, by committing to innovation in the classroom, we can adopt our strategies and solutions in a way that makes it easier to maintain student focus and overcome the other obstacles they may face.

**Key words:** training, effective learning, creativity, learning environment.

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### **Introduction**

As a teacher, I have always been interested in children's creativity and wondered why this is not a focus of curriculum. If we do not bring creativity and critical thinking into the classroom, I think the blame is put for killing creativity on education programs. We teach students by focusing on what is in their heads, but do not take into consideration creativity and art. Students are made to do what they are told at classes, as a result their critical thinking abilities and creative capacities will die. If teachers do not give access to their students to express themselves freely without fearing of making mistakes, students do not demonstrate themselves. Because the sense of fear of non acceptance and failure restrict creative habits of experimenting new things or ideas. The main question is that what educators can do to construct creativity in the classroom.

We should think carefully about what students should be able to do with their learning. Rather than simply creating a long list of fragmented objectives, we should begin by identifying the authentic performances that will demonstrate student understanding and make learning relevant and meaningful. Successful learning outcomes require the integration of content and creative approaches must be used to embed opportunities for inquiry, innovative problem solving, and critical thinking into a backbone of deep discipline knowledge.

### **Method**

In order to be a creative designer, it is crucial to understand what theorist and researchers mean by creativity that it is the generation of novel and useful ideas and this implies several things, such as a solution or an idea can rest on the shoulders of other ideas. It can be a unique mash-up of existing approaches and does not need to be entirely original. It is crucial to keep in mind that creativity is never “free” from tradition and habit and its central characteristics is not to contradict them, but to work from within and continue them in new and significant ways (Feldman 1974).

Creativity plays a crucial role in how a solution to a problem is outlined, what alternatives can be chosen, and how to identify new ways of looking at the problem. It is the ability to create new ideas to design new perspectives on existing ones. That is why everyone should have a creative process, no matter what job it is related to. Everyone have a creative mind and it is important to use it every time it is needed and make practice to progress it at work as well as in life. We should take the time to consider and define a creative process to use on a regular basis.

Within the curriculum, how can we account for different skills of creativity for promoting creative process and what skills can help to be more creative.

If we look at the Investment Theory of Creativity and the Propulsion Theory of Creativity which were developed by Sternberg we can learn a lot about how people who have creative ability can allow creativity to flourish. Furthermore, Understanding by Design by Wiggins and McTighe provides a framework that systematically addresses the problems to establish the degree of success in reaching the desired learning outcomes. Grant Wiggins and Jay McTighe provide a way to move from covering the curriculum to creating curriculum and understanding with technology and understanding with technology. The importance of Understanding by Design is that it promotes a “backward” design process that begins with identifying the enduring understandings that students should carry from the class. Understanding by Design emphasizes the teachers’ critical role as an assessor and designer of student learning. By beginning with and identifying the enduring understandings before determining the “necessary knowledge” (McTighe and Wiggins, 2004), Understanding by Design can help us develop many useful products that have advanced our goals in science education more efficiently and effectively.

Identifying desired results, determining acceptable evidence and planning learning are the three stages of Backward Design. Explaining a backward design process to avoid common problems and proposing an approach to curriculum designed to engage students in inquiry and uncovering ideas, as well as proposing a set of design standards for achieving quality control in curriculum and assessment designs are of primary importance. Curriculum must be cohesive and coherent across multiple grades. Moreover, it is incredibly important that lesson plans should be more useful and functional for teachers and more valuable for students.

### **Discussion**

It is always attractive to learn about using creativity in educational settings and making trainings and lessons creative in which knowledge, skill, and concepts that is learnt by directing instructions. Creativity is the use of innovation, enthusiasm, and individuality. Creative learning strategies may be incorporated with standard methods of learning, as well as creative and critical thinking abilities can be combined in the classroom for training programs. In order to avoid killing creativity, giving problem-solving tasks divergent thinking and lateral- thinking abilities can be developed. Because creativity is the ability to think about a task or a problem in a new and different way by using imagination and being open-minded.

There are some main points that leadership can promote training programs.

#### **1. Encourage self-reflection**

Reflecting the journey and where you want to go next is key to success. So, trainers can encourage this reflective ability by questioning students themselves. By asking them to think about what they could have done to improve their learning experiences, they are forced to think

about what and how they have learned encourages them to consider learning objectives and their own part in developing knowledge. This helps them to realize the power they have to make difference for things they care about and enables to identify areas for improvement and also areas where they are strong. The cognitive process of self-reflection supports students to improve learning outcomes and fosters self-regulated learning.

#### 2. Create inclusive, collaborative learning environment

Inclusive learning provides all students with access to flexible learning choices and effective path for achieving educational goals in spaces where they experience a sense of belonging. The best educators or trainers know this and prioritize inclusivity, creating safe learning environments that nurture every student. Leaders that prioritize inclusive learning also typically believe that every person can contribute to the greater learning community and therefore they encourage collaboration.

#### 3. Maintain a sense of purpose and set directions

To build a sense of purpose, teacher leaders need to listen and keep basic goals as the top priority. This set of practices can be aimed at helping develop shared understanding about the goals that can under gird a sense of purpose or vision. People are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context, as well as create high performance expectations. Students with a sense of purpose set clear goals, defined by what matters to them, and make realistic plans to accomplish these goals. Teacher or trainers can get their students to set smart goals such as specific, measurable, achievable, relevant and time-bound in line with their developing sense of purpose. Sense of purpose facilitates goal achievement through providing optimism, determinism to reach challenging goals, and resilience to barriers.

#### 4. Inspire and motivate

Teachers as great inspiring leaders lead and show the right way and help for the realization of individuals' dreams. Effective leaders are self-motivated, help people to be focused on achieving their goals. Self-motivated teachers effectively stimulate students to succeed in their studies. The goals of effective teaching and learning to remain self-motivated teachers to continue pushing even though they may be burdened up.

It can be concluded from the above that teachers need to have leadership skills to influence their students to undertake effective learning. Thereupon, every teacher must be in constant search to improve themselves and their skills. Since we are talking about the development of the education system, it must necessarily be planned, organized, controlled and lead.

#### **Results**

Organizing regular training programs is a key to improve the quality of work. Everyone should walk away with new knowledge or strengthened relationships. One of the best ways to do this is to encourage all team members to participate training. In order to get people to attend and lead them successfully, leadership ability is important. The ability to influence and inspire is a key skill for achieving participation. Inspiring, trusting, appreciating, rewarding are of primary importance.

Motivation to participate training can also be done by introducing an element of competition into any training, as it is important to make the learning process exciting. People usually like activities, so when creating a training program, it is worth supplementing it with a series of different tasks, instead of conducting a presentation on a specific topic. It is crucial to analyze different factors and make sure no aspect of the training is designed in a way that hinders participants' experience. If they have no idea what to expect or what they will gain, they will not prioritize training. I think that topic should be chosen carefully after analyzing the training needs and different learning styles and mobile learning should be facilitated to enable learners to engage

with, in a way that is most convenient to them. Designing course materials and resources in a way that is easily understandable and accessible, as well as keeping the content simple, short, and precise are indispensable. Moreover, making the training more interesting and interactive by separating the portions into different levels, offering badges and rewards, using leaderboards and more are necessary.

Creative changes only happens successfully when a lot of students make individual changes. While both individual and group change play a role in shaping an initiative. The crucial difference is that change cannot succeed without individual support.

The Kirkpatrick Model is a proven framework to follow for training evaluation, and for understanding all the ways that investing in training affects costs and revenue across the organization. Based on Kirkpatrick's four-level model, various methods such as questionnaires, interviews, and objective structured teaching exercises were employed to assess the outcome of the program. Kirkpatrick's evaluation model has been considered to be the most useful framework in the evaluation of training (Falletta, 1998). Kirkpatrick's model is based on reaction, learning, behavior and results. In reaction level, the degree to which participants find the training favorable, engaging, and relevant to their jobs. In learning level, the degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training. In the behavior level, the degree to which participants apply what they learned during training when they are back on the job. In the results level, the degree to which targeted outcomes occur as a result of the training and the support and accountability package.

### **Conclusion**

We can build training that is interactive and exciting in a few different ways, including by mixing up training sessions and combining virtual, online modules with in-person training. Multimedia usage such as videos, pictures, clips, gifs, songs, anything that is different, unique, and moves people will add to the overall participation rate of the training. If possible, we should make our training flexible, as when we can be rigid, people will take it more seriously. Instead, we should let them enjoy by accepting support and being supportive. Establishing good working relationship with participants can make our work more enjoyable and productive. Moreover, when we offer training for allowing participants to expand their knowledge and skills, it is essential to be positive and show appreciation by valuing others' opinions to increase productivity and morality. As a result, we can create a better learning environment that encourages growth and development. Finally, by providing next steps and then carrying through with the steps we can set up our next training session to be better and have more participation.

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