

THE CREATIVE TEACHER PHENOMENON: METHODOLOGICAL FOUNDATIONS OF LINGUOPOETIC THINKING AND AESTHETIC TASTE

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Abstract: *This article explores the phenomenon of the creative teacher as an essential component of contemporary educational practice. It analyzes the theoretical nature of linguopoetic thinking and aesthetic taste as interrelated competencies that enrich literary education, deepen learners' interpretive skills, and strengthen their artistic perception. The study outlines methodological approaches for integrating linguopoetic analysis, aesthetic perception techniques, and creative pedagogical strategies into the learning process. Practical recommendations are presented for enhancing aesthetic–literary competence among primary and secondary school learners.*

Keywords: *creative teacher, linguopoetic thinking, aesthetic taste, literary text, poetic analysis, aesthetic perception, creative pedagogy, artistic cognition.*

INTRODUCTION

In modern education, the role of the teacher extends far beyond transmitting knowledge; the teacher is expected to nurture learners' artistic perception, interpretive culture, and creative potential. The phenomenon of the creative teacher stands at the center of this shift. Such a teacher integrates literary–aesthetic perspectives into teaching, stimulates reflective and imaginative thinking, and develops learners' capacity to perceive artistic meaning at multiple levels.

This article examines the theoretical foundations of the creative teacher phenomenon and focuses on two core competencies that define this pedagogical identity: linguopoetic thinking and aesthetic taste. Their methodological integration into teaching practice forms the basis for a more holistic and artistically oriented model of literary education.

Theoretical Foundations of the Creative Teacher Phenomenon

A creative teacher is a pedagogical figure capable of introducing new ideas, methods, and artistic interpretations into the learning environment. Their activity is characterized by:

- the ability to implement innovative methodological approaches;
- a well-formed literary–aesthetic worldview;
- mastery of linguopoetic analysis of texts;
- the capacity to stimulate learners' imagination, emotional response, and aesthetic reflection;
- the creation of a creative, dialogic classroom environment.

Psychologists and theorists such as V. Stern, L. S. Vygotsky, J. Dewey, and contemporary scholars in competency-based pedagogy emphasize creativity as a universal cognitive–emotional resource that shapes authentic learning experiences. Within this framework, the creative teacher becomes both an interpreter of artistic meaning and an architect of learners' aesthetic consciousness.

Linguopoetic Thinking and Its Significance in Teaching. Linguopoetic thinking refers to the ability to perceive and interpret the artistic, semantic, and structural layers of a literary text. It encompasses the skill of understanding how linguistic forms create aesthetic meaning. For a teacher, this competence enables:

1. Interpretation of poetic devices such as metaphor, symbolism, simile, epithet, metonymy, and verbal imagery.
2. Linking compositional structures with aesthetic semantics, providing learners with a deeper understanding of narrative logic.
3. Exploring character psychology and poetic individuality within literary imagery.
4. Revealing the emotional and artistic resonance embedded in textual rhythm, tone, and style.

A teacher with well-developed linguopoetic thinking does not limit instruction to plot-level comprehension; rather, they guide learners toward uncovering artistic meaning as a dynamic interpretive process. This fosters learners' analytical depth and enhances their engagement with literary works.

Aesthetic Taste and Mechanisms of Its Development. Aesthetic taste is defined as the ability to make reasoned, emotionally intelligent judgments about artistic phenomena. It involves a unity of perceptual sensitivity, cultural knowledge, and evaluative capacity. The development of aesthetic taste typically unfolds across three stages:

1. Emotional Perception. Learners initially respond to the emotional atmosphere, mood, and imagery within the text.
2. Cognitive Interpretation. At this stage, learners analyze motifs, images, symbolic structures, and thematic content.
3. Aesthetic Evaluation. Learners articulate personal yet intellectually grounded assessments of the text's artistic value.

The teacher's own aesthetic culture plays a decisive role in shaping learners' taste. A teacher who deeply perceives artistic nuance can help students internalize refined forms of perception, interpretation, and judgment.

Methodological Foundations for Developing Linguopoetic Thinking and Aesthetic Taste. In the practice of a creative teacher, linguopoetic thinking and aesthetic taste operate as a unified pedagogical system in which artistic perception, interpretive competence, and reflective analysis are developed simultaneously.

The methodological foundations supporting this process rely on several interrelated approaches. Linguopoetic analysis forms the core of this system, as it enables learners to grasp the deeper artistic layers of a text by mapping literary images, examining character networks, analyzing meaningful artistic details, and uncovering their symbolic functions.

Through this approach, students learn to identify metaphorical and symbolic layers, understand poetic composition, and recognize narrative rhythm and the internal "music" of the text, which together reveal the intricate relationship between linguistic form, structural patterns, and the author's artistic intention.

Alongside this analytical dimension, strengthening aesthetic perception plays a crucial role.

The creative teacher encourages students to first experience the emotional resonance of a text before moving to reflection and analysis, guiding them through aesthetic inquiry questions that stimulate interpretive sensitivity.

Visualization tasks and the creation of an aesthetically rich classroom environment—supported by expressive reading, visual materials, and auditory cues—contribute to a deeper emotional and imaginative engagement with literary works. Creative pedagogical techniques further enrich this process by promoting divergent thinking through cluster mapping, associative networks, and cinquain composition, as well as through dramatization, role-playing, improvisation, and the invention of alternative endings or new aesthetic perspectives.

Such activities foster artistic imagination and help students construct new aesthetic situations based on textual motifs. Modern pedagogy also underscores the value of multimodal analysis, which integrates visual representations, audio materials, performative elements, and digital imagery into literary interpretation.

This multimodal approach broadens the learner's sensory and conceptual experience of the text, allowing aesthetic meaning to be perceived through multiple channels and thus reinforcing both linguopoetic thinking and aesthetic taste within a holistic, creative learning environment.

Practical Significance of the Creative Teacher Phenomenon. The creative teacher transforms the classroom into a space of artistic exploration. Their presence ensures that learners:

- acquire independent aesthetic judgment,
- develop analytical depth through linguopoetic thinking,
- perceive literature not only cognitively but emotionally,
- cultivate imaginative and reflective abilities,
- internalize artistic forms of cognition.

As a result, students gain competencies essential for literary–aesthetic development:

- artistic thinking,
- refined aesthetic perception,
- linguistic sensitivity,
- creative imagination,
- interpretive autonomy.

Conclusion. The creative teacher phenomenon represents a transformative force in modern pedagogy. Linguopoetic thinking and aesthetic taste serve as foundational competencies that empower teachers to cultivate deeper, more meaningful engagement with literary texts. Through innovative methods, reflective analysis, and artistic interpretive strategies, teachers can significantly elevate learners' aesthetic consciousness and literary competence.

The approaches discussed in this article provide a methodological framework for strengthening aesthetic–literary education, particularly within primary and secondary school contexts.

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