



## DEVELOPMENT OF STUDENTS' CREATIVE THINKING ABILITIES IN PRIMARY SCHOOL NATIVE LANGUAGE LESSONS

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Article history:	Abstract:
<p><b>Received:</b> 26<sup>th</sup> November 2025 <b>Accepted:</b> 24<sup>th</sup> December 2025</p>	<p>The article studies the pedagogical conditions for developing students' creative thinking in primary school native language education. The purpose of the study is to improve students' independent decision-making and free expression of their thoughts by creating a creative environment in native language lessons. The results of the article may be useful for primary school teachers and methodologists.</p> <p>This article is devoted to the issues of developing creative thinking in younger schoolchildren based on modern educational requirements. It shows the role of native language lessons not only in improving literacy, but also in revealing the creative potential of the individual. The article scientifically substantiates the impact of strategies such as "Brainstorming", "Siquain", "INSERT" on students' unconventional thinking. This article discusses the importance and methods of developing students' creative thinking skills in primary school native language classes. The article analyzes interactive methods that, unlike traditional education, encourage students to conduct independent observation. It also provides practical recommendations for developing speech, increasing vocabulary, and revealing creativity through logical tasks during the lesson.</p>

**Keywords:** Creative, "Siquain", "INSERT", creative thinking, interactive, speech development, vocabulary enrichment, methods.

### INTRODUCTION

Creative thinking in children is formed and develops from birth, rather than being fully formed in adolescence.

Children's creativity develops over time and can be assessed, since each period includes its own components that can change in conditions such as geography, climate, and nationality. In the early years, creativity is often manifested in a variety of ways and builds on development in other areas, such as social skills and language. Fostering creativity during these formative stages is crucial. (S. Zhanova, 2013).

Research has found that processes related to creativity – such as fluency, originality and flexibility – are linked to later cognitive development. (Lee, 2001).

The Georgian National Curriculum for Primary Education includes a creative pedagogical approach to teaching the mother tongue. Various models have proposed ways to develop creative thinking in the primary grades, but most have been disconnected from the primary school curriculum or have focused exclusively on the visual arts. The following strategies for developing creativity through mother tongue lessons aim to support young learners in meeting the demands of the curriculum, enjoying language learning and expressing ideas imaginatively. Much attention has been paid to developing the creativity of young learners in various subject areas, including their mother tongue. (Yagcioglu, 2016).

Creativity is not only a personal trait, but also the ability to use opportunities and consider possibilities within given parameters. Planning an event, writing a story or composing a collection of songs are everyday creations for primary school students. At the same time, the primary school mother tongue curriculum standards emphasize that children should exercise imagination and creative thinking through various activities. ((Suci) Maharani, 2015).

Four pedagogical approaches can be used to develop creativity in primary school students learning their mother tongue. The first approach is open-ended inquiry during reading and writing activities. The second approach emphasizes narrative thinking and story construction, including children's participation as story creators. The third approach focuses on phonological forms and suffixes, encouraging language games and word control. The fourth approach encourages visual-linguistic connections through multimodal texts, cartoons, or drama activities. (Yagcioglu, 2016).

Scientific and theoretical foundations of creative thinking in young students

Creative thinking in children emerges in preschool age, although its intensity of development increases until the age of 10-12. Children bring already developed creative experiences to the first grade and continue to acquire new ones in the form of spontaneous games and other creative activities.

These activities are especially important in the primary grades, creating an important foundation for future creativity. The basis of children's creative thinking is a number of features, such as diversity, originality, flexibility, and fluency. Children with diverse thinking allows you to create several answers to a question; originality reflects the novelty of ideas; flexibility demonstrates the ability to move from one class of ideas to another; and fluency refers to the number of ideas generated. (Huang, 2018).

Psychological and pedagogical approaches

There are several main theories of creative thinking (creativity) in scientific sources:

J. Guilford's Divergent Thinking Theory: Indicates "divergent" (branching) thinking as the basis of creativity. This is the ability to find dozens of different solutions to a single problem.

E.P. Torrens's approach: He defined creativity as sensitivity to problems, shortcomings, and gaps in knowledge.

L. Vygotsky's "Zone of Proximal Development": Explains how a child's creative potential develops under the influence of adult support and the social environment.

Foreign studies and experiences:

\*Finnish Approach: This country has conducted extensive research on the formation of creative competence through "person-centered education".

\*Thailand Research (2026): Recent research from February 2026 shows that students' "creative self-efficacy" is a key mediator of their innovative behavior.

\*New Zealand and Singapore: These countries are recognized as world leaders in creative thinking. Research studies the relationship between socio-economic status and creative skills, that is, the problem of the "creative divide".

Researchers' conclusion:

\*Foreign studies (for example, Anna Craft and Teresa Amabile) emphasize that in order to develop creativity in a native language lesson, the teacher should:

\*Appreciate any "strange" idea from the student;

\*Pay more attention to the originality of the idea than to grammatical errors;

\*Teach students to reject "ready-made templates" (for example, standard sentences like "Spring has come, everyone is green").

Interactive methods

1. "Synthesis" method (Creation with words)

This method develops students' ability to increase their vocabulary and find logic in illogical connections.

Procedure: 3-4 words that are completely unrelated to each other are written on the board (for example: book, ball, cloud, apple).

Task: The student must compose one logical and interesting story using all these words.

Creative aspect: The creation of unexpected plots is encouraged.

2. The "Raft" technique (Role writing)

Teach the reader an unusual approach to writing a text.

R – Role (On whose behalf is it written? For example: "Pen" or "Old book").

A – Audience (To whom is it written? For example: "To the reader").

F – Form (In what form? For example: "Letter" or "Objection").

T – Subject (About what? For example: "Why didn't you save me?").

Result: The reader learns to look at events through the eyes of another person (or object).

3. "SCAMPER" questions

This technique helps to radically change an existing text or story:

Replacement: What if the hero of the story is replaced by another hero?

Combination: What happens if we combine two different fairy tales?

Adaptation: What would the hero do if the events took place in the present day?

Zoom in or out: What if the hero became as small as an ant?

4. "Filword and Visual Dictionary"

Used to avoid dry memorization in teaching grammar.

*Method:* The student must draw a picture of a newly learned word using the letters of the word to explain its meaning.

*Example:* Writing the word "Snake" in the shape of an "S" or depicting the letters of the word "Rain" in the form of a drop.

Research methodology. This study is of a theoretical-analytical nature and was conducted based on the study of scientific literature, advanced pedagogical experiences, and modern educational technologies. During the study, national and foreign sources on teaching word meanings were analyzed and effective methods were summarized.

*Results and Discussion.* The main results obtained in developing students' creative abilities in primary school native language classes are as follows:

Speech and communication competencies: Creative writing and conversation exercises increase students' vocabulary, strengthen problem-solving and logical analysis skills.

Level of mastery: Teaching in the native language significantly improves students' level of understanding of the text ("very satisfactory" results for poems, stories, and riddles).

Learning motivation: A creative approach (modeling, problem situations) increases students' interest in the lesson and their internal desire to learn.

Independent and free thinking: Innovative methods (free story-telling, plot processing) allow children to break away from traditional patterns and independently form new ideas.

*Conclusion.* "In conclusion, the use of a creative approach in primary school native language lessons not only develops the student's level of knowledge, but also his ability to think independently and critically. Creative methods, along with increasing children's speech, develop in them the ability to overcome problematic situations and express new ideas without fear. This serves as an important foundation for the task of raising a well-rounded person facing modern education." "In general, developing creativity is not just a game, but a strategic tool that increases the effectiveness of education. Organizing native language lessons on the basis of creative tasks, logical questions and a free environment does not extinguish students' interest in science. As a result, the child learns to apply the rules of the language in real life situations, without memorizing them."

*Recommendations.* To awaken creativity in primary school students, it is enough to make the lessons a little "free" and playful. Here are 5 very simple but effective recommendations:

The "Unexpected Ending" method: Tell the children a fairy tale and stop when it comes to the end. Ask "So, what happens next?" The more strange their answer is than in the book, the better.

The "Magic Drawing" exercise: Draw a curved line or circle on the board. Give the children the task: "Turn this line into something." Someone will liken it to a cloud, someone to a cat's tail.

"New task of things": Take an ordinary pencil and ask: "What else can you do with a pencil besides writing?" (For example: comb your hair, make a pointer, play the drum). This will teach the child to break out of patterns.

"Colorful words": When teaching adjectives, ask them to associate colors. "What color is joy?", "What about fear?". This makes it easier to express emotions in words.

"Why?" chain: Ask the question "Why?" 5 times for any simple event. (For example: - Why is it raining? - Because the clouds have gathered. - Why have they gathered? ...). This forces logical and creative research.

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