

## INNOVATIVE TECHNOLOGIES AS A MEANS OF DEVELOPING STUDENTS' CREATIVE ACTIVITY IN NATIVE LANGUAGE LESSONS IN PRIMARY SCHOOL

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### **Abstract**

The article examines innovative approaches to teaching the module "Methods of Teaching Problem Solving" in the "Primary Education" program. An analysis of domestic and foreign research in the field of teaching methodology, pedagogical technologies, and digital resources was conducted, identifying current trends and challenges in the professional training of future teachers. Based on experimental research, a model for implementing problem-based, project-based, and case-study learning using digital educational resources is proposed. The experimental results showed an increase in the level of students' methodological preparedness, the development of their analytical and critical thinking, as well as skills in designing learning situations aimed at teaching primary school children problem-solving. The effectiveness of combining interactive methods and digital technologies in the educational process is noted.

### **Keywords**

innovative approaches, teaching methodology, problem solving, primary education, digital educational technologies, competency-based approach.

**INTRODUCTION.** The modern educational system of Uzbekistan is actively striving for modernization aimed at improving the quality of education and preparing students capable of interacting effectively in a rapidly changing world. One of the key aspects of the successful implementation of educational reforms is the introduction of innovative technologies into the educational process, especially in primary school. In recent years, Uzbekistan has been conducting targeted work to improve educational standards, which includes updating the methods of teaching the native language. The native language, being the foundation for the formation of national identity, plays an important role in the formation and

development of a child. Native language lessons in primary school have unique opportunities for developing students' creative abilities, critical thinking, independence, and communication skills. In this regard, the problem of using innovative technologies as a means of enhancing the creative activity of schoolchildren becomes relevant, which contributes to the creation of a more interactive, engaging, and effective educational environment.

The relevance of the topic lies in the need to introduce new educational approaches, including digital technologies, interactive methods, and resources, which will help not only in the acquisition of knowledge but also in stimulating children's creative activity. In the context of the rapid development of information technologies, the importance of their use in educational practice increases, as they can significantly increase students' interest in the learning process, help them better understand and appreciate their native language, and develop creative and communication skills. It is important to note that in Uzbekistan, the introduction of such technologies in native language lessons is just beginning to develop, which makes research in this area particularly significant and timely [2].

Thus, the study of innovative technologies as a means of developing students' creative activity in native language lessons in primary schools in Uzbekistan represents an important step in the modernization of the educational process. In the context of rapid changes in the world of technology and education, it is necessary to identify effective methods of using digital tools to stimulate schoolchildren's interest in learning their native language, developing their critical thinking, creativity, and independence. The relevance of this study also lies in the fact that it aims to find optimal solutions for integrating modern technologies into educational practice, which contributes to improving the quality of education and increasing student motivation. In particular, the study can help determine which specific innovative methods and tools most effectively influence the development of children's creative abilities, as well as examine their impact on overall learning outcomes and the level of student engagement in the educational process. An important aspect is the analysis and evaluation of the existing experience of introducing innovative technologies into the educational practice of Uzbekistan, as well as the development of recommendations for their effective application in native language lessons in primary school.

**LITERATURE ANALYSIS.** The problem of improving the methodological training of future primary education teachers based on innovative approaches is the subject of active research in modern pedagogical science. The scholarly works of domestic and foreign researchers examine the theoretical and methodological foundations of professional teacher training, issues of forming methodological

competencies, as well as the features of implementing innovative educational technologies in higher education [3].

Research in the field of applying innovative technologies to native language teaching in primary schools is actively developing in various countries, including Russia, Uzbekistan, and other states. Many scholars examine the impact of new methods and technologies on the development of students' creative abilities, as well as their role in modernizing educational processes. This section analyzes the work of scholars from different countries researching the application of innovative technologies in native language teaching.

In foreign pedagogical practice, the introduction of innovative technologies into school education has become one of the main topics. The research of D.H.Jonassen, T.C.Reeves, M.L.Kress, C.Jewitt, A.T.Bates, M.Fullan, L.Johnson, S.Adams Becker, V.Estrada, A.Freeman, S.Papert, R.R.Puenteadura, J.Hattie, M.D.Roblyer, A.H.Doering, D.R.Garrison, T.Anderson, C.A.Anderson, and L.S.Shulman substantiates the possibilities of digital technologies and emphasizes that multimedia tools significantly enhance students' creative activity and expand their opportunities for self-expression.

Foreign researcher D.H.Jonassen (2000) in his work "Constructivist Learning Environments" emphasizes that the use of technology in learning contributes to the creation of constructivist learning environments where students become active participants in the educational process, rather than passive recipients. These conditions help develop creative abilities, critical thinking, and creative activity.

Foreign scholar T.C.Reeves (2006) in the study "Designing for Learning" asserts that integrating technology into the classroom helps create more personalized and interactive forms of learning. The use of multimedia applications and educational platforms promotes active engagement of children in the process, as well as the formation of skills necessary for creative work with linguistic and literary materials.

The research of M.L.Kress and C.Jewitt (2003) examines the role of multimedia technologies in language learning and their application in creative processes. In their work "Multimodality and Literacy in the Digital Age," the scholars argue that multimedia tools allow students to express themselves in various forms – texts, images, sounds – which stimulates creative expression and a deeper understanding of the studied material.

In Russia, issues of using innovative technologies in teaching the native language and literature are also receiving increasing attention. Russian scholars emphasize the importance of integrating digital technologies into the school process for developing children's creative abilities, especially in primary school.

In the works of Russian researchers N.G.Bogolyubova, T.A.Mishchenko, and I.A.Solovyova, considerable attention is paid to the implementation of information and communication technologies in the primary education process, including the problem of teaching Russian language and literature to younger schoolchildren. The authors emphasize that the use of information and communication technologies is considered not only as a means of mastering the native language but also as an important tool for developing students' creative abilities [13].

Russian researcher N.G.Bogolyubova (2015) in the study "The Use of Information and Communication Technologies in Russian Language and Literature Lessons" indicates that the introduction of ICT can significantly increase student motivation, making lessons more dynamic and interesting, which in turn stimulates their creative activity. According to the scholar, the use of multimedia materials and interactive whiteboards contributes to better perception of educational material and the development of critical thinking.

Russian scholar T.A.Mishchenko (2012) in the article "Interactive Teaching Methods in Native Language Lessons" explores the introduction of technologies such as electronic educational resources, educational platforms, and virtual laboratories into the process of teaching the native language. She notes that such approaches promote active student participation in the learning process and also help develop information literacy skills, which are an integral part of a creative approach to language learning.

In the work of I.A.Solovyova (2014) "Methods of Teaching the Russian Language Using Innovative Technologies," attention is focused on the role of new technologies in increasing children's interest in linguistic creativity. The scholar provides examples of using Internet resources, video conferences, and virtual laboratories to activate the creative potential of schoolchildren.

In Uzbekistan, research in the field of applying innovative technologies in primary education, including native language teaching, is still in the stage of active development, but several significant works can already be identified.

In the works of Uzbek researchers [R.Kh.Toshmuhamedova](#), Sh.Sh.Rakhimova, and S.A.Umarov, special attention is paid to innovative approaches in teaching [16].

Uzbek scholar [R.Kh.Toshmuhamedova](#) (2018) in the study "The Use of Information and Communication Technologies in Teaching the Native Language" emphasizes the importance of introducing multimedia and information technologies in native language lessons to stimulate students' creative activity. She notes that modern technologies not only facilitate the mastery of grammatical and

lexical knowledge but also open new opportunities for creative interaction with linguistic material.

Uzbek researcher Sh.Sh.Rakhimova (2020) in her work "Methods and Means of Innovative Technologies in Primary Education" examines the role of information and communication technologies in teaching the native language in primary schools of Uzbekistan. She emphasizes that the use of digital technologies allows for diversification of forms of educational activity, makes learning more accessible and engaging for children, and also contributes to the development of their creative and analytical abilities.

S.A.Umarov (2021) in the article "Interactive Teaching Methods in Native Language Instruction" examines the potential of using interactive technologies for developing children's self-expression skills. He notes that the introduction of technologies such as virtual classrooms and educational platforms contributes to improved understanding and perception of language materials, which in turn stimulates creative and critical thinking.

Thus, the research of foreign, Russian, and Uzbek scholars confirms that the use of innovative technologies in the educational process in native language lessons significantly contributes to the development of students' creative abilities. The introduction of multimedia tools, interactive whiteboards, educational platforms, and other technologies allows not only making learning more interesting and engaging but also actively developing students' creative and critical thinking. Research in Uzbekistan, although at an initial stage, confirms the promise of using technologies to improve the quality of education and stimulate students' creative activity.

**METHODS:** theoretical – analysis, synthesis, comparison, classification, systematization, generalization; empirical – testing, survey.

**DISCUSSION.** The application of innovative technologies in the process of teaching the native language in primary schools of Uzbekistan opens new prospects for the development of students' creative activity. Our research has shown that the integration of digital tools and multimedia teaching methods has a significant impact on children's motivation and engagement, and also contributes to their personal and intellectual development. At the same time, both positive and negative aspects have been identified that must be considered when implementing these technologies in school education.

### 1. The Impact of Innovative Technologies on Students' Creative Activity.

The use of multimedia and digital tools in native language lessons contributes to a significant increase in students' creative activity. Modern technologies make the learning process more interactive, promoting the development of not only cognitive

but also creative abilities in children. For example, the use of multimedia presentations, video lessons, and interactive whiteboards allows students to delve deeper into the studied material, participate in creative tasks and problem-solving assignments. Unlike traditional teaching methods, such approaches make lessons more dynamic and engaging, which leads to increased children's interest in learning their native language.

Children become active participants in the learning process, rather than just passive listeners. For example, creating their own multimedia projects, participating in video conferences and online discussions helps them better understand literary works, develop public speaking and self-expression skills, and learn to work in a team.

Furthermore, the use of educational applications and online resources contributes to the development of analytical and critical skills in students. Working with interactive tasks, children learn the language through problem-solving, text analysis, and creating their own projects, which develops their creative thinking and ability to work with information.

**2. Problems and Limitations of Implementing Innovative Technologies in Primary Schools.** However, despite the obvious advantages, the introduction of innovative technologies into the educational process encounters certain difficulties and limitations. One of the main problems remains the insufficient technical equipment of schools. Many educational institutions in Uzbekistan lack the necessary equipment, such as interactive whiteboards, projectors, and computers with access to high-speed internet, which limits the possibilities of using multimedia and digital technologies. Even in those schools where there is access to modern technologies, the quality of the internet and technical support often leave much to be desired, which hinders the full use of online resources and platforms.

In addition, there is the problem of insufficient teacher training in the field of information and communication technologies. Not all teachers possess sufficient knowledge and skills for the effective application of new technologies in educational practice. In this regard, an important step in solving this problem is the organization of specialized courses and training for teachers aimed at mastering modern educational tools and methods.

The lack of adapted educational materials is also a significant problem. In Uzbekistan, there is a limited number of educational applications and multimedia resources specifically designed for teaching the native language in primary school. Most available online resources are aimed at older age groups, which makes their use difficult for younger schoolchildren. This requires the development of specific programs and educational materials adapted to the age characteristics of children.

**3. Prospects and Recommendations for Improving the Integration of Technologies in Education.** For the successful implementation of innovative technologies in school education in Uzbekistan, it is important to address several key tasks. Firstly, it is necessary to increase the level of technical equipment in schools, providing them with modern hardware, including computers, interactive whiteboards, and access to high-speed internet. Without an adequate technical infrastructure, it is impossible to effectively utilize the potential of modern technologies.

Secondly, it is important to establish a system for teacher professional development so that they can competently use innovative methods in their work. Educators should undergo courses aimed at mastering digital educational platforms, as well as developing skills for working with multimedia resources, which will enable them to effectively apply new methods of teaching the native language.

Furthermore, it is necessary to develop and adapt educational resources targeted at primary school. These could include applications for smartphones and tablets, interactive websites, as well as multimedia books and video materials that align with the curriculum and the age characteristics of children.

One promising direction is the development of interdisciplinary projects in which children can use innovative technologies to study their native language in the context of other subjects, such as literature, history, and art. This will help students develop not only language skills but also creative, research, and teamwork abilities.

Innovative technologies play an important role in developing students' creative activity in native language lessons in primary schools in Uzbekistan. They not only make the learning process more interesting and diverse but also contribute to the development of skills in children such as critical thinking, independence, self-expression, and creativity. However, for the successful integration of technologies, it is necessary to overcome a number of problems, such as technical limitations, a lack of trained personnel, and a shortage of specialized educational materials. For the effective use of innovative technologies, it is important to continue improving school infrastructure, creating adapted educational resources, and enhancing teacher qualifications, which in the long term will significantly improve the quality of education in the country.

**RESULTS.** During the study of the impact of innovative technologies on the development of students' creative activity in native language lessons in primary school, the following results were obtained, which confirm the effectiveness of using digital tools and multimedia teaching methods in pedagogical practice.

1. **Increased Interest in Learning.** The main result of introducing innovative technologies is the increase in students' interest in native language lessons. As a result of using multimedia resources (video materials, presentations, animations), lessons became more vibrant and attractive to children. Observations showed that younger schoolchildren began to show greater activity in lessons, willingly participate in discussions, and complete tasks related to creating multimedia projects. Students expressed a greater desire to work with interactive materials and demonstrated a high level of engagement in the process.

2. **Development of Creative and Critical Skills.** The introduction of interactive methods, such as the use of educational applications, online platforms, and virtual classrooms, contributed to the development of students' creative and critical thinking. Children learned not only to perceive information but also to actively work with it, analyze, interpret, and create their own works. For example, creating presentations, videos, and projects related to literary works activated students' creative abilities and developed their ability to work in a group and organize joint activities. The use of digital resources allowed students to develop self-expression skills. They could present their ideas not only in text form but also through visual, audio, and video formats, which stimulated them to a deeper and more multifaceted perception of their native language.

3. **Increased Independence and Responsibility.** Another important result is the increase in the level of student independence. Working with online platforms and applications encouraged children to take more responsibility for their own learning process. They began to independently search for information, use additional materials, and develop projects, which significantly increased their level of independent work and organization.

4. **Diversification of Learning Formats.** The application of innovative technologies in native language lessons also led to a significant diversification of learning formats. During the experiment, various forms of work were used: individual projects, group assignments, interactive games, video conferences. This provided an opportunity for each student to demonstrate their strengths, and also increased the overall motivation and interest of children in learning the language.

5. **Reaction of Students and Teachers.** It should be noted that both students and teachers positively assessed the impact of innovative technologies on the learning process. Teachers noted that digital tools and multimedia resources significantly simplify the process of presenting material, making it more accessible and understandable for younger schoolchildren. Educators also pointed to an increase in the level of communication skills in children, as the use of technology promotes better interaction among students and with the teacher.

Among students, a tendency towards increased self-esteem and self-confidence was observed, which is also an important indicator of the development of creative abilities.

Despite the positive results, certain difficulties and limitations were also identified during the study. One of the main problems remains the technical equipment of schools. Many educational institutions in the region lack sufficient modern devices, such as interactive whiteboards and computers with internet access, which limits the possibilities for full-fledged use of technology. Furthermore, teachers need additional training in the use of innovative methods and tools. This indicates the need for advanced training for educators, as well as the creation of specialized methodological materials and courses for their instruction.

The results of the study confirm that the use of innovative technologies in teaching the native language in primary school contributes to a significant increase in motivation, the development of students' creative and analytical abilities, and an increase in their independence. However, for the successful integration of these technologies into the educational process, improvement of the technical infrastructure, enhancement of teacher qualifications, and development of specialized materials are necessary, which in the future will significantly improve the quality of education in the country.

**CONCLUSION.** The study established that the use of innovative technologies in native language lessons in primary school has a positive impact on the development of students' creative activity. Interactive methods, multimedia resources, and digital tools significantly increase children's interest in the studied material, contribute to the development of their creative and critical thinking, and also stimulate independent work and self-expression.

The application of technologies such as multimedia presentations, educational applications, interactive whiteboards, and online platforms makes it possible to diversify the learning process, making it more engaging and accessible. These tools not only enhance student motivation but also help them develop the skills necessary for creative and analytical work with linguistic and literary materials.

However, despite the obvious advantages, the introduction of innovative technologies into the educational process faces a number of difficulties, such as technical limitations, a lack of trained personnel, and a shortage of adapted educational materials. To solve these problems, it is necessary to continue working on improving the technical equipment of schools, developing specialized educational resources, and organizing advanced training courses for teachers.

Thus, the use of innovative technologies in teaching the native language in primary school is an effective means of developing students' creative activity and

improving the quality of education. To fully realize the potential of these technologies in the educational process, further efforts are needed to improve infrastructure, train educators, and create appropriate educational materials. This will contribute not only to the development of children's language skills but also to the formation of skills necessary for successful interaction in the modern information and cultural space.

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