

## EFFECTIVENESS OF FORMING STUDENTS' CREATIVE ACTIVITY IN PRIMARY EDUCATION

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### Annotation

This article examines the effectiveness of developing creative activity among primary school students within the context of modern educational reforms in Uzbekistan. Based on psychological and pedagogical theories, the study emphasizes the role of student activeness as a key factor in personality formation and cognitive development. The research analyzes the conceptual essence of creative activity, identifies age-specific features of its formation in primary education, and evaluates current practices in schools. A model, criteria, and methodological recommendations for fostering creative activity in young learners are proposed. The study's findings enrich primary education pedagogy with theoretical and practical approaches that support the development of independent thinking, intellectual capacity, and creative potential in students. The results are applicable in curriculum development, teacher training, and the preparation of instructional materials.

### Keywords

creative activity; primary education; student development; independent thinking; pedagogical methods; cognitive activity; innovation in teaching; creativity formation; educational psychology; Uzbekistan education reforms.

### Аннотация

В статье рассматривается эффективность развития творческой активности учащихся начальных классов в контексте современных образовательных реформ Узбекистана. Опираясь на психологические и педагогические теории, исследование подчёркивает активность учащихся как ключевой фактор формирования личности и когнитивного развития. Анализируется сущностное содержание творческой активности, выявляются возрастные особенности её формирования в начальном образовании, а также оценивается существующая практика в школах. Предлагаются модель, критерии и методические рекомендации по развитию творческой активности младших школьников. Полученные результаты обогащают педагогику

начального образования теоретическими и практическими подходами, способствующими развитию самостоятельного мышления, интеллектуальных способностей и творческого потенциала учащихся. Результаты могут быть использованы при разработке учебных программ, подготовке педагогических кадров и создании учебно-методических материалов.

### **Ключевые слова**

творческая активность; начальное образование; развитие учащихся; самостоятельное мышление; педагогические методы; познавательная активность; инновации в обучении; формирование креативности; образовательная психология; реформы образования Узбекистана.

In the Law of the Republic of Uzbekistan “On Education” and the “National Program for Personnel Training,” special attention is paid to the upbringing of a well-rounded personality. This is because forming creative individuals who can think independently and fully utilize their knowledge, potential, and abilities for the development of society creates the foundation for profound changes in social life.

Creative research in education can achieve success only when it relies on a genuine scientific theory, the laws of social development, the theoretical foundations of teaching, and a broad system of knowledge about the driving forces and conditions of personality development.

Activity that transforms human living conditions – and transforms the person themselves – constitutes the fundamental basis of modern education. Human activity varies in different historical periods of societal development and manifests itself in diverse forms.

However, internal relations and connections between these forms remain constant and universal. They serve as the foundations that form the system of activity. It is known that a person expresses, applies, and recreates their ideas, thoughts, and views only through activity.

Activity is a specific active relationship of a person toward the surrounding world. One of the fundamental forms of human existence in life is active participation in events and phenomena. Through any kind of activity, life experience is accumulated; the process of cognition of the surrounding reality takes place; certain knowledge, skills, and abilities are acquired; and as a result, human activity develops.

Along with heredity, environment, and upbringing, activity itself plays a crucial role in personality development.

According to V. M. Karimova, “The most important and universal characteristic of a person—who maintains constant interaction with society, understands themselves, and coordinates each of their actions—is their activeness. Activeness (from the Latin *actus* – action, *activus* – active) is a category that explains the manifestation of all human actions in life” [48]. Therefore, in psychology, issues of personality, consciousness, and self-awareness are explained through the individual’s activeness, participation in various types of activity, and related qualities necessary for performing them successfully.

A. M. Matyushkin states: “Creative activity is a system connected with cognitive processes” [36]. Several psychologists—N. P. Shcherba, V. S. Yurkevich, E. L. Yakovleva—believe: “Creative activity is a process of actions that embody human activeness. The personality of the student is formed precisely in the process of various types of activity” [111, 23, 46]. A. M. Matyushkin, I. S. Averina, G. D. Chistyakova and others have researched the organization of students’ creative activity. In Uzbekistan, R. Ibragimov, O. Roziqov, V. Karimova, E. G’oziyev, G’. Shoumarov, Z. Nishonova, B. Qodirov have interpreted the development of an individual’s creative activity in relation to intellectual capacity, cognitive activity, and independent thinking. V. Karimova conducted scientific research on personality activeness, types of activity, and their management, focusing on social-behavioral motivation [48]. R. Ibragimov’s research is devoted to studying the didactic foundations of forming cognitive activity in primary school students [182]. B. Adizov worked on developing pedagogical technologies aimed at enhancing the creative cognitive abilities of primary school students.

**Research Aim.** To theoretically substantiate the formation of creative activity in primary school students, determine the necessary conditions, and develop methodological recommendations for shaping students’ creative activity.

**Research Object.** The process of shaping creative activity in primary school students.

**Research Subject.** Effective ways, methods, and forms of forming creative activity in primary school students.

**Research Tasks:**

1. Analyze how the issue is covered in pedagogical theory and practice;
2. Describe the essence of the concept “creative activity”;
3. Identify the specific characteristics of forming creative activity in primary school students;
4. Diagnose the current state of creative activity formation in primary school practice;

5. Develop methods and forms for forming creative activity in primary education;
6. Determine the effectiveness of forming creative activity among primary school students.

**Research Methods.** Scientific-theoretical analysis; pedagogical analysis; pedagogical observation; conversation; interview; surveys; experimental work; comparative analysis; mathematical statistics; generalization of results.

**Methodological Basis of the Research.** Modern advanced ideas in pedagogy and psychology regarding the development of creative activity in individuals; opinions of leading educators and psychologists on new approaches to developing students' creative activity; the Law of the Republic of Uzbekistan "On Education"; the "National Program for Personnel Training"; regulatory documents of the government and ministries concerning the renewal of education and upbringing.

**Scientific Novelty of the Research:**

- The scientific-theoretical aspects of forming students' creative activity in contemporary conditions were substantiated;
- The characteristics of developing creative activity in primary school students were identified;
- A model and main criteria for shaping creative activity in primary school students were developed;
- Recommendations on content, forms, and methods of forming creative activity in primary education were proposed;
- The level of effectiveness of forming creative activity in primary school students was determined.

**Theoretical and Practical Significance.** As a result of the research, primary education pedagogy has been enriched with theoretical approaches to forming students' creative activity, and the educational process has been supplied with scientific-methodological recommendations.

The findings can also be used in preparing curricula, textbooks, and methodological manuals for primary education teachers, as well as in lectures and training at pedagogical universities and teacher training institutes.

Since primary education forms the foundation of students' learning, it is necessary to develop creative activity starting from this level. Therefore, the need to cultivate creativity and creative activity in students remains an important issue.

Considering students' age characteristics, conducting classes in non-traditional formats, and using innovative teaching methods play an important role in developing creative activity.

Developing students' creative activity contributes to their well-rounded growth.

In a society based on market relations, every individual—especially students—must possess broad knowledge. Therefore, it is essential to teach the younger generation to think creatively both within the family and in educational institutions.

During the research process, it was found that the continuity and integrity of education are not fully ensured, resulting in the slow development of students' creative activity. At times, problems arise in the educational process due to the lack of independent thinking.

Thus, students' creative activity in primary education is closely linked with personality formation and creates a real pedagogical process, which should be designed using various educational concepts and theories and implemented in educational institutions.

Developing intellectual qualities, independence, free thinking, high consciousness, and intellectual culture—and enhancing students' objective and emotional cognition—can be achieved through special methods and pedagogical mechanisms.

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