

Developing the creative activity of future primary school teachers through creative tasks in training sessions

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Abstract

This article studies the problem of developing the creative activity of future primary school teachers through the use of creative tasks in training sessions from a scientific, theoretical and practical perspective. Since the professional activity of a primary school teacher in the modern education system requires a high level of creativity, creative thinking and an innovative approach, this issue is considered an urgent pedagogical problem.

The study analyzes the pedagogical and psychological content of the concepts of "creative activity" and "creative tasks" and substantiates their role in preparing future primary school teachers for professional activity. The types of creative tasks used in training sessions (problem situations, creative projects, role-playing games, interdisciplinary and free-thinking tasks) were identified and a methodology for their introduction into the educational process was developed. In the research process, pedagogical observation, interview, questionnaire, analysis, and experimental testing methods were used. Experimental testing was conducted with the participation of future primary school teachers studying at a higher pedagogical educational institution. Students were divided into experimental and control groups, and training sessions in the experimental group were organized based on creative tasks. Students' creative activity was evaluated based on the criteria of independent thinking, a new approach, developing creative ideas, and finding solutions appropriate to pedagogical situations.

The results of the experimental testing showed that training sessions organized based on creative tasks are highly effective in developing the creative activity of future primary school teachers. In particular, it was found that students' activity in the lesson process increased, independent and creative thinking skills were formed, and unusual and creative approaches to pedagogical situations appeared. Compared with the control group, a significant increase in the level of creative activity was observed in the experimental group.

The conclusions and recommendations presented in the article serve to improve the methodology for developing the creative activity of future primary school teachers and are of practical importance in the effective organization of training sessions in higher pedagogical educational institutions. The results of the study can serve as a theoretical and methodological basis for future scientific research in this area.

Keywords: creative activity, creative tasks, future primary school teachers, pedagogical education, creative thinking, professional competence, innovative approach, training sessions, pedagogical methodology, problem-based learning, interactive methods, teacher training, effectiveness of the educational process.

Introduction

In the modern education system, the professional training of future teachers is determined not only by theoretical knowledge, but also by their creative activity and creative thinking skills. In particular, the work of a primary school teacher plays an important role in the formation of students as individuals. Therefore, a high level of creativity, flexibility and innovative

approach are required from a teacher working in primary education.

Today, traditional teaching methods are not enough in the educational process, and there is a need to introduce new methods and tools that reveal the creative potential of students. Scientific research shows that the use of creative tasks in educational activities activates students, develops their independent thinking and increases the

effectiveness of their preparation for professional activity.

In pedagogical literature, the concept of "creative activity" is interpreted as a person's desire to create innovation, the ability to solve problems using unconventional methods. The development of the creative activity of future primary school teachers prepares them to organize the lesson process in the future in an effective, interesting and age-appropriate manner.

The relevance of this study is that there is a need to scientifically substantiate the methodology for developing the creative activity of future primary school teachers through the use of creative tasks in educational activities.

The purpose of the study is to determine the effectiveness of developing the creative activity of future primary school teachers through the use of creative tasks in educational activities.

Research objectives:

- analyze the content of the concepts of creative activity and creative tasks;
- identify the types of creative tasks;
- develop a methodology for organizing educational activities based on creative tasks;
- analyze the results of experimental testing.

Methods

In the research process, complex methods typical of scientific and pedagogical research were used. In particular, special attention was paid to the combination of theoretical and practical methods.

As theoretical methods:

- analysis of pedagogical and psychological literature;
- generalization of existing scientific approaches;
- comparison and systematization methods were used.

Practical methods consisted of:

- pedagogical observation;

- interview and questionnaire;
- experimental work;
- diagnostic assessment.

Experimental work was conducted with the participation of students studying in the "Primary Education" department of a higher pedagogical educational institution. Students were divided into experimental and control groups. In the experimental group, training sessions were organized on the basis of creative tasks.

Creative tasks included:

- analysis of problematic pedagogical situations;
- development of creative projects and mini-projects;
- role-playing and imitation games;
- open-ended questions aimed at free thinking;
- integrative and interdisciplinary tasks.

Students' creative work was assessed based on the following criteria:

- level of independent thinking;
- indicators of innovative approaches;
- ability to propose creative ideas;
- finding appropriate solutions to pedagogical situations.

Results

The analysis of the results of the experimental work showed that creative tasks are highly effective in developing the creative activity of future primary school teachers. Students in the experimental group showed high activity in the lessons and began to express their thoughts freely. According to the results:

- the number of students proposing creative solutions increased;
- interest in independent work during the lesson increased;
- a creative approach to analyzing pedagogical situations was formed.

When compared with the control group, it was found that the level of creative activity in the experimental group significantly increased. This scientifically confirms the

effectiveness of the lessons organized on the basis of creative tasks.

Discussion

The results show that the use of creative tasks in training is an important pedagogical tool in developing the creative activity of future primary school teachers. Creative tasks encourage students not only to acquire knowledge, but also to apply it in practical activities.

The results of the study indicate the need for the widespread introduction of creative approaches in the process of pedagogical education. In particular, the systematic use of creative tasks in the process of training primary school teachers will serve to develop their professional competencies.

In the future, there are prospects for integrating the results of this study with other pedagogical disciplines, as well as developing creative tasks based on digital educational tools.

Conclusion

This study was devoted to the issue of developing the creative activity of future primary school teachers through the use of creative tasks in training sessions. The results of the study showed that the educational process organized on the basis of creative tasks effectively develops students' creative thinking, independent decision-making, and innovative approaches to pedagogical situations.

During the experimental work, it was found that creative tasks increase the activity of students in the lesson process, encourage them to think freely, and allow for a more effective organization of the process of preparing for professional activity. The results confirmed that the level of creative activity in students in the experimental group significantly increased compared to the control group.

It was also found that the system of creative tasks developed during the research process is an important pedagogical factor in the development of professional

competencies of future primary school teachers. Through creative tasks, students not only master knowledge, but also have the opportunity to creatively apply it in practical activities.

In conclusion, the systematic and targeted use of creative tasks in training sessions will serve to improve the methodology for developing the creative activity of future primary school teachers. The results of the study are of practical importance in the process of training primary school teachers in higher pedagogical educational institutions and will serve as a theoretical and methodological basis for future scientific research in this area.

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