

# Methodological Means For Developing Creative Activity In The Lesson Process

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## Abstract

This article deeply analyzes the issue of improving the methodology for developing the creative activity of future primary school teachers. The study showed the role of creative methods in increasing the activity, independent thinking and creativity of students in primary education. Also, the practical training of future teachers and difficulties in using methodological tools were identified, and scientific and practical proposals were developed to eliminate them. The results of the study serve as a basis for improving the quality of primary education and encouraging creativity in the pedagogical process.

**Keywords:** primary school teachers, creative activity, methodology, quality of education, pedagogical training, development of creativity.

## Introduction

Investing in human capital in the modern education system, that is, educating a comprehensively developed, independent thinker, innovator, and creative individual, has become one of the urgent tasks. The role of the teacher in achieving this goal is invaluable, especially the activities of educators teaching in primary school are of decisive importance. Because primary education is a kind of foundation in a child's life, and it is at this stage that his thinking, interests, worldview, speech culture, and social interaction are first formed.

A future primary school teacher should not only be a provider of knowledge, but also a methodological leader who activates the student, reveals his intellectual and creative potential. From this point of view, the need to develop creative activity in the lesson process and establish it through pedagogical methods is increasing day by day.

In recent years, a number of legal documents have been adopted in Uzbekistan to reform the education system, improve its quality, and widely introduce innovative and creative pedagogical approaches. In particular, the following are considered:

The Law "On Education" (as amended);

The National Program "Improving the Quality of Education" for the period up to 2030;

The Resolution of the President of the Republic of Uzbekistan dated January 28, 2022 No. PQ-81.

These documents set out specific tasks for educating creative students and increasing the teacher's capacity to implement new approaches in practice.

Therefore, the main purpose of this article is to identify methodological tools that serve to develop students' creative activity in the classroom, analyze their types, study their application methods, and develop practical recommendations.

Answers are also sought to the following questions:

How is creative activity manifested in primary school?

What methodological tools activate students?

How should future teachers master these tools?

In this way, we will try to identify the main methodological approaches that serve to develop the personal intellectual potential of students.

The main purpose of this study is to identify methodological tools aimed at developing students' creative activity in the classroom,

evaluate their practical effectiveness, and study the skills of using these tools in the professional training of future primary school teachers. Therefore, several scientific and practical approaches were used during the study.

### **Methodology**

At the first stage of the study, a thorough analysis of scientific sources related to creative activity, methodological tools, primary education pedagogy, lesson structure and innovative methods was conducted. In particular, the following sources were studied:

Innovative pedagogical approaches in education launched in Uzbekistan and abroad (works of Vygotsky, Bruner, Dewey, Guilford);

Modern theories and practical recommendations for the development of creative thinking;

Characteristics of the psychological development of primary school students;

Practical lesson developments and experiences of pedagogical universities.

Based on these theoretical analyses, it was determined what criteria should be used to determine appropriate methodological tools to involve students in creative activities.

#### **a) Observation method**

Lessons conducted in grades 1–4 of 5 secondary schools in Fergana city and regions were directly observed. During the observation, the following were noted:

Types of methodological tools used by teachers;

Level of students' activity in the lesson process;

level of socio-communicative elements (questions and answers, group work, creative tasks);

students' interest in the lesson and independent expression of opinions.

Based on observations, it was possible to assess which methodological approaches in the lessons are effective and which ones give poor results.

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#### **b) Questionnaire method**

Two categories of respondents participated in the study:

40 future primary school teachers (3rd-4th year students);

20 current experienced primary school teachers.

A questionnaire was conducted among them, which included the following questions:

1. Which methodological tools do you use most often in the lesson?

2. Which methods do you think encourage students to think creatively?

3. As a future teacher, how much skill do you have in using methodological tools?

4. What obstacles exist to stimulating creative activity in the lesson?

The level of methodological knowledge, readiness for practice and existing shortcomings of future teachers were determined through questionnaires.

#### **c) Experimental method**

The experimental work was organized as follows:

4 primary classes were selected: 2 experimental and 2 control groups.

In the experimental classes, methodological tools serving the development of creative activity were used for 1 month: problem situations, group work, dramatization, cluster, fishbone, brainstorming and mini-projects;

In the control classes, lessons were conducted in the traditional style.

Students from both groups were assessed before and after the lesson through tests, interviews and observation.

Based on the results of the experiment, the real effectiveness of methodological tools was analyzed based on numerical indicators.

Analytical comparative method.

The data obtained during the study were analyzed as follows:

The level of activity, interest, creative thinking and participation of students for each methodological tool was compared;

The results of the experimental and control classes were compared;

Differences were identified in the methodological literacy of future teachers and current educators.

The suitability of methodological tools for the nature of the subject, the stages of the lesson, and the age of the students was also taken into account.

## Results

The results obtained based on the methods used during the study revealed the effectiveness of methodological tools that serve to develop creative activity in the lesson process. They were analyzed in the following three main areas: lesson observations, questionnaire results, and experimental (test-test) work.

### Lesson observation results

More than 30 lessons in primary grades of general education schools were observed. During the observations, it was found that currently many teachers are using some creative methodological tools in the lesson process. In particular, cases of using problem situations, group work, questions and answers, visual materials, and dramatization techniques were noted. However, their use is not regular and is often episodic, that is, used only in certain parts of the lesson.

Observations showed that in classes that used methods that stimulate creative activity in the lesson, students' activity, interest in the lesson, and desire to independently answer questions were much higher. On the other hand, in classes that rely on traditional methods, students are limited to activities based on hearing and repetition, and creative approaches are rarely observed.

### Survey results.

As part of the study, a survey was conducted with the participation of future

primary school teachers (3rd-4th year students) and current teachers. The survey results reflected the current situation regarding the use of creative methodological tools in the pedagogical process.

Most students reported awareness of creative methods, but had low confidence in applying them in practice. More than half of them admitted that, although they had theoretical knowledge, they had difficulty choosing these tools correctly in practical classes, adapting them to the topic, and integrating them into lesson plans.

Current teachers believe that the use of creative methods increases the effectiveness of the lesson, but this is not always easy. They said that this was due to time constraints, a large number of students in the classroom, in some cases a lack of equipment, or weak methodological skills.

The general conclusion of the survey is that teachers and future teachers are positive about the methods of developing creative activity, but they do not have enough qualifications, experience, and conditions to apply them consistently and systematically. Results of experimental and test work

As part of the practical phase of the study, two experimental and two control classes were selected, and the effect of various methodological tools in the lessons was studied for 1 month. In the experimental classes, methods that stimulate creative activity were systematically used - problem situations, mini-projects, dramatization, group work, cluster formation, brainstorming, etc. In the control classes, lessons were conducted in a conventional, traditional manner.

In the experimental classes, students' active participation in the lesson was high. Students sought to express their thoughts freely, and when answering questions, creativity and innovation were observed. Their answers to questions showed more

independent thinking and unusual approaches.

The level of ability to complete creative tasks also increased significantly. Drawings, stories, slogans, and small dramatic scenes prepared by students showed that they developed their thinking skills, figurative thinking, and imagination.

In control classes, these cases were much less common. Students' activity was average, and they were more limited to saying ready-made answers to the teacher's questions from notes.

At the end of the experiment, the following results were determined:

In experimental classes, students' activity increased by 25–30%;

The level of ability to think independently and complete creative tasks increased by 20–25%;

The level of remembering, understanding, and reproducing the content of the lesson approached 80%;

Social skills are also formed through communication between students, group work, and participation in role-playing games.

The most effective methodological tools

Based on experience and observations, the following methodological tools were found to be the most effective:

Creating problem situations - activates students' logical and critical thinking;

Brainstorming - increases students' ability to think quickly and suggest ideas;

Cluster and graphic methods - help to understand the topic structurally and visually;

Dramatization - develops figurative thinking and expressive speech;

Mini-projects - increase students' initiative, creative thinking, and responsibility.

The correct integration of methodological tools into the lesson is directly related to the teacher's methodological literacy and pedagogical skills. Therefore, future teachers should master the skills of

correctly applying these tools in practice in the process of higher education.

### **Discussion**

Based on the results of the study, it was found that the methodological tools used to develop the creative activity of primary school students have proven their effectiveness in practice. These results, in turn, serve as the basis for putting forward a number of important pedagogical conclusions.

The impact of methodological tools on the student.

Based on the results of the experiment, the following main pedagogically important aspects were noted:

Activity: In lessons where creative methods are used, the activity of students increases sharply. They actively participate in processes such as answering questions, expressing opinions, and working in groups.

Thinking: Independent thinking, understanding cause-and-effect relationships, critical and divergent thinking skills are developed.

Interest: Internal motivation for the lesson increases, students strive for independent activity.

Creativity: Elements of figurative imagination, fantasy, and creativity are enriched, which creates the basis for further achievements in areas such as art, literature, design, and technology.

Thus, creative methods directly affect the deepening of a child's thinking and his personal intellectual growth.

### **Conclusion**

This study deeply studied the issue of improving the methodology for developing the creative activity of future primary school teachers from a theoretical and practical perspective. Based on the results of the study, the following main conclusions were drawn:

1. Creative activity is a necessity for primary school students. At this age, a child's thinking, emotions and social activity



develop rapidly. Therefore, stimulating this development through creative approaches directly affects the quality of education.

2. Correctly determining the place of methodological tools and adapting them to the lesson has a significant impact on the student's assimilation, activity and independent thinking. The methodological tools used in the study - problem situations, group work, dramatization, brainstorming, cluster and mini-projects - showed their high effectiveness.

3. Experimental studies have shown that in lessons based on creative methods, the level of student activity, interest in the lesson, depth of thinking and creativity are significantly higher than in traditional lessons.

4. Although most future teachers are theoretically familiar with creative methods, they are not fully prepared to apply them correctly in practice. This indicates the need to strengthen practical training in the process of pedagogical education.

5. For the effective use of creative methods, the teacher's methodological literacy, approach to lesson planning, as well as technical and organizational conditions at school are important.

### **Proposals**

Based on research, the following proposals are put forward in order to develop creative activity in primary education, as well as to improve the training of future teachers:

1. Proposals for pedagogical training programs:

Organize a separate module or practical courses in the direction of "Creative methodological tools";

Organize special seminar sessions based on the creation and analysis of lesson models;

Involve students widely in the analysis of practical lessons and expand opportunities for observation in real classrooms.

2. For primary schools:

Develop a "methodological package of creative lessons" in each school and provide teachers with methodological guidelines;

Organize seminars, master classes, and open lessons for teachers on the implementation of creative activity in the lesson on a regular basis;

Adjust the duration of lessons, equipment, and provision of technological tools to effectively implement creative methods.

3. For scientific research and innovation:

Development of assessment criteria for measuring the effectiveness of creative methods in primary education;

Establishment of a "laboratory of creative approaches" at the centers of pedagogical innovations;

Development of scientific and experimental work through grant projects on the creation and testing of new methodological tools.

4. For assessing the creative potential of students:

Introduction of assessment criteria based on creative tasks as a supplement to traditional methods of testing knowledge;

Taking into account the student's creative idea, level of innovation, and non-traditional approaches in the assessment system;

Regular monitoring of the student's creative growth through personal portfolios.

Therefore, training future primary school teachers for methodological activities based on modern creative methods is the main guarantee not only of professional skills, but also of the quality of future education.

Today, one of the important directions of educational reforms is the formation of students' creative and independent thinking skills. The main tool for achieving this goal in primary education is a methodological approach. If a teacher conducts his work based on the requirements of the time, with creative thinking, this spirit will also be formed in students.

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