

Opportunities for Developing Creative Thinking Skills in Students in The Process of Primary Education

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Abstract: This article highlights the possibilities of developing creative thinking abilities in primary school students, the process of factual synthesis in the targeted clarification of factual synthesis aimed at increasing creative activity and the sequence of mental actions, initially the ways of obtaining and analyzing factual materials.

Keywords: Primary education, information literacy, modern education, pedagogical approaches.

Introduction: The issue of expanding opportunities for developing creative thinking skills in students in the process of primary education acquires special scientific significance due to the gradual organization of mental activity processes and their reliance on a purposefully clarified sequence. The effectiveness of forming creative thinking in students depends on the systematic nature of their consciously performed mental operations and the harmony of the cognitive and motivational components of this process.

In the system of teacher training, the development of methodological and technological solutions that serve to develop creative thinking is among the urgent strategic tasks. In pedagogical and psychological sources, volitional activity is divided into two main forms: physical actions and mental actions; in this process, the cooperation of structural elements with the stages of creativity is of great importance. Physical actions include various labor practices, sports activities, game elements, and other processes based on motor activity. Mental actions are the main forms of complex cognitive activity; they are manifested in problem solving, scientific research work, written activity, and independent lesson preparation processes, which are organized more effectively through the cooperation of structural elements with the stages of creativity. Some of these actions become automated over time and, leaving conscious control, turn into a person's permanent habit or stable skill; however, due to their complex psychological structure, they are included in the system of volitional actions.

The formation of creative thinking in future primary school teachers is a necessary condition for improving the quality of the pedagogical process and adapting it to modern requirements. This skill enables the teacher to organize the educational process in a new way, use non-traditional methods, and activate students' potential for creating innovation in the process of acquiring knowledge.

In the conditions of a digital educational environment, software-methodological support tools are becoming the central link of the educational process. Electronic textbooks, interactive platforms, mobile applications, multimedia test systems, video lessons, simulation programs, and other digital resources make it possible to organize lessons in an interesting and effective way and involve students in active learning activities.

Within the set of pedagogical approaches, problem-based learning serves to activate students' independent research activity. The innovative-pedagogical approach increases the creative potential of the educational process by integrating Design Thinking, interactive methods, and digital tools. The constructive approach rejects the presentation of knowledge in a ready-made form and directs it toward independent acquisition by the student. The synergetic approach is based on the harmony of internal motivation, external conditions, and methodological resources.

The effective organization of the development of creative thinking is carried out on the basis of an environment of free exchange of ideas, support for

creative activity, productive use of visual and interactive tools, and a cooperation-based teaching system. Experience shows that digital educational technologies are effective not only in forming academic knowledge, but also in developing competencies such as critical thinking, creative decision-making, and adaptability in changing conditions.

Digital educational platforms, as an integral link of the current education system, create opportunities for organizing the educational process, providing it with resources, and effectively establishing teacher-student interaction. It is necessary to develop educational platforms based on digital technologies and, through them, organize direct online communication between professors-teachers and students, thereby widely introducing independent learning. According to this, although the digital education system emerged in 1999, it initially did not receive sufficient attention; however, with the accreditation of online programs and the expansion of flexible learning opportunities, the importance of this system increased sharply.

Digital education process as a process based on interactive interaction regardless of the geographical location of the teacher and the student. Applying this approach, it emphasizes that knowledge exchange in digital education takes place actively not only between the teacher and the student, but also in mutual communication among students.

It is aimed at issues of improving software-methodological support for synchronous and asynchronous forms of distance learning in introducing modern information and communication technologies into educational practice. It also substantiates the need to organize professional development courses by subjects, accelerate all stages of the educational and upbringing process, improve the quality and effectiveness of education, and intensify students' cognitive activity.

It defines digital education as a form of education carried out on the basis of independent development of educational material by the student using computer and Internet technologies. It notes that this process strengthens the student's independence in mastering knowledge and the ability of self-management.

The role of game technologies occupies a special place in forming the sequence of mental actions and effectively applying it to educational activity. Pedagogical and psychological studies show that game processes serve as a natural environment that develops imagination, logical thinking, and cognitive flexibility in children. During play activity, preschool and primary school children form mental operations by replacing real objects with certain symbolic substitutes, giving

them new names, and creating conditional situations on this basis; in this process, the cooperation of structural elements with the stages of creativity is of great importance. This process develops the basis of imagination and creates the opportunity to analyze the functional similarities and differences of objects and perform mental transformations on them, which is carried out more effectively through the cooperation of structural elements with the stages of creativity.

From theoretical sources and bibliographic studies, it can be concluded that with age, the volume of visual-material supports in play activity decreases, and children gradually move to acting in an internal mental play field based on imagination. In the play practices of older preschool and primary school students, the use of substitute objects is significantly reduced; students develop the skills of mentally modeling objects and situations and recreating them in thinking. Role-playing games acquire special functional importance in this process, expanding children's socio-psychological experience, strengthening interpersonal communication skills, and stimulating creative imagination activity.

In working with primary school students, the scientifically based formation of the sequence of mental actions is considered a necessary condition for developing creative thinking. This process serves to activate the logic of cognitive activity, the divergent thinking characteristics of students' thinking, and to increase the ability to adapt to problematic situations. Therefore, in the process of professional training of future primary school teachers, the theoretical and practical mastery of these stages is recognized as one of the important indicators of the effectiveness of pedagogical training.

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