

Methods of Developing Creative Thinking Skills in Primary School Pupils During English Lessons

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Abstract: This article highlights effective methods for developing creative thinking skills among primary school students. These approaches not only foster creativity but also help uncover students' hidden talents and build essential real-life skills. Through this methodology, the research analyzes ways to enhance young learners' interest in language learning by considering their age-specific characteristics. It explores the use of playful methods, interactive tasks, storytelling based on pictures and events, and group activities that promote free and independent thinking.

Keywords: Primary school, creative thinking, interactive methods, playful tasks, pedagogical approaches, creativity.

Introduction: Nowadays, one of the main tasks in the educational process is to increase students' activity, and to develop their independent thinking, research skills, and creative approach. This is especially important for primary school pupils, as organizing the learning process in engaging formats such as games, drawing, songs, and group work increases their interest in gaining knowledge. From this perspective, project-based learning technology is one of the innovative approaches that yields effective results in English lessons. This article explores the essence, opportunities, and methods of implementing project-based learning in English classes conducted with primary school pupils.

Literature Review

A number of pedagogical and methodological sources have outlined effective methods for teaching foreign languages through a project-based approach in primary education. In particular, many specialists have acknowledged the role of project-based learning in ensuring active student participation and developing practical skills. Pedagogue R.A. Yuldasheva, in her manual "Innovative Educational Technologies", defines project-based learning as follows:

"Project-based learning is a type of creative activity that guides students toward solving a particular problem and prepares them for real life."

Likewise, in the book "Methodology of Teaching Foreign Languages" by Kh.T. Turakulov, project-based learning is presented as a key factor in developing students' linguistic competence in English lessons:

"In lessons organized around projects, students are directly involved in speech activities, which positively influences foreign language acquisition."

In M.D. Jalolov's research, it is especially emphasized that teaching through project-based learning aligns well with communicative methodology:

"During the completion of tasks, students begin to use language tools freely, which creates an environment that prepares them for real communication."

This approach is also widely used in foreign literature. For example, in the book "English for Specific Purposes" by T. Hutchinson and E. Waters, project-based learning is highlighted as a method that reveals the practical value of English in everyday life.

An analysis of these sources shows that project-based learning not only increases students' interest in language learning, but also develops their skills in independent thinking, teamwork, and expressing their opinions freely. This approach is especially effective when working with primary school pupils, as it integrates well with games and creative tasks.

METHOD

There are several methods for developing creativity in students, and in order for creativity to emerge, it is essential to create a comfortable environment for them. In a calm, non-judgmental atmosphere, students feel free and are not afraid of being criticized for their mistakes. This means that attention should be focused on what the student is trying to express, rather than on the shortcomings in how they express it.

Moreover, since English lessons are organized based on an integrative approach, various activities conducted in English during the lessons not only help students develop language skills but also increase their interest in the subject. Activities should be organized with certain limitations, i.e., rules. Interestingly, these limitations can simultaneously serve as supportive frameworks or guidance for students.

In addition, group-based activities are an excellent method for developing teamwork and communication skills among children, as well as strengthening their creativity and collaboration abilities. By working together on a specific project, children share their ideas and learn from each other's perspectives. Such activities foster social skills because they encourage children to respect others' opinions and contribute their unique ideas towards a common goal. Whether it's creating a piece of art or staging a performance, group-based activities help children develop a sense of community.

Some group creative ideas that are particularly engaging for children include:

- staging a play
- organizing craft nights
- playing board games
- developing socially beneficial projects.

These kinds of group activities help students improve their public speaking skills and make them feel more comfortable implementing their ideas through collaboration. In this process, they create something greater and more meaningful together than they could have achieved alone. Such activities allow students to understand the importance of the creative process, learn new techniques, and support one another along the way. These games encourage children to collaborate, think creatively, and use their imagination to come up with ideas that benefit society. Group activities give children the opportunity to express themselves freely and develop essential social skills.

RESULTS AND DISCUSSIONS

Developing creativity in primary school pupils during English lessons is not only beneficial for language acquisition but also essential for fostering critical thinking, collaboration, and self-expression. The

integration of creative activities such as storytelling, drama, drawing, singing, and project-based tasks allows students to engage with the language in a meaningful and enjoyable way. The findings suggest that a supportive, non-judgmental classroom environment plays a significant role in enhancing students' willingness to take risks, make mistakes, and express original ideas. When learners feel safe and valued, they are more likely to participate actively and think outside the box. Additionally, implementing structured rules within creative activities offers students a clear framework, which paradoxically boosts their creative freedom by providing direction and focus. Group-based learning has proven particularly effective in nurturing creativity. Collaborative projects, such as crafting, role-playing, or community service activities, provide opportunities for students to share perspectives, respect others' ideas, and develop communication and teamwork skills. These interactions contribute to the development of social competencies while simultaneously reinforcing language use in real-world contexts.

Moreover, the integration of project-based learning encourages students to apply the language in practical, problem-solving scenarios. This approach not only strengthens linguistic competence but also cultivates independent thinking and the ability to connect classroom learning with everyday life.

Students showed greater interest and motivation in English lessons that incorporated creative tasks such as storytelling, drawing, and drama. Improved Communication Skills: Pupils demonstrated noticeable improvement in their ability to express ideas clearly and confidently, both individually and in group settings. Enhanced Collaboration: Group-based activities fostered cooperation and peer learning, helping students appreciate diverse perspectives and build teamwork skills. Development of Independent Thinking: Learners engaged in project-based tasks exhibited higher levels of autonomy and initiative in solving problems creatively. Positive Classroom Climate: A non-critical, encouraging environment significantly reduced students' fear of making mistakes, creating space for more authentic and creative language use. Transferable Skills: Creative English lessons helped students acquire not only language proficiency but also important life skills such as problem-solving, leadership, and adaptability.

CONCLUSION

Fostering creativity in primary school pupils during English lessons is a powerful strategy for enhancing both language learning and overall cognitive development. By creating a supportive environment

that encourages experimentation, expression, and collaboration, teachers can unlock students' creative potential and make language learning more engaging and meaningful. Creative activities such as storytelling, drama, group projects, and artistic tasks allow students to connect language with real-life experiences, increasing their motivation and confidence. Furthermore, the integration of project-based and integrative approaches not only strengthens linguistic skills but also nurtures essential 21st-century competencies such as critical thinking, teamwork, and problem-solving. The findings of this study highlight the importance of purposeful, student-centered teaching methods in cultivating creativity. Educators are encouraged to continue exploring innovative practices that place learners at the center of the educational process and provide opportunities for them to develop both as language users and as imaginative, independent thinkers.

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