

Practical Research Results of Folk Oral Creativity in The Formation of Creative Competence and The Degree of Their Effectiveness

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Abstract: This article analyzes the practical research results of using samples of folk oral creativity in the formation of creative competence and the degree of their effectiveness. In the course of the research, it is scientifically substantiated that students' creative thinking, independent decision-making skills, and approach to problematic situations are developed on the basis of folk oral creativity. Also, on the basis of the results of the experimental work carried out, the pedagogical effectiveness of this approach is determined and the possibilities of its introduction into the educational process are highlighted.

Keywords: Creative competence, folk oral creativity, practical research, pedagogical effectiveness, educational process, innovative methods, independent thinking, experimental work.

Introduction: In the modern education system, the comprehensive development of the individual, especially the formation of his or her creative competence, is recognized as one of the priority tasks. In today's conditions of globalization, the educational process is not limited only to giving knowledge, but also requires the development of students' independent thinking, creative approach, and the ability to make effective decisions in problematic situations. Therefore, in the pedagogical process, along with innovative methods, it is important to develop effective approaches based on our national values.

Folk oral creativity is one of such invaluable sources, embodying the people's many centuries of life experience, thinking, and spiritual values. Fairy tales, proverbs, riddles, and epics not only expand students' scope of knowledge, but also enrich their imagination and develop their logical and creative thinking. In

particular, practical classes organized on the basis of these samples ensure the active participation of students, encourage them to explore, and serve to form their creative competence.

From this point of view, analyzing the results of practical research conducted by means of folk oral creativity and determining the degree of their effectiveness is an important scientific problem. The relevance of this article is determined precisely by studying the practical possibilities of folk oral creativity in the development of creative competence and substantiating its pedagogical effectiveness. The main purpose of the research is to determine the effectiveness of the educational process organized on the basis of folk oral creativity and to scientifically substantiate its role in shaping students' creative competence.

The issue of forming creative competence is one of the

urgent directions of modern pedagogy, and it envisages the development not only of students' level of knowledge, but also of their ability to think independently, develop new approaches, and make effective decisions in problematic situations. In this process, the use of samples of folk oral creativity is distinguished by its high effectiveness. This is because folk oral creativity embodies imagery, symbolism, logical connectedness, and life experience, activates students' thinking activity, and encourages them toward creative inquiry.

During the practical research, various methods of using samples of folk oral creativity were tested. In particular, such methods as creating problematic situations on the basis of fairy tales, revealing hidden meanings through the analysis of proverbs, developing quick thinking with the help of riddles, and forming figurative thinking through role-playing games were applied. These methods increased students' activity during the lesson process and had a positive effect on their deeper mastery of knowledge. In particular, by analyzing the activities of fairy-tale characters, students learned to approach events from different points of view, which served to develop their divergent thinking.

During the experimental work, students were divided into two groups — control and experimental groups. In the control group, classes were conducted on the basis of traditional teaching methods, while in the experimental group, innovative methods and problematic situations developed on the basis of folk oral creativity were applied. The research results showed that in the students of the experimental group, creative thinking, independent decision-making, and skills of solving problematic situations demonstrated significantly higher results. Their interest in the lesson increased, and their active participation was ensured.

In the process of analyzing the practical results, several criteria of creative competence were taken as a basis. In particular, students' ability to develop new ideas, their creative approach to problematic situations, the degree of expressing independent opinions, and their skills in substantiating their opinions were studied. According to the research results, it was observed that the indicators of a high level of creative competence in the experimental group increased significantly. This confirms the effectiveness of the educational process organized on the basis of folk oral creativity.

Also, as a result of the practical research carried out, a number of pedagogical advantages of using samples of folk oral creativity were identified. First, this approach increases students' respect for national values. Second, it develops their speech culture and expands their vocabulary. Third, along with forming creative thinking, it also strengthens moral education. Fourth, it creates an opportunity to organize the educational process in an interesting and interactive form.

The use of samples of folk oral creativity in harmony with problem-based learning technology ensures especially high effectiveness. In this process, problematic situations created by the teacher encourage students to explore, analyze, and draw independent conclusions. For example, tasks such as changing the ending of fairy-tale events, evaluating the actions of characters, or proposing alternative solutions serve to develop students' creative thinking.

As a result, the practical research conducted shows that the educational process based on samples of folk oral creativity has high effectiveness in forming students' creative competence. This approach not only increases students' level of knowledge, but also has a positive effect on their personal development. Therefore, the wide use of these methods in educational practice, their further improvement, and their systematic implementation are regarded as important pedagogical tasks.

In covering this research topic, Uzbek and world pedagogical and psychological literature serves as an important theoretical basis. First of all, in the scientific works of local scholars R.J. Ishmuhamedov and A.A. Abduqodirov, the issues of introducing innovative technologies into the educational process are widely covered. They substantiate the importance of interactive methods, problematic situations, and independent research activity in developing students' creative thinking. This approach is of great importance in determining the methodological foundations for forming creative competence on the basis of folk oral creativity.

Also, in N.S. Saidakhmedov's research on pedagogical technologies, effective methods of organizing the modern educational process are highlighted, in particular, the issues of increasing students' activity and involving them in creative activity. The author

emphasizes that by using innovative approaches in the educational process, it is possible to develop students' independent thinking and creative approach skills.

In the scientific works of Uzbek literary scholars, A. To'xtaboyev analyzed the educational and didactic significance of samples of folk oral creativity. There, the role of fairy tales, proverbs, and riddles in the moral development, speech culture, and thinking of students is substantiated. This scientifically confirms the significance of folk oral creativity in the formation of creative competence.

Important scientific views on this issue also exist in world pedagogy. In particular, J. Dewey, by advancing the necessity of organizing the educational process on the basis of activity, emphasizes the importance of experience-based teaching in developing students' independent thinking. His theory serves as an important methodological basis in explaining the effectiveness of practical lessons organized on the basis of folk oral creativity.

Also, in the theory of socio-cultural development put forward by L.S. Vygotsky, the role of the social environment and cultural heritage in the formation of human thinking is especially emphasized. This approach is of great importance in scientifically substantiating the influence of samples of folk oral creativity on students' thinking. In general, the analyzed Uzbek and world literature shows that the use of folk oral creativity in the formation of creative competence is a scientifically grounded and effective direction.

CONCLUSION

In conclusion, the use of samples of folk oral creativity in the formation of creative competence has been confirmed by the results of practical research as having high pedagogical effectiveness. During the research, it was observed that the methods applied significantly developed students' abilities of independent thinking, creative approach to problematic situations, and generating new ideas. In particular, lessons organized on the basis of fairy tales, proverbs, and riddles increased students' thinking activity and encouraged them to explore.

Also, the results of the experimental work showed that the educational process organized on the basis of folk oral creativity increases students' interest in the lesson,

develops their speech culture, and educates them in the spirit of respect for national values. In harmony with problem-based learning technology, this approach gives even more effective results and turns students into active subjects of learning.

In general, the educational model based on samples of folk oral creativity serves as an effective means of developing students' creative competence. Therefore, the wide introduction of this approach into educational practice, its methodological improvement, and its development on a scientific basis are considered among the important tasks of modern education.

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