

**THE IMPORTANCE OF NON-STANDARD TASKS IN DEVELOPING CREATIVE
THINKING SKILLS IN PRIMARY SCHOOL STUDENTS**

Asliddin Bahriiddin ugli Akhmedov

Student of Group 5.23,

Primary Education Department,

Faculty of Pedagogy and Social-Humanitarian Sciences,

Termez Institute of Economics and Service.

Abstract: This article substantiates the need to develop creative thinking skills in primary school students, based on an analysis of the findings from the diagnostic stage of the study. Every subject taught in general secondary education plays a crucial role in nurturing a well-rounded, knowledgeable, and socially responsible younger generation. In particular, primary education serves as a foundational stage for children's future development. The study highlights the significant impact of non-standard lessons and interactive teaching methods on the effectiveness of native language and literacy instruction, as well as the development of creative thinking skills in young learners.

Keywords: primary school, creative thinking, non-standard lessons, didactic games, native language and literacy, seminar lessons.

Introduction

In contemporary educational practice, the issue of directing primary school students toward creative activity has received special attention in global pedagogy and psychology. Enhancing the effectiveness of native language and literacy lessons and fostering students' creative thinking skills necessitate the use of non-standard lesson formats and interactive teaching techniques.

The main goal of teaching native language and literacy is to train students to express their ideas freely and meaningfully in both written and oral forms, to internalize the rules of the Uzbek language consciously, and to expand their cognitive horizons. These lessons emphasize not just memorization and repetition, but also developing students' abilities to understand texts, analyze meaning, and express opinions.

Materials and Methods

To assess the current state of developing creative thinking in native language and literacy lessons, a scientific research method was employed. Observations were conducted in grades 1–4 at eight general education schools in Boysun district, Surkhandarya region. In addition to classroom observations, interviews with teachers and students were held, and student creativity was assessed through questionnaires and riddles. A total of 10 primary school teachers and 32 student respondents participated in the experimental phase. Research methods included interviews, surveys, classroom observations, experiments, and analysis of students' creative work.

Results

Teachers reported that creating favorable conditions is key to fostering students' creative thinking, although many admitted that they provide only limited guidance for creative tasks. The survey results showed that current methods in native language and literacy classes are insufficient for fully developing students' creative thinking skills. During teaching practice, additional pedagogical efforts were made to evaluate students' creative thinking levels through

content analysis of textbooks, classroom, and extracurricular activities. The diagnostic stage revealed that creative, logical, and critical thinking skills were developed at varying levels:

- Low – 41%
- Medium – 27.7%
- High – 31.3%

The minimal difference in results between control and experimental groups highlighted the need to establish didactic conditions conducive to developing creative thinking.

Discussion

In native language and literacy classes, using non-standard lesson types plays a crucial role in boosting student engagement and fostering creativity. Such lessons—whether problem-based, staged, or computer-assisted—promote interest in learning and support independent thought.

- **Problem-Based Lessons:** Focus on identifying and solving real-world problems in a way that allows students to grasp the importance and solution process.
- **Programmed Lessons:** Use pre-designed digital or paper-based modules to help students learn material step-by-step, with immediate feedback and personalized support.
- **Staged or Dramatic Lessons:** Engage students emotionally and cognitively, encouraging them to internalize moral or educational messages through role-play and dramatization.

Key strategies for enhancing creative thinking include:

- Analytical and reflective written tasks
- Scenario-based exercises and problem-solving
- Oral and written discussions of exemplary texts
- Systematic use of interactive and didactic games

Despite some criticism that non-standard lessons lack structure, they are effective when properly aligned with pedagogical principles. They help create an engaging, student-centered environment that motivates learners and facilitates deep understanding.

Conclusion and Recommendations

This study focused on native language and literacy instruction due to its fundamental role in primary education. Creative thinking cannot be developed solely through reading and memorization. Lessons should aim to instill values and knowledge that are meaningful to students' lives and promote independence and critical reflection. To develop creative thinking skills in primary school students, the following methods are recommended:

- Written exercises aimed at stimulating creativity
- Analysis of problem situations and developing solutions
- Interpretation and discussion of instructive stories
- Assessing oral and written responses to thematic questions

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Nazarova Lola Kurbanovna

Termiz davlat muhandislik va agrotexnologiyalar universiteti o'qituvchisi