JOURNAL OF APPLIED SCIENCE AND SOCIAL SCIENCE
eISSN 2229-3113 pISSN 2229-3205

Volume 15 Issue 12, December 2025
Impact factor: 2019: 4.679 2020: 5.015 2021: 5.436, 2022: 5.242, 2023: 6.995, 2024 7.75

THE IMPORTANCE OF EXTRACURRICULAR ACTIVITIES IN DEVELOPING THE THINKING AND CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS

Mustafoyeva Og'illoy Mustafa kizi,
Independent researcher of
Bukhara State Pedagogical Institute, Uzbekistan

Abstract: This article studies and improves the effective methodology of extracurricular activities in the formation of thinking and creative abilities of primary school students. It arises from the need to develop students' independent thinking, creative approach and ability to find innovative solutions to problem situations in the modern educational process. The purpose of extracurricular activities is to form the thinking and creative abilities of primary school students based on systematic, interactive and innovative methods.
Keywords: primary school students, thinking and creative abilities, extracurricular activities, interactive pedagogical methods, innovative approach, STEAM-projects, game technologies, cognitive development, methodological recommendations.

I. Introduction.

The educational system pays great attention to the formation of the personality of the new generation, preparing them for modern life and professional activity in today's conditions of globalization and rapid technological progress. The educational process should not be limited only to imparting knowledge, but should be aimed at forming in students the ability to think independently, solve problem situations, creatively approach and create innovations. In particular, the primary school stage is an important period in the cognitive, psychological and creative development of children, because during this period their thinking process, imagination, independent thinking and problem-solving skills begin to form. In this regard, the development of thinking and creative abilities in primary school students is considered one of the most urgent tasks of today's education.

The concepts of thinking and creative abilities are widely covered in modern pedagogical and psychological sources. Thinking is the student's ability to perceive, observe, and create new knowledge in the processes of cognition, analysis, and generalization. Creative ability is a higher stage of thinking, which means the ability to apply existing knowledge and skills in a new, unusual way, create original ideas, and find innovative solutions to problems. For primary school students, these two qualities are closely interconnected and develop in harmony with each other. Therefore, educators and psychologists emphasize the need to develop a methodology for the joint development of thinking and creative abilities. Extracurricular activities are an important tool in forming the thinking and creative abilities of primary school students. Due to the rigid planning and standardization of the lesson process, students' ability to think freely may be limited. At the same time, extracurricular activities are organized in a free environment, based on interest and motivation, which encourages students to think independently, try new ideas and express themselves. Circles, project work, quizzes, creative competitions and game activities serve as effective tools for increasing the cognitive and creative activity of students.

II. Materials and methods

JOURNAL OF APPLIED SCIENCE AND SOCIAL SCIENCE
eISSN 2229-3113 pISSN 2229-3205
Volume 15 Issue 12, December 2025
Impact factor: 2019: 4.679 2020: 5.015 2021: 5.436, 2022: 5.242, 2023: 6.995, 2024 7.75

Currently, methodological systems aimed at developing the thinking and creative abilities of primary school students are not sufficiently scientifically based, and in most cases, extracurricular activities are carried out in a standard way. Therefore, there is a need to organize extracurricular activities in a systematic, methodologically sound, interactive and innovative way. Psychological sources note that the development of the thinking process depends on the child's age, environment, teacher's approach and the content of the educational activity. Scientists such as L.S. Vygotsky, J. Piaget, A.N. Leontyev, J. Bruner emphasize that the development of thinking is closely related to the active cognitive experience, communication and play activities of children. In their opinion, it is important for the student not to be given knowledge in a ready-made form, but to master it through independent discovery, observation, comparison, and solving problem situations. These processes create the basis for the formation of thinking and the growth of creative abilities.

III. Result and Discussion

The issue of forming thinking and creative abilities of primary school students is one of the most relevant areas of the current education system. Because in today's era of globalization, the educational process is aimed not only at mastering ready-made knowledge, but also at forming the ability to think independently, analyze, create new ideas and apply them in practice. The process of creativity and thinking is the main indicator of a person's cognitive development. Thinking is the activity of a person to know the environment, create new knowledge about it, and draw new conclusions from existing information. Creativity is the highest stage of thinking and is interpreted as the activity of creating a new product or idea based on existing knowledge. In pedagogical sources, the concept of thinking is interpreted as the ability of a person to create new knowledge through a set of cognitive processes - perception, imagination, memory, analysis, synthesis and generalization. Creative ability is an individual quality that harmonizes a person's thinking and emotional processes, allowing them to express their thoughts in an unusual way.

Primary school students have their own unique thinking processes. They rely on concrete-figurative thinking, that is, the student thinks mainly on the basis of what he sees, feels, and touches. Therefore, the teacher should use various interactive methods, visual aids, and experimental exercises in the classroom. Over time, logical thinking is formed in students: they can determine cause-and-effect relationships, begin to understand the inner essence of phenomena. The teacher's didactic skills, questioning style, and the ability to create problem situations play an important role in this. To develop creative abilities, it is necessary to form in students an interest in innovation, independent thinking, free expression of their own ideas, and the skills of finding unconventional solutions. Such processes, first of all, have wide opportunities in extracurricular activities. Because this type of activity, unlike the lesson, is carried out in a free environment, in non-binding conditions. Circles, projects, quizzes, game activities, creative competitions form students' thinking activity, a culture of communication, and an independent approach to problem situations.

The experience of foreign countries shows the effectiveness of this process. For example, in the Finnish education system, based on the “project approach”, each student learns to think independently, put forward new ideas, and solve collective problems. In Japan, the concept of “thinking culture” has been introduced, which is aimed at deepening students' thinking and activating their creativity. In the USA, based on the “Creative Learning” model, game education,

JOURNAL OF APPLIED SCIENCE AND SOCIAL SCIENCE
eISSN 2229-3113 pISSN 2229-3205
Volume 15 Issue 12, December 2025
Impact factor: 2019: 4.679 2020: 5.015 2021: 5.436, 2022: 5.242, 2023: 6.995, 2024 7.75

design thinking, and research-based educational projects are widely used in extracurricular activities.

The role of extracurricular activities in developing creativity in students is incomparable. This activity allows students to try new ideas, not be afraid of mistakes, make independent decisions, work in a team, and develop communication skills. Also, in this process, the student works in collaboration with the teacher, understands himself as a person, and discovers his own capabilities.

The methodology of extracurricular activities in the formation of thinking and creative abilities of primary school students is aimed at activating students' cognitive activity, developing independent thinking and developing new ideas. Extracurricular activities, unlike classes, allow students to think freely, justify their decisions, and find solutions to problem situations. In this process, the teacher acts not only as a teacher, but also as a guide, observer, and motivator. Pedagogical practice shows that the thinking activity and creative abilities of students are closely related to the environment in which they actively participate. Therefore, the methodological system indicates a motivational approach, combining individual and group activities, effective use of interactive and innovative methods, and evaluation and reflection of results as the main principles of organizing classes.

In the process of organizing classes, the teacher plans activities taking into account the interests and needs of students. Interactive methods are the most effective tool for the formation of thinking and creative abilities. For example, the “Brainstorming” method stimulates free thinking in students and helps to develop new ideas. The “Debate” and “role-playing” methods develop social thinking and communication skills. The “Cluster” and “mind map” methods form logical thinking, connection and generalization skills in students. At the same time, problem-based and project-based classes develop students' independent decision-making, analysis and synthesis skills. The use of game technologies and gamification elements in extracurricular activities significantly increases the effectiveness of the process of forming thinking and creative abilities. When interesting and motivating conditions are created for students, they freely express their thoughts, seek out new knowledge without fear of their mistakes. Through STEAM projects and interactive laboratories (art-lab, STEM-lab), students understand interdisciplinary connections, find creative solutions by combining different topics, and create practical results. At the same time, working with visual and audio materials using multimedia and digital tools deepens the thinking process and stimulates creative activity.

An integral part of the methodological process is the system of assessment and reflection. Students' thinking and creative abilities are assessed using diagnostic tools: tests, observation sheets, creative assignments, interviews, and project results. The assessment process takes into account the student's activity, independent thinking, creative solution-finding, and teamwork skills. At the same time, the teacher analyzes the effectiveness of the lesson through reflection, improves methodological approaches, and forms a map of individual student development. The main purpose of extracurricular activities is to provide students with additional knowledge, skills and qualifications beyond the curriculum and textbooks, to increase their interest in science, and to help them apply the knowledge they have gained in life. Another issue addressed in extracurricular activities is to form students' scientific worldviews, and on the other hand, to guide them in choosing a profession. In extracurricular activities, it is necessary to pay serious attention to the educational aspect of the work, not just to impart knowledge. This is especially

JOURNAL OF APPLIED SCIENCE AND SOCIAL SCIENCE
eISSN 2229-3113 pISSN 2229-3205
Volume 15 Issue 12, December 2025
Impact factor: 2019: 4.679 2020: 5.015 2021: 5.436, 2022: 5.242, 2023: 6.995, 2024 7.75

important in the current situation. Our students should have knowledge about the peace, tranquility, and security of our country. In extracurricular activities, young people perform practical work related to various professions. For example, they can prepare parties, meetings, and exhibitions. Extracurricular activities, on the one hand, are an integral continuation of the lesson process, and on the other hand, they expand and open up a wide range of opportunities for students to choose a profession.

Extracurricular activities open up wide opportunities for students to more clearly demonstrate their talents and abilities for independent creative thinking. This provides the basis for setting and solving more complex tasks than those provided for in the curriculum. The use of the criterion of voluntariness in harmony with the interests of students ensures a higher level of initiative. Due to this, good results are achieved in fulfilling the main tasks of vocational education in the process of extracurricular work. The organization of extracurricular activities, including clubs, competitions, debates, meetings, various types of games, exhibitions, trips, etc., is an important form of effective education. Extracurricular activities consolidate the knowledge, skills and abilities acquired by students in subjects, form their worldview, and these impressions serve as an important factor in improving their creative abilities and artistic aesthetic taste. Timely, planned, and orderly activities further increase students' interest and enthusiasm for each activity, enrich their spiritual and ideological imagination.

IV. Conclusion.

The technology of forming the thinking and creative abilities of primary school students on the basis of extracurricular activities plays an important role in pedagogical theory and practice. The results of the study proved that the use of systematic, interactive and innovative methodological approaches significantly increases the cognitive and creative development of students, forms their skills of independent thinking, finding solutions in problem situations and creative activity. At the same time, the results of this study serve as a basis for creating practical instructions, methodological recommendations and a system of innovative activities for teachers and educational institutions, and will make it possible to make the process of educating creative individuals in primary education more effective in the future.

References

1. Hasanov B. System of didactic games in primary education. — Tashkent: Publishing House of the Philosophers' Society of Uzbekistan, 2018.
2. Kholmatova Z. Psychology and pedagogy of children of primary school age. — Tashkent: TDPU, 2017.
3. Gafurova D. Methodology of project activities in primary education. — Tashkent: Yangi asr avlody, 2022.
4. Turakulova D. “Methodology of organizing extracurricular activities in primary education”. — Tashkent: TDPU Publishing House, 2021.
5. Karimova V.M. Psychology: a textbook. — Tashkent: Teacher, 2018.
6. Mahkamova D. Methodology of primary education: theory and practice. — Tashkent: TDPU, 2022.
7. Shodmonova D., Yuldosheva G. Pedagogical skills and innovative educational technologies. — Tashkent: Science and Education, 2020.
8. Jumaniyozova M. Psychology of cognitive development. — Karshi: Nasaf, 2019.

JOURNAL OF APPLIED SCIENCE AND SOCIAL SCIENCE
eISSN 2229-3113 pISSN 2229-3205
Volume 15 Issue 12, December 2025
Impact factor: 2019: 4.679 2020: 5.015 2021: 5.436, 2022: 5.242, 2023: 6.995, 2024 7.75

9. Tojiboyeva N. The use of interactive methods in the development of cognitive activity of primary school students. — Tashkent: TDPU, 2023.