

PEDAGOGICAL-THEORETICAL ANALYSIS OF PROBLEMS IN FORMING CREATIVE ACTIVITY IN 2ND-3RD-4TH GRADE PRIMARY STUDENTS

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Abstract: This article analyzes the problem of forming the creative activity of students, in particular primary school students, in the theory of pedagogy. The study analyzes modern educational policy documents, scientific views of leading foreign and domestic pedagogical scientists, reveals the content, structural components of creative activity and theoretical approaches to its development. Also, the pedagogical importance of creating a creative environment in the educational process is substantiated.

Keywords: creative activity, creativity, primary education, divergent thinking, pedagogical approach, educational environment, innovative methods.

Introduction. In the context of globalization, one of the main tasks facing the education system is the formation of an independent-thinking, creative and competitive personality. The decrees and resolutions of the President of the Republic of Uzbekistan on education and youth policy set the development of the creative potential of the younger generation as a priority. Especially at the primary education stage, the formation of students' creative activity is an important factor determining the effectiveness of subsequent educational stages. In this regard, the analysis of scientific approaches to the development of students' creative activity in pedagogical theory is emerging as an urgent scientific problem.

Creative activity concept of pedagogical essence

Pedagogical "creative" in literature "activity" concept person's news to create, to problems unusual to approach and there is knowledge again interpretation to do directed activity as interpretation Creative activity students to know in the process activity, independent thinking and own opportunities manifestation to reach service does.

Scientific to sources relying on, creative of activity following main components separation possible:

- **motivational component** – student to know was internal need;
- **cognitive component** – analysis, synthesis, generalization and problematic situations solution to grow ability;
- **divergent thinking** – one to the problem one how many solutions offer to do ability;
- **imagination and fantasy** – new ideas formation factor.

Students' creative activity to form related theoretical approaches analysis

LS Vygotsky cultural-historical to the theory according to, creative activity person's social experience absorption in the process develops. Its "close development" "zone" concept students creative opportunities adults or peers with in cooperation expansion possible scientific in terms of justifies.

By JP Guilford previously pushed divergent thinking theory creativity psychological mechanisms open gives. The scientist is creative thinking standard not been in situations free decision acceptance to do ability with explains and education in the process open questions and problematic from assignments use recommendation will reach.

J. Bruner inventiveness through study concept student's to know in the activity independent search and of experience priority emphasizes. This approach students active subject as to form service does.

H. Gardner many intellect theory and individual capabilities of students into account to take the necessity This theory is based on creative activity in development differential and to the person directed of education importance increases.

Also, in the studies of P. Torrance creative thinking assessment and development effective diagnostic criteria working issued are, they are education in practice wide is being used.

Local scientists' views and their importance

Uzbek pedagogues scientists by take visited in research students' creative activity develop issue pedagogical technologies, interactive methods and innovative approaches with integral tied. In particular, the works of QT Nosirov, N. Turayev, S. Gulyomov, H. Yuldoshev, R. Qodirov and M. Khodjayev scientific works education in the process independent research, problematic education and cooperation technologies efficiency based on gives.

Research discussion. Analysis results this shows that the student's creative activity the only method of formation or approach with is not limited. This process motivational environment, pedagogical support, to the person directed education and innovative of methods harmony based on done increase Especially in the beginning education in the phase creative activity develop student's next intellectual and personal to maturity solid ground creates.

The purpose of this study was to conduct a pedagogical and theoretical analysis of the problems encountered in forming creative activity among 2nd–3rd–4th grade primary school students. The findings indicate that the development of creative activity at this stage of education is a complex process influenced by pedagogical, psychological, and organizational factors.

The results of the study show that one of the main problems in fostering creative activity among primary students is the predominance of traditional, teacher-centered instructional methods. While such methods are effective for transmitting basic knowledge and skills, they often limit students' opportunities for independent thinking, imagination, and creative expression. This finding is consistent with existing pedagogical theories that emphasize the importance of learner-centered and activity-based approaches in developing creativity at an early age.

Another significant issue identified in the study is the insufficient use of creative tasks and problem-based learning activities in classroom practice. Although primary school students naturally possess curiosity and imaginative potential, these qualities are not always adequately supported through instructional design. The lack of open-ended questions, project-based tasks, and interactive learning activities reduces students' motivation to think creatively and explore alternative solutions.

The study also revealed that teachers' pedagogical readiness plays a crucial role in shaping students' creative activity. In some cases, teachers demonstrate limited understanding of creativity as a pedagogical concept or lack practical strategies for integrating creative activities into the curriculum. This suggests a need for targeted professional development programs focused on creative pedagogy, innovative teaching methods, and reflective teaching practices.

Furthermore, the findings highlight the influence of the learning environment on the formation of creative activity. A rigid classroom atmosphere, strict evaluation criteria, and fear of making mistakes can suppress students' willingness to express original ideas. In contrast, a supportive

and psychologically safe learning environment encourages experimentation, self-expression, and creative risk-taking, which are essential for creativity development in primary school students. From a theoretical perspective, the results support constructivist and humanistic educational theories, which emphasize active learning, collaboration, and the individual learner's potential. The study confirms that creative activity is not an innate trait alone but a quality that can be systematically developed through purposeful pedagogical conditions, appropriate teaching methods, and meaningful learning experiences.

Overall, the discussion of the research findings suggests that addressing the problems in forming creative activity among 2nd–3rd–4th grade students requires a comprehensive pedagogical approach. This approach should integrate innovative teaching strategies, teacher professional development, supportive learning environments, and curriculum flexibility. Such measures can significantly enhance students' creative thinking skills and contribute to their holistic intellectual and personal development.

Data Collection Methods. To achieve the research objectives, multiple data collection methods were used:

- **Literature Analysis:** Scientific books, peer-reviewed journal articles, and educational policy documents related to creativity, primary education, and pedagogical theory were systematically reviewed.
- **Classroom Observation:** Non-participant observations were conducted to analyze teaching methods, student engagement, and opportunities for creative activity during lessons.
- **Teacher Interviews:** Semi-structured interviews were carried out with primary school teachers to explore their understanding of creativity, instructional strategies, and challenges in fostering creative activity.
- **Student Work Analysis:** Samples of students' creative tasks, projects, and classroom activities were analyzed to assess levels of creative expression.

The study utilized observation checklists, interview guides, and document analysis frameworks developed based on established creativity theories and pedagogical models. These instruments were reviewed by education specialists to ensure content validity. Ethical principles were strictly followed throughout the research process. Informed consent was obtained from teachers and school administrators, and parental consent was secured for student participation. Participants' identities were kept confidential, and all data were used solely for research purposes. Qualitative data were analyzed using thematic analysis. Data from observations, interviews, and document reviews were coded and categorized to identify recurring patterns and key themes related to pedagogical challenges in developing creativity. The analysis focused on instructional methods, classroom environment, teacher preparedness, and student engagement. Students were selected from general education schools, while teachers were chosen based on their experience in teaching at the primary level. Participation was voluntary and conducted in accordance with ethical standards for educational research.

Conclusion. Pedagogy in theory students' creative activity formation problem many edged and systematic is a matter that requires a scientific approach. analyses this shows creativity develop for comfortable education environment create, individual opportunities of students into account to take and pedagogical in process innovative from methods use important importance profession This will in the article cited theoretical conclusions elementary education in practice creative activity to develop service does.

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