European International Journal of Pedagogics

TYPE Original Research
PAGE NO. 95-97
DOI 10.55640/eijp-05-02-26

Recommendations for Teachers to Develop Creativity in Primary School Students

Karimova Kunduz Ruzibayevna

Associate Professor (PhD), Department of Primary Education Methodology, Urgench State Pedagogical Institute, Uzbekistan

Sanobar Abdullayeva Ibadullayeva

Lecturer, Urgench State Pedagogical Institute, Uzbekistan

OPEN ACCESS

SUBMITTED 24 December 2024
ACCEPTED 26 January 2025
PUBLISHED 28 February 2025
VOLUME Vol.05 Issue02 2025

Abstract: This article discusses the role of teachers in developing the creativity of primary school students, as well as the importance of non-standard problems and methods. Additionally, the article presents approaches and practical recommendations that can be applied in the classroom to foster creative thinking. These approaches help enhance children's logical and creative thinking abilities.

Keywords: Student, teacher, thinking, creativity, problem, non-standard problem, task, development, improvement.

Introduction: Creativity is the ability of a person to find new and effective solutions. Developing creative thinking skills in primary school students plays a crucial role in ensuring their success in later stages of education. Teachers must incorporate methods aimed at fostering creativity during lessons to enhance students' interest in learning and unlock their creative potential. Below are non-standard approaches and effective recommendations for primary school teachers to nurture creativity in students.

1. The Importance of Developing Creativity in Primary Education

Creativity helps students develop the following abilities:

- Independent problem-solving skills
- Critical and independent thinking abilities
- Expressing ideas freely and proposing new concepts
- Engaging with and responding to others'

opinions with curiosity

Enhancing creative thinking not only contributes to success in the learning process but also plays a significant role in students' future personal and professional development.

2. The Role of Non-Standard Problems in the Learning Process

Non-standard problems are tasks aimed at developing children's unconventional thinking skills. These problems require students not only to find logical solutions but also to explore new approaches. For example, the following problem can encourage students to think creatively:

Problem 1:

A teacher asked students two questions. Those who answered one question received one pen, while those who answered both questions received two pens. There were 24 students in the class, and the teacher distributed a total of 40 pens. If each student answered at least one question, how many students answered both questions?

While solving this problem, students engage in various drawings, calculations, and group work, helping them develop creative thinking.

3. Recommendations for Teachers to Develop Creativity

I. Selecting the Right Problems

It is important to choose problems that are age-appropriate, engaging, and require creative thinking. Problems should introduce new knowledge in an exciting and thought-provoking manner.

Example:

"Divide seven pencils into three groups so that each group has an odd number of pencils."

This problem challenges students to think in an unconventional way.

II. Using Drawings and Visual Aids

Explaining problems through drawings and hands-on activities makes the learning process more engaging. This method helps children understand and visualize the problem more easily, as primary school students remember what they see better.

III. Organizing Group Work

Collaborative learning is an effective method for fostering creative thinking. Working in groups helps students:

- Develop teamwork skills
- Share and exchange ideas
- Explore different solutions together

Additionally, friendship and cooperation are strengthened through collaborative problem-solving.

Problem 2:

"You and your group of seven people received 30 nuts. Distribute them so that each person gets a different number of nuts."

IV. Encouraging Independent Thinking

Teachers should allow students to solve problems independently. Instead of providing ready-made answers, they should encourage students to develop their reasoning and problem-solving skills.

V. Encouragement and Motivation

- Avoid criticizing incorrect answers. Instead, guide students in the right direction.
- Provide positive feedback to reinforce their confidence in their thinking abilities.

How to Foster Creativity in the Classroom?

- Use games that match the topic and tasks. Presenting problems in a playful manner increases engagement and makes the learning process more enjoyable.

Example: Draw one-humped and two-humped camels on paper and use them for problem-solving exercises.

- Organize engaging Q&A sessions and discussions. Asking students interesting questions within the topic helps them express their thoughts freely, justify their answers, and find creative solutions.
- Prepare real-life-based problems and tasks. Relating lessons to students' everyday experiences enhances their creative thinking.

Example: Practical problem-solving exercises like the above-mentioned problems help spark students' interest.

Encouraging Creative Thinking through Unique Assignments

To evaluate and foster students' creativity, the following methods can be applied:

- Analyze their approach to solving tasks and encourage innovative thinking.
- Observe and assess their confidence in tackling challenges.

CONCLUSION

Developing creativity in primary school students not only makes the learning process more effective but also positively impacts their personal growth. Teachers should actively use non-standard problems, group activities, and creative approaches to enhance students' problem-solving skills.

Creating a conducive environment for creative growth is

essential in education. By implementing the strategies mentioned above, teachers can help students develop strong creative and critical thinking abilities.

REFERENCES

Хинчин А. Я. О так называемых “задачах на соображение” в курсе арифметики// Матем. просв., 1961. –28 б.

Сухомлинский В.А. О воспитании. Москва: Политическая литература, 1982 – 270 с.

Пиаже Ж. Избранные психологические труды. М.: Международная педагогическая академия, 1994. — 680 с.

Пиаже Ж.В. «Речь и мышление ребенка». — Государственное учебно-педагогическое издательство. М.: Римис, 2008. - 448 с.

Karimova K.R. Boshlang‘ich sinflarda o‘rganiladigan nostandart masalalarning ta’limiy, tarbiyaviy va ahloqiy ahamiyati. Ilm sarchashmalari. 2025 yil 1-son, - B. 102-105.