The Importance of Text-Based Creative Tasks in Developing Creative Thinking of Primary School Students

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Abstract: This article discusses the methods of developing the creative thinking of primary school students through various types of text-based assignments. The significance of this process in education and its role in fostering students' creative thinking is highlighted. It also explains how such tasks can be implemented in different styles and forms across various classes.

Keywords: Text, thinking, ability, reasoning, imagination, development, creative thinking, education, interactive method.

Introduction: Forming reading and comprehension competencies in primary school students, regularly enriching their vocabulary during native language and reading literacy lessons, understanding the meaning of words and their role in texts, and developing technologies to foster creative thinking are of great importance.

Teaching students to read correctly, quickly, consciously, and expressively in primary grades is carried out alongside the task of developing the ability to analyze literary works. The interrelation between forming reading skills and working with texts determines the approach to analyzing a text.

Literature Review

Linguist M.Kh. Hakimov, in his dissertation on scientific text analysis, states: "The lexical meaning of the word 'text' includes the ideas of connection and linkage, therefore, the structure of a text must be studied based on its internal connectors."

Linguist E. Qilichev, in his book Linguistic Analysis of Texts, defines a text as "a complex structure in which all elements are interconnected and which conveys nominative-aesthetic information aimed at a certain goal from the author's perspective."

METHODOLOGY

In primary grades, students work with stories, poems, fables, proverbs, and riddles. Based on their content, certain moral qualities are formed in students. At the same time, the structure and composition of literary works and the artistic tools used are taught. Each literary genre has unique stylistic features and varying influence on students [8]. Especially, working on texts through assignments shows positive results.

Therefore, when reading literary texts of various genres, the teacher must choose appropriate methods. In the Reading Literacy textbook, the questions and assignments given at the end of each text and section help children think independently.

The main goal of analyzing a work is to understand the content (events and their development), composition, the moral and character traits of the characters, and the message of the work [3]. Thus, determining the content and message is crucial at this stage.

Text-based assignments simultaneously develop several skills:

• Reading and understanding: Encourages comprehension and analysis of the text.

• Critical thinking: Helps identify cause-effect relationships in the story.

• Creativity: Students imagine new endings, characters, or events, creating their own interpretations.

• Speech development: Encourages oral or written expression based on the text.

Example Assignment: "Write a Letter to the Character"

Based on the story Sound by Muzaffar Zayniddinov, students are asked to write a letter to the main character Guli, sharing their thoughts or advice.

Story excerpt:

Guli's bed is near the window. On the shelf, a clock ticks away. Every morning when it rings, Guli wakes up and thanks the clock. Her mother smiles and kisses her forehead. At night, the clock keeps ticking. Guli wonders why the ticking is louder at night, but she hasn't asked anyone yet. Why do you think the clock sounds louder at night?

Possible tasks:

• Write a letter to Guli expressing your thoughts about time.

• Do you agree with Guli's opinion?

• Have you noticed the ticking of clocks? Share your thoughts.

• Do you think clocks can talk?

Example Assignment: "Write an Alternate Ending"

Using the story Book and Wealth by Hidayat Olimova, students imagine different outcomes if the story had ended differently.

Story excerpt:

A wealthy man mocks a poor scholar for having only books. When invaders raid the town, both the scholar's books and the rich man's wealth are stolen. Later, the scholar learns his students in Herat bought back many of his books. He reflects: gold in the wrong hands can do harm, but books always serve good. The wealthy man is deeply moved and gains respect for knowledge.

Possible tasks:

• Divide the story into parts and change the development of events.

• Write your own alternate ending.

• What would have happened if the scholar's books weren't taken?

Text-based assignments can be used at all stages of the lesson: as motivation in the introduction, for analysis in the main part, or for reinforcement in the conclusion. It is essential that tasks are age-appropriate, understandable, and engaging.

RESULTS

In addition to games, using pedagogical technologies like brainstorming during text work is extremely effective.

Creative approaches play a crucial role in developing speech and thinking in primary school students. Language and thinking are the foundation of a child's development and are especially formed during the primary school years. At this stage, children learn to express thoughts freely, build logical connections, expand vocabulary, and think creatively. Thus, creativity becomes a vital tool in this process.

Creative activities not only allow students to express themselves but also develop their imagination. Tasks such as writing, storytelling, dramatization, and poetry enhance vocabulary and foster flexible thinking. Students learn new ways to express opinions and solve problems from different perspectives. Creative tasks also teach them to analyze mistakes and express ideas more precisely [7]. Therefore, more class time should be dedicated to creativity-enhancing activities.

CONCLUSION

Developing creative thinking in primary school students

is a vital step toward nurturing independent, innovative thinkers. Text-based assignments are one of the most effective tools in this regard. Through them, students not only read but also think, imagine, and create. The success seen in primary school through creative approaches should be extended to middle and high school levels to enhance education quality. These recommendations support the positive application of creativity in teaching and help make the education system more effective.

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