



SPECIFIC FEATURES OF DEVELOPING CREATIVE THINKING IN PRIMARY SCHOOL CHILDREN

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Abstract

This article explores the unique psychological and pedagogical features of developing creative thinking in primary school children. It examines the role of digital learning environments, age-related cognitive characteristics, and innovative teaching methods that stimulate imagination, problem-solving, and independent thinking. The study emphasizes the importance of interactive activities, project-based learning, and creativity-focused tasks in fostering flexible and original thought processes. Practical recommendations for teachers and school psychologists are provided to effectively support and enhance creative thinking skills in young learners.

Keywords: Creative thinking, primary school children, cognitive development, digital education, innovation, imagination, problem-solving, pedagogical approaches

Introduction

In the context of rapid technological progress and the increasing demand for innovative thinking, the development of creative thinking skills in primary school children has become one of the key priorities of modern education. Creative thinking enables learners to generate original ideas, approach problems from multiple perspectives, and apply flexible strategies in both academic and real-life situations. Early school age is considered a critical period for nurturing creativity,



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as children at this stage demonstrate high levels of curiosity, imagination, and cognitive plasticity.

The integration of digital learning tools, interactive methods, and student-centered pedagogical approaches has significantly expanded opportunities for fostering creativity in the primary classroom. However, the process of developing creative thinking in young learners requires a deep understanding of their psychological characteristics, learning needs, and individual differences. Teachers and school psychologists play a crucial role in creating supportive environments that encourage experimentation, independent thinking, and meaningful engagement with learning tasks.

This study examines the distinctive psychological and pedagogical aspects of cultivating creative thinking in primary school children. It analyzes the influence of digital education, age-specific cognitive features, and innovative instructional strategies, offering practical insights and evidence-based recommendations for educators seeking to enhance creative potential in early learners.

In the contemporary educational environment in Uzbekistan, there is growing recognition that creativity is not a luxury but a fundamental requirement for primary school education. The study *Pedagogical Features of the Development of Creativity in Primary School Age* argues that education today must aim not only at memorization of knowledge, but at forming “a creative personality capable of producing original values and making non-standard decisions” (2025, p. 22). Thus, the goal of primary education should include nurturing creative potential, which in turn contributes to intellectual flexibility, problem-solving, and innovation capacity.

According to *Developing Creativity in Primary School Students*, effective development of creativity among young learners depends heavily on recognizing and supporting their individual characteristics and providing opportunities for independent creative activity (e.g. free tasks, open-ended tasks, self-expression, independent projects) (2022, p. 104). Such an approach helps students to express their originality, explore new ideas, and gradually internalize creative thinking as a part of their cognitive process.

As described in *Ways of Development of Creative Thinking of Junior Schoolchildren*, primary school age represents a period when children’s thinking



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is developing rapidly; organizing pedagogical conditions that correspond to their cognitive and developmental level is essential for enhancing creative thinking. Interactive tasks, problem-based learning, and activities that demand flexible thinking and imagination prove particularly effective in this age group (2022, pp. 104–107). Therefore, for younger students, pedagogical strategies should adapt to their psychological readiness, perceptual characteristics, and need for varied, engaging stimuli. The article *Development Of Creative Thinking In Junior Schoolchildren* (2023) presents a variety of pedagogical techniques used by teachers in primary schools to foster creativity — including creative tasks, project work, problem solving, and encouragement of non-standard thinking. These methods help students to analyze, find patterns between objects/phenomena, and propose original solutions to educational and life problems (pp. 27–34).

This demonstrates that creativity development is not a one-time event, but a continuous process embedded in daily educational practices.

RECOMMENDATIONS

- Integrate open-ended and creative tasks into daily lessons. Teachers should regularly use assignments that allow multiple solutions, encourage imagination, and stimulate originality. Such tasks help students develop flexible thinking and expand their creative potential.
- Adopt learner-centered and inquiry-based teaching approaches. Primary school teachers are recommended to use problem-based learning, exploratory activities, and project work that foster independent thinking, curiosity, and creative exploration.
- Create a psychologically safe classroom environment. A supportive emotional climate encourages students to take intellectual risks, express unique ideas, and participate actively. Teachers should avoid excessive criticism and instead promote encouragement, constructive feedback, and respect for diverse viewpoints.
- Use digital tools and interactive platforms effectively. Digital learning resources—such as educational games, virtual simulations, and creative design applications—should be integrated into lessons to enhance motivation and provide students with opportunities to experiment and produce original content.



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- Encourage collaborative creativity. Group work, collective problem-solving activities, and peer discussion enhance students' ability to share ideas, evaluate different perspectives, and co-create innovative solutions.
 - Develop emotional intelligence alongside creativity. School psychologists and educators should implement activities aimed at building resilience, confidence, and emotional regulation, as these factors directly influence creative performance and self-expression.
 - Provide continuous teacher training on creativity development. Professional development programs should include modern pedagogical methods, digital literacy, and psychological strategies for fostering creative thinking in young learners.
 - Ensure regular assessment of creative development. Schools should apply formative assessment tools—creative portfolios, performance tasks, observation checklists—to monitor students' growth in creative thinking and adjust instructional strategies accordingly.

The development of creative thinking in primary school children is a crucial component of modern education, especially in the context of rapid digitalization and increasing societal demands for innovative problem-solving skills. Research shows that creativity does not emerge spontaneously; it must be nurtured through purposefully designed psychological and pedagogical conditions. Creating a supportive emotional climate, integrating open-ended and inquiry-based tasks, and using digital technologies meaningfully contribute to fostering creativity in young learners.

Furthermore, taking into account the age-specific cognitive characteristics of primary school children helps teachers select methods that are engaging, developmentally appropriate, and motivating. Collaborative learning, project-based tasks, and activities that stimulate imagination and divergent thinking significantly enhance students' creative abilities. Overall, creativity development should be viewed as a continuous and systematic process involving teachers, school psychologists, and the educational environment as a whole. When properly implemented, creative-focused instruction not only strengthens academic performance but also helps shape flexible, confident, and innovative future citizens.



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