International Journal of Education, Social Science & Humanities.
Finland Academic Research Science Publishers
ISSN: 2945-4492 (online) | (SJIF) = 8.09 Impact factor
Volume-14| Issue-6| 2026 Published: |22-06-2026|

# METHODOLOGY FOR DEVELOPING THE CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS THROUGH AN INDIVIDUALIZED APPROACH

https://doi.org/10.5281/zenodo.20555026

**Bazarbayeva Mexribanu Raximnazarovna**
*1st year of Master's degree*
*Nukus state pedagogical institute named after Ajiniyaz*
*(Republic of Karakalpakstan, Nukus)*

**Abstract**

This paper substantiates a system for developing the creative abilities of primary school students, which includes a classification of creative task types, methodological principles for organizing creative activities in lessons, and recommendations for conducting special classes. It describes diagnostic procedures—assessments composed entirely of non-standard creative tasks—and provides a comparative analysis of their results at different stages of the academic year. The paper also identifies factors influencing effectiveness, such as task content, motivation, and the learning environment. The author concludes that the targeted development of creative thinking through the formation of mental techniques improves the assimilation of course material and promotes students' comprehensive development. Furthermore, the implementation of differentiated and varied forms of work ensures a higher level of creative achievement.

**Keywords**

creative thinking, creative assignments, primary school, differentiated instruction, teaching methodology, diagnostic assessments, individualization, student motivation, variability of solutions, educational planning, results evaluation, imagination development.

To develop students' creative abilities, it is necessary to identify various types of creative tasks within the primary school curriculum. We focused our attention on the following.

For developing attention: tasks designed to focus attention and form observational skills.

For developing memory: tasks designed to strengthen operational and long-term memory.

International Journal of Education, Social Science & Humanities.
Finland Academic Research Science Publishers
ISSN: 2945-4492 (online) | (SJIF) = 8.09 Impact factor
Volume-14| Issue-6| 2026 Published: |22-06-2026|

For creating a new product: tasks designed to conceptualize and design a unique mathematical outcome.

For developing geometric concepts: tasks designed to form spatial and geometric representations.

For developing imagination: tasks designed to develop imaginative thinking and creative visualization.

For resourcefulness and quick-wittedness: tasks designed to develop ingenuity, logical flexibility, and speed of thought.

For variability: tasks that allow for multiple methods and alternative solutions.

For finding or selecting a convenient method of action: tasks designed for searching for and selecting rational methods of solution.

For classification: tasks designed to identify features, systematize, and group objects.

For comparison: tasks designed to identify and compare similarities and differences.

For analysis: tasks designed to discuss structure and identify key features and cause-and-effect relationships.

For generalization: tasks designed to describe principles, identify patterns, and draw generalizing conclusions.

For finding interconnections and correspondences: tasks designed to identify relationships, correspondences, and functional connections.

For establishing sequence and using preliminary planning: tasks designed for creating a sequence of actions and developing preliminary planning skills.

Principles for organizing and guiding students' creative activities in lessons:

Do not limit the participation of underperforming students in creative tasks; instead, ensure their active participation and provide support.

Select tasks that are simple in content and non-standard, corresponding to the age and psychological characteristics of primary school students.

Provide instructions in advance: before starting work, explain all concepts and instructions clearly, concisely, and in a language understandable to the student.

During the explanation, continuously stimulate the thinking activity of all students through targeted questions and problem-based tasks.

Ensure a variety of forms and methods for creative work: alternate between individual, pair, and group work formats, as well as game-based and research-based methods.

Do not dismiss students' incorrect ideas, but rather view them as material for discussion and making reasoned corrections.

International Journal of Education, Social Science & Humanities.
Finland Academic Research Science Publishers
ISSN: 2945-4492 (online) | (SJIF) = 8.09 Impact factor
Volume-14| Issue-6| 2026 Published: |22-06-2026|

Avoid giving direct answers; create conditions for students to independently search for a solution and justify their results.

Encourage the selection of the most effective methods of action and form the skill of finding optimal ways to solve problems.

Develop skills in classification, comparison, and analysis through tasks that require identifying features, comparing, and breaking down into constituent parts.

Develop generalization skills: present tasks aimed at identifying patterns and formulating generalizing principles.

Encourage the identification of interrelationships and correspondences between elements of the learning material.

Develop planning and sequencing of actions: introduce tasks that require creating a plan and establishing a logical sequence.

While maintaining requirements for content and accuracy, evaluate and encourage the diversity of solutions and the originality of methods.

Studying psychological, pedagogical, and methodological literature leads to the conclusion that it is difficult to confine the formation and development of students' individual creative abilities, as well as the creation of favorable conditions for their discovery, within the framework of a single lesson. Therefore, it is proposed to introduce special lessons into pedagogical practice aimed at developing children's creative activity.

The goal of these lessons is to cultivate individuals who are capable of independently seeking solutions and engaging in creative activity, thereby fostering creative thinking.

These lessons differ from regular ones by providing more time for children to think, experiment, and test various problem-solving strategies. In such lessons, students have the opportunity to understand problems more deeply and develop original solutions.

It is practically expedient to organize the class by dividing it into two small groups: students who successfully complete creative tasks and those who struggle with them. This division provides a number of pedagogical advantages: it creates an environment where children feel confident and equal among their peers, while for the teacher, it opens up opportunities for personalized influence, differentiated guidance, and targeted support.

To determine the effectiveness of our proposed system for teaching creativity to primary school students, we organized a series of assessments composed entirely of creative, non-standard tasks and conducted a comparative analysis of them at various stages of the educational process.

International Journal of Education, Social Science & Humanities.
Finland Academic Research Science Publishers
ISSN: 2945-4492 (online) | (SJIF) = 8.09 Impact factor
Volume-14| Issue-6| 2026 Published: |22-06-2026|

The first such assessment was presented at the beginning of the academic year to determine the students' initial level of creative thinking. Subsequent assessments were conducted at the end of each quarter in both classes. The tasks were selected based on the academic material the children had mastered, with the mandatory requirement of applying a creative approach to solve them. As the students' thinking abilities developed, the complexity of the creative tasks provided was also progressively increased.

The initial diagnostic assessment showed that students in both classes had relatively similar baseline indicators for creative thinking. However, starting from the second quarter, the differences in the final indicators became clearly noticeable. These differences were most often observed in certain types of creative tasks; in this context, the overall score for the completed work proved to be the most informative measure of the differences.

The assessment was conducted on the following scale: above average – 3 points, average – 2 points, below average – 1 point. Analysis of the results revealed a consistent pattern: while the total number of points in the experimental class showed an increasing trend, a decrease in the overall score was observed in the control class.

It should be taken into account that the results obtained are largely dependent on the selection of specific tasks for each assessment. Differences in the content and structure of the exercises can affect performance indicators, making a direct comparison of the conclusions difficult.

The students' attitude toward the assigned tasks is also a significant factor. In the experimental class, the children performed the creative tasks with interest and enthusiasm, whereas in the control class, a sense of apprehension was observed: the students were flustered, unwilling to work, and, paying no attention to the quality of the result, sought to finish the task as quickly as possible. The likely reason for such behavior is the persistent habit of following a template, which hinders the development of the need and motivation in children to strive for new and unknown things.

During the assessments in the experimental class, a free and communicative environment was created, with no fear of making mistakes; this allowed for the emergence of various problem-solving methods and the thorough consideration of each task. Such conditions objectively raise the standard of performance on creative work and ensure higher results compared to a class where an orientation toward template-based actions prevails.

The conducted research allows us to conclude that the development of students' creative thinking positively influences the formation of the knowledge, skills, and abilities stipulated in the curriculum.

It has been determined that purposeful work on forming methods of mental activity and their application in organizing the educational process also increase both the child's intellectual development and the effectiveness of mastering academic material. When continuous attention is paid to the development of thinking methods, high indicators are achieved in both the personal development of students and the quality of their academic achievements.

**Conclusion:** The conducted research confirms that the purposeful organization of creative activities in primary school contributes to the comprehensive development of students and improves the quality of their assimilation of the program material. A system of creative tasks, differentiated by type and difficulty level, ensures the steady growth of children's creative thinking and cognitive activity, provided that a favorable learning environment is created and motivational support is given.

The key factors for effectiveness have been identified: the contextual relevance of the tasks, the differentiation and variability of work formats, and pedagogical methods that encourage independent inquiry and eliminate the fear of making mistakes. The presence of specialized lessons and a well-thought-out diagnostic system makes it possible to monitor developmental dynamics and adjust the methodology according to the individual needs of students.

The practical outcome of the research is the necessity of systematically introducing methodologies aimed at forming methods of intellectual activity into the educational process, as well as the regular use of creative assessment tasks for monitoring results. The implementation of these principles ensures the demonstration of the level of creative achievement and the more effective mastery of the knowledge, skills, and abilities stipulated in the program.

## REFERENCES:

1.Zasepina Tat'yana Vasil'evna Razvitie tvorcheskix sposobnostey uchashixsya nachal'nix klassov // Nauka i obrazovanie. 2025. №2.

2.Zasepin A. V. Filosofskie idei v pedagogicheskix vozzreniyax K.D. Ushinskogo: spesial'nost' 09.00.03 "Istoriya filosofii": dissertasiya na soiskanie uchenoy stepeni kandidata filosofskix nauk / Moskva. 2007. 151.

3.Zasepin A. V. Filosofskie idei v pedagogicheskix vozzreniyax K.D. Ushinskogo: spesial'nost' 09.00.03 "Istoriya filosofii": avtoreferat dissertasii na soiskanie uchenoy stepeni kandidata filosofskix nauk / Moskva. 2007. 16.

4.Kengesbayevich, R. M. (2025). PERSONAL VALUES IN THE STRUCTURE OF SPIRITUAL AND MORAL EDUCATION. *AMERICAN JOURNAL OF MULTIDISCIPLINARY BULLETIN*, *3*(1), 1-4.

5.Kengesbayevich, R. M. (2024). THE DEVELOPMENT OF COGNITIVE ABILITIES THROUGH THE CREATIVE PROCESS. *TA'LIM VA INNOVATSION TADQIQOTLAR*, *13*, 142-144.