



ORGANIZING THE CREATIVE ACTIVITY OF PRIMARY SCHOOL TEACHERS AS AN URGENT PEDAGOGICAL ISSUE

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Abstract: The professional activity of primary school teachers is closely linked to the development of creativity, both in the teacher and in the students. In the modern educational environment, the organization of creative activity is regarded as an urgent pedagogical issue due to the increasing demand for innovation, critical thinking, and problem-solving skills in the younger generation. Teachers' creative approaches have a direct impact on the learning outcomes of pupils, as they foster motivation, enhance interest, and encourage active participation in the classroom. This article examines the theoretical aspects of creativity in teaching, explores the challenges teachers face in organizing creative activity, and provides methodological recommendations for supporting creativity in primary school pedagogy. The study emphasizes that the integration of innovative teaching strategies and systematic methodological support are essential for achieving sustainable results in education.

Keywords: primary school education, teacher creativity, pedagogical challenges, innovation, methodological organization, creative pedagogy

Introduction

The issue of creativity has long been a subject of interest in education, psychology, and pedagogy. In the context of primary education, it becomes particularly relevant because this is the stage where the foundations of a child's intellectual, emotional, and social development are laid. Children of primary school age are naturally curious and imaginative; therefore, the role of the teacher is to channel these qualities into meaningful learning experiences.

However, the effective organization of teachers' creative activity is not always easy. Teachers often face challenges related to curriculum rigidity, large class sizes, lack of resources, and the pressure to meet standardized academic outcomes. These factors can limit the extent to which teachers experiment with new methods and introduce creative elements into their lessons.

At the same time, the 21st-century educational landscape demands a shift from knowledge transmission to knowledge creation. Teachers are expected not only to deliver content but also to design learning environments that stimulate independent thinking, collaboration, and problem-solving. Thus, organizing the creative activity of primary school teachers emerges as one of the urgent pedagogical issues of modern education, requiring comprehensive solutions at methodological, institutional, and policy levels.

Literature Review

Creativity in teaching has been studied from different perspectives. Psychologists such as L. Vygotsky emphasized the social nature of creativity, highlighting that children's imagination develops in interaction with others. Pedagogical scholars argue that a teacher's creativity manifests in lesson planning, classroom management, assessment practices, and the ability to adapt to diverse learning needs.

Several key themes emerge in the literature:

1. **Creativity as a pedagogical competence** – Scholars such as Torrance and Guilford describe creativity as the ability to generate new ideas, combine existing knowledge in innovative ways, and apply flexible thinking. For teachers, this competence is essential in creating engaging and effective learning experiences.

2. **Methods of fostering creativity in the classroom** – Research shows that storytelling, project-based learning, role-play, problem-solving tasks, and digital tools are effective methods for encouraging creativity in both teachers and students.

3. **Barriers to creative activity** – Studies indicate that many teachers feel constrained by rigid curricula, limited professional training, and inadequate support from school administrations. Some also fear that creative approaches may not align with traditional assessment systems.

4. **Creativity in the digital age** – With the introduction of ICT tools, teachers now have access to multimedia resources, online collaborative platforms, and simulation programs that expand creative possibilities. However, digital competence has become an additional requirement for educators.

Thus, the literature suggests that fostering creativity in teachers is both a theoretical necessity and a practical challenge, requiring systematic methodological organization.

Methodology

This study is theoretical and analytical in nature. The research process involved several stages:

1. **Comparative analysis** – Different national and international approaches to organizing teacher creativity in primary schools were compared to identify best practices.

2. **Content analysis** – Academic articles, pedagogical handbooks, and research reports were analyzed to determine common trends and challenges in fostering creative pedagogy.

3. **Systematization of strategies** – Successful methods used by creative teachers were systematized into categories such as methodological training, classroom innovation, digital integration, and collaboration.

4. **Evaluation of outcomes** – The effectiveness of creative practices was assessed based on their potential to increase student motivation, participation, and overall learning performance.

This methodology allowed for a broad yet in-depth examination of creativity as a pedagogical issue, highlighting both theoretical foundations and practical implications.

Results and Discussion

The findings of the study reveal that the organization of teachers' creative activity is influenced by multiple factors.

Challenges identified include:

- **Curriculum rigidity:** Teachers often have little freedom to modify lesson plans due to national standards and testing requirements.

- **Traditional mindset:** Some educators rely on conventional approaches, focusing more on memorization than on interactive and innovative learning.

- **Lack of professional training:** Many teachers lack specialized training in creative pedagogy, which limits their ability to experiment with new methods.

- **Resource constraints:** Limited access to technology, teaching materials, and supportive infrastructure hinders creativity.

- **Assessment issues:** Creativity is difficult to measure within traditional grading systems, which often prioritize factual knowledge over imagination and problem-solving.

Positive strategies and solutions observed include:

1. **Teacher training and workshops** – Professional development programs focusing on creative methods, innovative lesson planning, and the use of ICT tools enhance teachers' confidence and competence.

2. **Collaborative teaching practices** – Teachers who share ideas and resources within professional communities demonstrate higher levels of creativity in their work.

3. **Integration of digital tools** – Using interactive whiteboards, multimedia platforms, educational games, and simulation programs has proven effective in promoting creative teaching.

4. **Cross-disciplinary approaches** – Linking subjects such as literature, art, science, and technology creates opportunities for creative exploration.

5. **Student-centered pedagogy** – When teachers design lessons that encourage exploration, inquiry, and collaborative learning, students show greater engagement and creativity.

The discussion highlights that creativity in primary education should not be seen as an optional skill but as a professional necessity. Organizing and supporting teachers' creative activity requires systemic changes in teacher education, curriculum flexibility, and educational policy.

Conclusion

The organization of creative activity among primary school teachers is indeed an urgent pedagogical issue in modern education. Teachers' ability to implement creative approaches determines not only the effectiveness of classroom learning but also the overall development of students as critical thinkers and problem solvers.

To address this issue, educational systems must:

- Provide continuous professional development opportunities focused on creativity and innovation.

- Encourage collaborative professional communities where teachers can exchange creative practices.

- Invest in educational resources and digital technologies that expand the creative potential of classrooms.

- Reform assessment systems to value creativity alongside academic knowledge.

Ultimately, fostering creativity in teachers leads to richer learning experiences for students and contributes to building an education system that meets the challenges of the 21st century.

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