

**METHODOLOGY FOR DEVELOPING STUDENTS' TEXTUAL CREATIVITY
BASED ON A CREATIVE APPROACH****Tokhirova Shakhnoza Mahkmudjon kizi**University of Business and Science Teacher of the Department of
Preschool-Primary Education and Physical Educatione-mail: [shaxnozatoxirova9295@gmail](mailto:shaxnozatoxirova9295@gmail.com)

Tel: +998930739959

<https://doi.org/10.5281/zenodo.20428185>

Annotation: This article analyzes the scientific and pedagogical foundations of the methodology for developing students' textual creativity based on a creative approach. The study highlights the role of the competency-based approach, constructivist pedagogy, creative thinking theories, and modern writing technologies in the process of text creation. It also identifies the effectiveness of free writing, associative thinking, text creation based on visual stimuli, and reflexive analysis methods. The results of the study show that creative methods develop students' independent thinking, logical reasoning, language proficiency, and written communicative competence.

Keywords: creative approach, text creativity, written speech, competence, primary education, creative thinking, pedagogical technology.

Introduction. The integration processes taking place in the global education system, the digital transformation and the priority of the competency-based approach require a fundamental renewal of the content of education. In modern pedagogical concepts, the formation of the student not as an object of acquiring ready-made knowledge, but as an independent thinker, a creative thinker and an active subject creating new content is considered one of the main goals. In this regard, the problem of developing students' textual creativity at the primary education stage has become one of the most relevant scientific directions in pedagogy and methodology.

Primary education is an important pedagogical stage in which the student's thinking, speech, communicative activity and personal qualities are formed. In particular, the development of written speech and text creation competence during this period directly affects the student's subsequent academic success and intellectual development. Because the process of creating a text is not a simple linguistic activity, but a complex integration of the processes of thinking, perception, analysis, generalization, imagination, and emotional response.

Literature analysis and research methodology. In traditional educational methods, students' written speech was mainly focused on mastering grammatical norms and composing texts based on ready-made templates. Although such an approach develops reproductive thinking, it leads to insufficient formation of students' independent thinking, creative thinking, individual style, and authorial position. Modern competency-based education requires students not only to repeat knowledge, but also to creatively apply it in new situations. Therefore, the implementation of a creative approach to the process of creating a text is emerging as an urgent pedagogical need.

Pedagogical scientists M. Ochilov and N. Ochilova, analyzing the creative essence of pedagogical activity, put forward the following idea: "Creative activity is one of the main factors that increase the effectiveness of the pedagogical process" [3; p. 154]. This scientific view shows that pedagogical activity is not reproductive, but productive in nature. According to the authors, creative activity forms the student not as a passive recipient of ready-made knowledge, but as an

active person who creates new content. This determines the theoretical foundations of the methodology for developing textual creativity. Because text creation is based on individual thinking, semantic independence, figurative perception, and communicative activity.

N. Turaqulov, who conducted scientific research on the methodology of primary education, emphasizes the following: "The development of speech activity in primary education is inextricably linked with the activity of thinking" [4; p. 96]. This idea reveals the psycholinguistic nature of written speech. Because in the process of creating a text, the student observes reality, processes it in his thinking, logically systematizes it, and expresses it through language tools. Therefore, written speech is a product of thinking. Creative methods serve precisely to develop the activity of thinking. Sh. Mirzayeva, analyzing the pedagogical possibilities of creative tasks in primary grades, gives the following scientific conclusion: "Creative tasks increase the activity of independent thinking and text creation of students" [5; p. 87]. This view reveals the psychological and pedagogical significance of creative methods. In particular, free writing, story continuation, associative tasks, and creating a text based on pictures develop students' figurative thinking, imagination, emotional expressiveness, and semantic independence.

R. Ishmuhamedov, analyzing the effectiveness of interactive methods, puts forward the following idea: "Interactive methods serve to develop independent thinking and creative activity of students" [6; p. 42]. This idea illuminates the methodological essence of the creative approach. Because interactive methods turn the student into an active subject, develop dialogic thinking, enhance communicative activity, and form creative cooperation. As a result, the student appears as a free-thinking person in the process of creating a text. B. Khodjaev, analyzing the pedagogical foundations of creative thinking, puts forward the following scientific view: "Creative thinking develops the student's ability to find original solutions in non-standard situations" [7; p. 287]. If we analyze this idea from the perspective of textual creativity, creative thinking serves as an important psychological basis for breaking away from standard patterns, creating new content, forming an original style, and expressing an individual position.

Z. Nishonova, touching on the psychological essence of independent creative thinking, emphasizes the following: "Independent thinking is formed in the process of the student's creative assimilation of knowledge" [8; p. 264]. This scientific view determines the psychological foundations of the creative writing methodology. Because in the process of creating a text, the student processes knowledge, expresses a personal attitude, and creates individual content.

M. Gulomov and H. Nematov, in their research on the methodology of teaching the native language, emphasize the following: "The main goal of native language classes is to develop students' speech competence" [9; p. 18]. This scientific view reveals the communicative essence of the development of written speech. Because text creation combines the processes of grammatically correct expression of thought, maintaining semantic integrity, and achieving a communicative goal. From this perspective, creative methods are a means of developing students' vocabulary, syntactic flexibility, and semantic thinking.

A. Avloni also touched upon the relationship between education and thinking and put forward the following idea: "The education of thought is the most necessary and important education that has been appreciated for a long time" [2; p. 15]. This idea is also of methodological importance for today's creative pedagogy. Because the creative approach serves to develop free thinking, an independent position, and individual thinking. In the process of developing textual creativity in primary school students, it is precisely intellectual freedom, psychological comfort, and communicative activity that are one of the main pedagogical conditions. Sh. Mirziyoyev, touching upon reforms in the education system, expresses the following idea: "Modern knowledge and creatively thinking youth are the decisive force in building a new Uzbekistan" [13; p. 212]. This strategic approach shows that creative education has risen to the level of state policy. Because

modern society requires not standard performers, but creative thinkers. Therefore, the development of textual creativity starting from primary education is an important methodological basis for personal development, communicative competence, intellectual potential, and innovative thinking.

Therefore, the development of textual creativity in primary education based on a creative approach is an important pedagogical necessity for improving students' written speech, forming independent thinking, developing communicative competence, and activating creative thinking. The purpose of this study is to develop the scientific and pedagogical foundations of the methodology for developing students' textual creativity based on a creative approach and to determine its pedagogical effectiveness.

Results. The results of the study demonstrated that the use of creative approaches in developing students' textual creativity had a positive impact on their written speech activity, independent thinking, and communicative competence. During the pedagogical experiment, students actively participated in free writing, associative tasks, visual-based text creation, and reflexive analysis activities.

The analysis of students' written works showed that their vocabulary richness and ability to express ideas coherently significantly improved. In particular, students became more capable of independently generating ideas, maintaining logical consistency in texts, and expressing personal attitudes toward the topic. Creative tasks also enhanced learners' imagination, figurative thinking, and emotional expressiveness.

Furthermore, the implementation of interactive and creative methods increased students' motivation toward writing activities and strengthened their confidence in expressing opinions through written speech. Comparative analysis indicated that students who participated in creative writing activities demonstrated higher levels of communicative competence than those taught through traditional reproductive methods.

The experimental results revealed the following positive changes:

Table 1. Before and after results of the experiment.

Indicators	Before experiment	After experiment
Independent text creation skills	42%	78%
Logical coherence in writing	46%	81%
Vocabulary richness	51%	84%
Creative thinking activity	39%	80%
Written communicative competence	44%	82%

The findings confirm that creative pedagogy and transformational learning approaches create favorable pedagogical conditions for developing students' textual creativity. In addition, the integration of modern digital and AI-supported educational tools contributed to increasing students' interest, creativity, and active participation in the writing process.

The process of developing students' textual creativity in primary education requires the organization of a holistic pedagogical system based on creative pedagogy, competency-oriented education, transformational learning principles, and interactive technologies. In modern educational practice, text creation is not only considered a linguistic activity but also an intellectual, emotional, and communicative process that reflects the learner's independent thinking and personal position.

From this perspective, the methodology for developing textual creativity should rely on specially organized creative methods that activate students' cognitive activity, imagination, semantic thinking, and written communicative competence. The effectiveness of the creative approach is determined by its ability to transform students from passive recipients of ready-made information into active creators of meaning and original textual products.

The pedagogical analysis conducted during the research made it possible to classify the most effective creative methods and identify the competencies formed through them. The following model reflects the interrelationship between creative pedagogical methods and the intellectual-communicative skills developed in students.

Table 2. Pedagogical model for developing students' textual creativity

Creative pedagogical methods	Pedagogical content and activity	Developed competencies and skills
Free writing activities	Students express ideas independently without grammatical restrictions during the initial stage of writing	Independent thinking, freedom of expression, fluency of written speech
Picture-based text creation	Learners create stories and descriptive texts based on visual stimuli and illustrations	Imagination, figurative thinking, creative perception
Associative thinking tasks	Students connect concepts, events, and images through semantic associations	Semantic thinking, vocabulary enrichment, cognitive flexibility
Story continuation activities	Learners continue unfinished stories according to their own interpretation	Logical thinking, creative imagination, text coherence
Reflexive analysis	Students analyze and evaluate their own written texts and creative process	Critical thinking, self-assessment skills, reflective competence
Collaborative text creation	Group-based writing and discussion activities are organized	Communicative competence, social interaction, cooperative learning
Problem-based writing tasks	Students create texts related to real-life problematic situations	Analytical thinking, problem-solving ability, originality
AI-supported writing activities	Digital and artificial intelligence tools are used to generate ideas and improve writing structure	Digital literacy, academic integrity, awareness, technological competence

The results of the study indicate that these methods create psychologically comfortable and intellectually active learning environments in primary education classrooms. In particular, free writing and associative tasks reduce students' fear of making mistakes and encourage them to express personal opinions openly. Picture-based and story continuation activities stimulate imagination and emotional responsiveness, while reflexive analysis strengthens self-awareness and metacognitive activity.

Moreover, the integration of artificial intelligence technologies into creative writing activities expands the methodological possibilities of modern pedagogy. AI-supported educational platforms assist students in generating ideas, organizing textual structures, and improving lexical richness. However, the study emphasizes that artificial intelligence should function not as a replacement for students' thinking activity, but as a supportive pedagogical tool that encourages independent creativity and academic integrity.

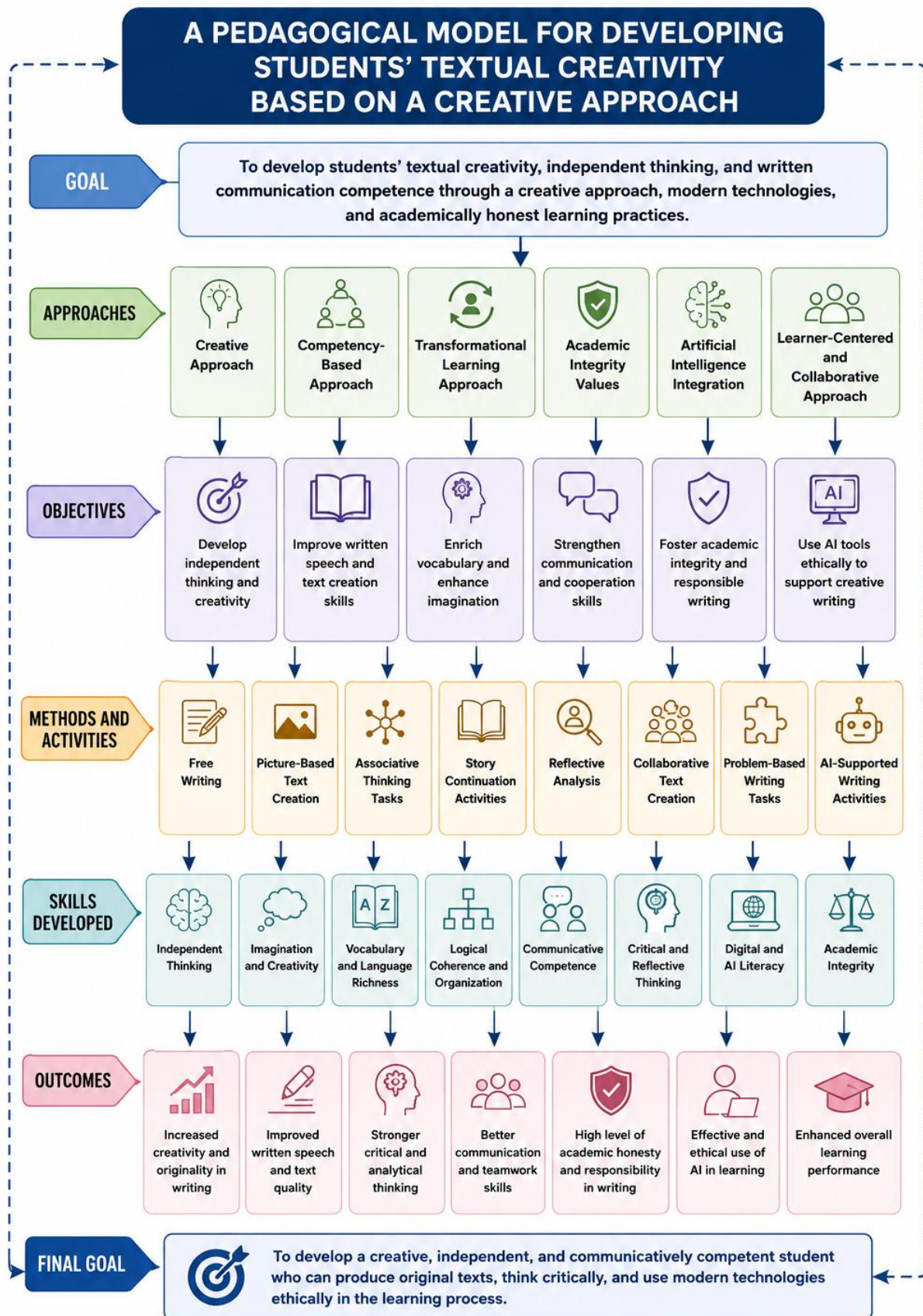
The transformational approach plays an important methodological role in the process of developing students' textual creativity. In transformational learning, the student is regarded not as a passive recipient of ready-made knowledge, but as an active subject who independently interprets information, constructs personal meanings, and creates new ideas. This approach

Journal: <https://ifsmrc.org/index.php/aijrm>

encourages learners to rethink educational content creatively and transform acquired knowledge into meaningful textual products. As a result, students become more active, intellectually independent, and motivated participants in the educational process.

Moreover, transformational learning significantly contributes to the development of students' individual authorial styles and creative self-expression. During the process of text creation, learners express personal attitudes, emotions, and life experiences through written speech. Such activities strengthen imagination, semantic thinking, and communicative activity while also increasing students' confidence in expressing their opinions independently. Consequently, the educational process becomes more learner-centered, interactive, and creativity-oriented.

Therefore, the systematic integration of creative pedagogical methods, transformational learning principles, and AI-supported educational technologies serves as an effective methodological foundation for developing students' textual creativity in primary education.



Picture 1. A pedagogical model for developing students' textual creativity based on a creative approaches

The use of innovative and interactive approaches not only improves students' written communicative competence but also develops independent thinking, critical analysis, digital literacy, and academic integrity values. In this regard, creative pedagogy creates favorable pedagogical conditions for educating intellectually active, creative, and socially responsible learners capable of producing original textual content in modern educational environments.

Conclusion. In conclusion, it can be said that the development of students' textual creativity based on a creative approach is one of the important pedagogical factors for increasing the effectiveness of primary education. The results of the study showed that creative methods are highly effective in developing students' independent thinking, written speech activity, communicative competence, and creative thinking. In particular, free writing, associative tasks, text creation based on visual stimuli, and reflexive analysis methods increased students' activity in the text creation process, helping them form an individual style and authorial position.

Also, the creative approach led students from reproductive to productive activity, developing their independence of thought, semantic thinking, and speech flexibility. Therefore, the systematic integration of creative methods into the primary education process is an important methodological condition for developing students' textual creativity.

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