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RESULTS AND ANALYSIS OF EXPERIMENTAL WORKS DIRECTED TO DEVELOP CREATIVE THINKING OF FUTURE PRIMARY EDUCATION TEACHERS

Ghiyosiddinova Mahmuda Alisher's daughter
Independent Researcher of Fergana State University
giyosiddinovamahmuda@gmail.com
+998912013395

Abstract

This article covers the issues of creative thinking competence formation, which plays an important role in the professional-pedagogical training of future primary school teachers. In the study, the concept of innovative technological assignments, the methodology of their implementation in the educational process, and the content of the three-stage (determining, forming and checking) organized pedagogical experiments were analyzed in detail.

Keywords: creative thinking, innovative technological assignment, pedagogical experiment, divergent thinking, didactic games, case study, integrated education.

In recent years, comprehensive measures aimed at developing the mental potential of young people have been implemented in our country. In the action strategy, special attention is paid to educating young people as physically and mentally healthy, mentally developed, independent thinking and loyal to the Motherland. In this regard, increasing the social activity of young people and providing them with the necessary knowledge, skills and qualifications for their professional activities is defined as an important task. This process determines the need to improve pedagogical and psychological mechanisms that ensure the



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development of creative thinking of young people and increase their ability to think independently.

Today, the changes taking place in the social and economic spheres around the world require updating the content of education and views on it. There is a need for effective use of the reforms implemented in the education system, including the existing changes and the created opportunities and conditions. Improving the quality of the education system, introducing new pedagogical technologies and training modern teachers is one of the urgent issues today. Presidential decrees set out measures aimed at developing the creative thinking of young people, modernizing the education system, and training teachers as qualified specialists. These reforms are important in increasing the social and professional activity of young people, raising their knowledge and skills to a higher level.

In today's rapidly developing global educational space, the primary education system is rising to a completely new level. A modern primary school teacher should not only be a subject who conveys ready-made knowledge, but also a "creative moderator" who forms the skills of critical and creative thinking and effective resolution of problematic situations in students. Therefore, it is a social and pedagogical necessity to systematically develop the creative thinking potential of future teachers in higher pedagogical educational institutions from the student period.

The relevance of this research is to abandon the traditional reproductive (memorization and retelling) model of education and teach future teachers to make independent, non-standard and creative decisions by means of innovative technological tasks.

In pedagogical and psychological research, creativity (lat. creatio - to create) is a person's ability to come up with new, original ideas, solve problems in unexpected ways, and think flexibly. Scientists such as J. Gilford and E. Torrens



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showed divergent thinking (the ability to find more than one correct solution to a problem) as the basis of creativity.

Innovative technological assignment is a specially modeled educational assignment based on digital tools, interdisciplinary integration and interactive learning environment, requiring both professional-pedagogical and technical creativity from the student. Unlike normal tasks, it does not have a ready-made algorithm; the student must design the solution to the problem himself.

Experiments organized in order to test and develop the level of creative thinking of future teachers are carried out in three logical stages:

2.1. Determining stage

The main task of this stage is to measure the level of creativity of students before the start of the experiment.

- Methodology: Students are given verbal and visual tests of E. Torrens, as well as questionnaires with special pedagogical situations.
- Result: Based on the obtained indicators, students are divided into two groups with similar indicators: Experimental (EG) and Control (NG) groups.

2.2. Formative stage

At this stage, the main methodological innovation of the experiment is used. If the lessons in the control group are conducted on the basis of the existing traditional program, a set of innovative technological assignments will be gradually introduced into the lessons of the experimental group.

2.3. Checking (Control) Stage

At the end of the experiment, both groups will be re-diagnosed. The reliability of the obtained final indicators is checked with the help of mathematical statistics



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(Student t-criterion), and a scientific conclusion is drawn on the effectiveness of the proposed methodology.

During the experimental work, the creative development of future teachers was monitored based on four international indicators (E. Torrens system):

- Fluency of ideas (Fluency): The number of ideas presented by the student in a short time in relation to the problematic pedagogical task.
- Flexibility: A student's ability to easily switch from one method to a completely different professional method in solving a problem.
- Originality: The presence of unique, unrepeatable and non-standard pedagogical ideas that are different from other students in the group.
- Elaboration: The ability to perfectly develop a raw idea to the level of a finished lesson plan, technological map or digital product.

The development of creative thinking of future elementary school teachers in higher pedagogical education on the basis of innovative technological tasks will significantly increase the effectiveness of the lesson. The results of the experimental work show that the professional flexibility, independent design of digital didactics and original decision-making skills are significantly higher in students who constantly worked on problem-creative tasks compared to the control group.

This proves the need to include not only theoretical knowledge, but also a block of practical-technological tasks that force students to think creatively in educational programs.

List of used literature

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