



DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS AND THE CONTENT OF INTERDISCIPLINARY INTEGRATION

Bosimova Mahliyo Dilshod qizi

4th year student,

Termez State Pedagogical Institute

Scientific supervisor: Ollokulova Farzona

Umedillayevna

Teacher of Termez State Pedagogical Institute

Abstract: *This article analyzes the pedagogical significance of interdisciplinary integration in the process of developing the creative abilities of primary school students from a scientific and theoretical perspective. The essence of the concepts such as creative thinking, creativity, and integrative approach is revealed, and the possibilities of developing students' independent thinking and problem-solving skills based on interdisciplinary connections in the primary education process are highlighted. In addition, it is substantiated with scientific evidence that the educational process organized on the basis of interdisciplinary integration serves to increase students' cognitive activity and creative potential.*

Keywords: *creative ability, creativity, interdisciplinary integration, primary education, integrative approach, independent thinking, educational effectiveness.*

In the conditions of modern globalization and innovative development, one of the important tasks facing the education system is to form a well-rounded personality capable of independent thinking and possessing creative potential. Especially the stage of primary education plays an important role in the development of a student as an individual. Developing students' creative abilities during this period creates a strong foundation for the subsequent stages of education.

The imaginative, interest-rich, and active nature of primary school students' thinking creates the need to teach them on the basis of interdisciplinary integration. Interdisciplinary integration helps students perceive knowledge not separately but as a unified system. This directly influences the development of creative thinking.

Creative ability is a psychological and pedagogical characteristic that reflects an individual's capacity to generate new ideas, find unusual solutions, and approach problems in new ways. In pedagogy and psychology, creative ability is characterized by the flexibility, originality, and independence of thinking.

In primary school students, creative ability is manifested through the following indicators:

- the ability to express independent opinions;
- well-developed imagination and fantasy;
- creative approach to problem situations;
- the ability to freely express one's thoughts both orally and in writing.

Interdisciplinary integration is the process of connecting the content of different subjects and organizing teaching based on common concepts and ideas. In integrated education, knowledge is formed as a holistic system rather than in a fragmented form.

In primary education, interdisciplinary integration is effectively implemented between:

- native language and reading literacy;
- mathematics and environmental studies;
- visual arts, music, and technology subjects.

For example, linking word problems to real-life situations or drawing pictures based on a read text develops students' imagination and creative thinking.

Opportunities for Developing Creative Abilities Based on Interdisciplinary Integration

Interdisciplinary integration:

- activates students' cognitive activity;
- forms skills for applying knowledge in practice;
- harmoniously develops logical and creative thinking.

During integrative lessons, the use of problem situations, project work, creative tasks, and didactic games creates wide opportunities for students' independent exploration. This leads to the formation of new knowledge based on the student's personal experience. Primary school age is an important stage in the intellectual and personal development of students. During this period, children's thinking has a more imaginative character, and perception, imagination, and fantasy actively develop. Psychologists emphasize that this age creates favorable conditions for the formation of creative abilities.

The development of creative ability is closely related to students' cognitive processes—attention, memory, thinking, and speech. The educational process organized on the basis of problem situations activates students' independent thinking and requires a creative approach. Therefore, in primary education it is more appropriate to use creative and research-oriented methods rather than traditional reproductive methods.

Interdisciplinary integration is an important factor in the effective organization of the didactic process. The integrative approach is based on the following main principles:

- **The principle of integrity** – forming knowledge not within separate subjects but as a unified system;
- **The principle of logic and consistency** – organizing education while maintaining the connections between subject contents;
- **The principle of activity and independence** – encouraging students' creative activity;
- **The principle of practical orientation** – linking knowledge with real life.

Lessons organized on the basis of these principles help students understand knowledge more deeply and apply it creatively. In primary education, integrated lessons can be organized in different forms, including:

- **Inter-topic integration** – explaining one topic based on several subjects;

- **Skills integration** – combining reading, writing, counting, and drawing skills;
- **Activity-oriented integration** – lessons organized on the basis of projects, creative work, and practical activities.

For example, in the topic “Nature and Human,” a text is analyzed in reading lessons, ecological problems are solved in mathematics lessons, and natural landscapes are drawn in visual arts lessons. Such an approach allows students to master knowledge creatively.

Interactive methods play an important role in developing creative abilities based on interdisciplinary integration. These include:

- cluster and brainstorming;
- problem-based questions;
- role-playing games;
- project-based activities;
- creative written and oral tasks.

These methods activate students’ thinking and develop initiative and independence. As a result, students acquire knowledge not in a ready-made form but through exploration.

The professional competence of the teacher plays an important role in the effective implementation of interdisciplinary integration. The teacher should:

- be able to analyze the content of subjects;
- identify their interconnections;
- correctly select creative tasks.

In the process of integrative education, the teacher performs more as a guide and consultant. This strengthens students’ independent activity and positively affects the development of their creative abilities.

In conclusion, interdisciplinary integration is an important pedagogical tool in developing the creative abilities of primary school students. The integrative approach helps students perceive knowledge holistically and develop independent

and creative thinking. By ensuring interdisciplinary connections in the primary education process, it becomes possible to develop students' creative potential and prepare them for future stages of education.

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