DEVELOPING STUDENTS CREATIVE ABILITIES BASED ON DIGITAL TECHNOLOGIES IN THE PRIMARY EDUCATION PROCESS

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Abstract: This paper addresses the development of students' creative abilities through the use of digital technologies in the primary education process. It analyzes the role of modern interactive tools, educational software, and the digital environment in shaping the logical thinking, independent work habits, and non-standard problem-solving skills of primary school-aged children. Additionally, practical recommendations are provided for fostering a creative approach during lessons.

Keywords: Primary education, digital technologies, creative abilities (creativity), interactive tools, pedagogical technologies, independent thinking, quality of education.

INTRODUCTION

Primary education is the most crucial stage where the intellectual and creative foundations of an individual are laid. In today's era of rapid information and communication technology development, integrating digital technologies into the educational process serves as a crucial factor in stimulating students' creative thinking while simultaneously boosting their interest in learning. Digital technologies—such as interactive whiteboards, tablets, educational apps, and platforms—enable students to go beyond merely receiving information in a ready-made format; instead, they allow them to analyze data, visually express their ideas, and create new projects. For instance, interactive construction tools, drawing software, and multimedia games help develop students' imagination, spatial reasoning, and ability to solve non-standard problems.

The primary advantages of using digital technologies during lessons include:

- Visualization: Conveying complex topics and concepts clearly and simply through animations and 3D models;
- Increased engagement: Transforming the student from a passive listener into an active creator;
- Individualized approach: Tailoring tasks to suit each student's learning pace and interests; • Independent research: Developing the skill of selecting necessary information from the information space and applying it in practice. The intensity of the digital age is leaving its mark on children's imaginations; today's primary school student steps not only into their exercise books but also into virtual worlds. Building a bridge between these two realms lies in the hands of the modern educator. Creative thinking is one of the most vital cognitive qualities for children, enabling them to make independent decisions, find novel solutions in unusual situations, and express their ideas boldly. However, this quality does not develop on its own; awakening it requires energy, a suitable environment, and effective methods. Modern digital game technologies are more than just simple games; they create an intellectual space that grants children the freedom to think, the joy of exploration, and creative boldness. Through interactive games, a child does not merely play but also observes, hypothesizes, experiments,

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and draws conclusions. At every stage, they discover a new layer of their own thinking. This is why the use of gamification and digital games is becoming an integral part of the educational process worldwide. Primary school is the delicate period when the seeds of creativity begin to blossom. In today's era of rapid digital transformation, one of the most critical tasks facing the education system is the training of primary school teachers who possess creative thinking skills, adaptability, and an innovative mindset. The President of the Republic of Uzbekistan is implementing a series of reforms for 2025 focused on the digital management of education, the widespread adoption of distance learning, and the integration of artificial intelligence-based programs into the educational process. These reforms are defining new directions for fostering creativity within education. Today, a primary school teacher must be more than just a source of knowledge; they must act as a methodologist capable of navigating the digital environment and as a creative individual who generates content. Consequently, this article provides a scientific analysis of the methodology for utilizing digital technologies to cultivate creativity among primary school teachers. Theoretical foundations of creativity: Creativity is the ability to think in novel ways, adopt unconventional approaches, and generate innovative ideas. Scholars such as J. Guilford, E. Torrance, and M. Csikszentmihalyi have characterized creativity through the following aspects: solving problems in new ways; generating unique ideas; and flexible thinking. High level of personal intrinsic motivation. When a primary school teacher is creative: students' thinking becomes active; the lesson proceeds interactively; digital tools are integrated with creative tasks; and students are encouraged to engage in independent inquiry. Digital technologies and primary school teacher creativity: One of the key innovations in the 2025 education system is the "Digital Teacher Profile" system, currently being developed by the Digital Pedagogy Center. It assesses and fosters the digital competence of primary school teachers. This system also offers specific indicators for evaluating creativity. Key digital platforms used by teachers include: Kundalik (an online grading system); EduMarket (a marketplace for electronic lesson plans); Bilimlar Akademiyasi/Knowledge Academy (an AI-based learning platform); Google Classroom, Kahoot, Padlet, and Quizizz (tools for creating creative assignments); and Canva, Genially, and Prezi (for creating visual content). Utilizing these platforms enhances teacher creativity in the following areas: organizing lessons based on innovative projects; creating problem-based scenarios and solving them in a digital environment; conducting online experiments with students; and developing creative assignments based on multimedia. Methodology for using digital technologies: The methodology consists of three stages: Stage 1. Preparation stage — assessing the teacher's digital literacy; selecting a digital platform appropriate for the lesson topic; and developing a model for the creative task. Gathering interactive resources. An analysis of the cited scientific sources indicates that digital game technologies are among the most effective tools for developing creative thinking in primary school students. Global pedagogical research (Prensky, Gee, Torrens) has firmly established that games foster skills such as independent thinking, experimentation without fear of error, the discovery of unconventional solutions, and strategic thinking. During digital gameplay, a child models real-world problems and solves them using various approaches, thereby enhancing the core components of creativity: originality, flexibility, and fluency. Local studies (R. Adizov, Z.K. Kalendarova, M.A. Mamasaidova, Sh.U. Nurullayeva) highlight the development of creative thinking through creative reading, the gradual formation of thought processes, and the use of problem-based situations. However, the integration of digital games into the educational process has not been sufficiently explored in these works. Therefore, this area calls for new scientific research within the context of Uzbek education. Studies conducted on international platforms (such as Scratch, Minecraft Education, Kahoot!, and Quizizz) provide concrete

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evidence that digital games boost student motivation, activate logical reasoning, and enhance both imagination and the speed of thought. Although digitalization has been designated a priority in Uzbekistan's education policy, a comprehensive methodological framework for game-based technologies specifically aimed at fostering creative thinking has not yet been fully established. Overall, existing literature demonstrates that digital games are not merely pastimes; rather, they serve as intellectual laboratories that deepen children's thinking, awaken their creative potential, and encourage learning from mistakes. For primary school-aged children, such a laboratory provides the most fertile ground for nurturing the seeds of creative thought. Consequently, conducting scientific research on this topic is not only timely but also essential in light of modern educational requirements. Digital games naturally activate key mechanisms of creativity—such as "fearless experimentation," "learning from mistakes," and "devising new strategies"—in children. While local scholarly sources elucidate the general psychological and pedagogical foundations of developing creative thinking, there is a noticeable lack of specific methodologies tailored to digital games. This gap underscores the necessity of the present study. Although international platforms—such as Scratch, Minecraft Education, Kahoot, and Quizizz—have been proven effective in fostering students' imagination and logical reasoning, a model adapted specifically for the Uzbek primary education system has not yet been fully established. Scientific findings indicate that utilizing digital game technologies based on a well-conceived methodology offers a novel, innovative, and highly effective approach to developing creative thinking. This approach empowers the child not only with knowledge but also with the capacity for exploration, experimentation, creativity, and independent decision-making. Digital games grant children boundless freedom of thought: they are free to explore, make mistakes, try again, devise new strategies, and—most importantly—think for themselves. These processes activate the natural mechanisms of creative thinking and awaken the child's inner intellectual energy. Analysis shows that, based on global experience, game-based learning, gamification, and interactive game platforms significantly enhance creativity, problem-solving skills, spatial imagination, and logical thinking.

Conclusion. The rational and purposeful use of digital technologies in primary education serves as an effective means of developing students' creative abilities. This process lays a crucial foundation not only for the deep mastery of subjects but also for students to eventually become independent thinkers and competitive professionals capable of meeting the demands of the modern world. Digitalizing the education system is not merely a matter of technical equipment; it represents a shift in the philosophy of teaching. Imparting knowledge to students from the primary grades onwards through tablets, smart boards, and modern software expands the horizons of their imagination. Replacing the static text found in traditional textbooks with visual animations, 3D models, and multimedia projects enables children to express their ideas freely and discover unconventional solutions. Today, digital technologies are transforming students from passive consumers of information into active creators. By engaging in the creation of small-scale projects, digital drawings, and creative presentations, students are able to unlock and showcase their hidden talents. Based on research findings, it can be concluded that digital technologies are a powerful tool for fostering creativity in primary education. However, the success of this process depends not so much on the technology itself as on how it is integrated into the educational process. First, modern digital content must be appropriate for the child's age and their psychological and physical developmental characteristics. Second, teachers should not simply tether students to technology but should combine it with live interaction, collaborative creativity, and reading. If the digital environment is managed correctly in accordance with pedagogical standards, it creates a solid foundation

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for fully unlocking each student's inner creative potential and for their future development into competitive, independent, and creative thinkers.

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