THE ROLE OF CREATIVE PEDAGOGY IN DEVELOPING COLLABORATIVE SKILLS AMONG PRIMARY SCHOOL STUDENTS

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ABSTRACT. This thesis examines the theoretical and methodological significance of creative pedagogy in developing collaborative skills among primary school students. Particular attention is devoted to the application of interactive teaching methods, role-playing, problem-based learning, and collaborative creative activities in the educational and upbringing process. The study employs theoretical analysis, comparison, and synthesis of pedagogical literature to identify instructional strategies that may promote communication, mutual respect, shared responsibility, and constructive interaction. The analysis indicates that creative pedagogical approaches provide meaningful opportunities for students to practice cooperation, participate in collective decision-making, and reflect on their interpersonal behavior. The study emphasizes the importance of integrating creative activities with clearly defined educational objectives and systematic formative assessment.

Keywords: creative pedagogy, primary education, collaborative learning, social competence, interactive methods, moral education, communication skills, student-centered learning.

INTRODUCTION

The development of collaborative skills among primary school students represents an essential objective of contemporary education. In addition to acquiring academic knowledge, children need to develop the ability to communicate effectively, respect different opinions, share responsibilities, and participate constructively in collective activities. These competencies are particularly significant during the early years of schooling, when students gradually acquire the social experience necessary for successful participation in classroom communities. Traditional instructional approaches provide important foundations for behavioral regulation and the acquisition of moral values; however, the development of practical collaboration skills requires opportunities for active participation and meaningful interpersonal interaction.

Creative pedagogy offers a methodological approach that integrates imagination, problem-solving, independent thinking, and cooperation into educational activities. Jeffrey and Craft (2004) emphasize the relationship between creative teaching and the development of students' creative capacities, highlighting the importance of educational environments that encourage active participation and exploration. In primary education, creative pedagogical strategies may support the development of collaborative behavior by involving students in shared projects, role-playing exercises, group discussions, and problem-based tasks. Such activities create opportunities for children to negotiate responsibilities, express their perspectives, and develop solutions to common problems.

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MATERIALS AND METHODS

The present study is based on theoretical analysis and synthesis of scientific literature concerning creative pedagogy, cooperative learning, and the development of social competencies in primary education. The methodological framework incorporates experiential learning theory, sociocultural approaches to education, and social interdependence theory. Dewey (1916) emphasized the significance of learning through meaningful experience, while Vygotsky (1978) demonstrated the importance of social interaction in cognitive development. Johnson and Johnson (2009) identified positive interdependence, individual accountability, and constructive interaction as fundamental conditions for effective cooperative learning. These theoretical perspectives were examined to determine how creative instructional methods can be integrated into the educational process to support collaborative skill development.

Particular attention was given to three pedagogical strategies: collaborative creative assignments, role-playing activities, and reflective group discussions. Their potential educational functions were analyzed in relation to students' communication, responsibility, mutual assistance, and collective decision-making. The study did not involve an experimental intervention or original quantitative data collection; therefore, the findings represent theoretical conclusions intended to inform subsequent empirical research.

RESULTS AND DISCUSSION

The theoretical analysis indicates that creative pedagogy provides a structured opportunity to connect educational objectives with practical interpersonal experiences. Collaborative creative assignments may encourage students to coordinate individual contributions and assume responsibility for shared outcomes. For example, preparing a collective classroom poster, developing a short educational performance, or completing a group storytelling project requires participants to exchange ideas, distribute responsibilities, and consider alternative viewpoints. The educational significance of these activities lies not only in the final product but also in the interaction process through which students practice cooperation and respectful communication.

Role-playing constitutes another potentially effective instructional strategy because it enables children to examine social situations from different perspectives. When students participate in simulated classroom disagreements or collective decision-making activities, they can explore the consequences of alternative behavioral responses and practice constructive communication. Reflective discussions further strengthen the educational process by encouraging students to evaluate their participation, recognize difficulties, and identify ways to improve future cooperation. These approaches are consistent with sociocultural learning perspectives, which emphasize guided participation and interpersonal interaction as important conditions for development.

The analysis also demonstrates that the effectiveness of collaborative activities depends on purposeful pedagogical organization. Simply dividing students into groups does not necessarily produce meaningful cooperation. Teachers must establish clear objectives, distribute appropriate responsibilities, support equitable participation, and evaluate observable interpersonal behaviors. Johnson and Johnson (2009) argue that positive interdependence and individual accountability are essential elements of cooperative learning. Accordingly, creative pedagogy should be implemented as a structured educational approach rather than a collection of entertaining classroom activities.

The findings suggest that collaborative skills may be assessed through indicators such as active listening, respectful expression of opinions, participation in group decisions, mutual assistance, and fulfillment of shared responsibilities. These indicators can provide a preliminary foundation for formative classroom assessment, although their reliability and validity require empirical examination. Further research involving comparative classroom interventions is necessary to determine whether structured creative pedagogy programs produce measurable improvements in students' collaborative competencies.

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CONCLUSION

Creative pedagogy represents a theoretically grounded approach to developing collaborative skills among primary school students. The integration of cooperative creative assignments, role-playing, and reflective discussions into educational activities may create favorable conditions for strengthening communication, mutual respect, shared responsibility, and constructive interpersonal interaction. The effectiveness of these strategies depends on clear educational objectives, appropriate teacher guidance, inclusive participation, and systematic assessment. The proposed methodological principles may serve as a foundation for designing future pedagogical interventions aimed at improving collaborative competencies in primary education. However, empirical research is required to establish their effectiveness in authentic classroom environments.

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