

## THE DEVELOPMENT OF CREATIVE ACTIVITY OF PRIMARY SCHOOL STUDENTS IN THE EDUCATIONAL PROCESS

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### THE DEVELOPMENT OF CREATIVE ACTIVITY OF PRIMARY SCHOOL STUDENTS IN THE EDUCATIONAL PROCESS

*The article discusses the development of students' creative abilities in primary school lessons through the use of art samples in the teaching of various subjects. It is emphasized that the application of a model based on art samples in primary education not only fosters students' creative activity but also plays a significant role as one of the main conditions for improving the quality of education.*

*The author notes that students prepare presentations related to subject topics, create photo reports, perform dramatizations, explain their drawings, and identify the correspondence of music to the content of a text. These activities positively influence knowledge acquisition and the development of creative thinking. Furthermore, they contribute to broadening students' worldview, improving ICT skills, and stimulating interest in school subjects.*

*The theoretical and methodological basis of the research consists of theoretical principles that reveal the essence of students' creative development in primary schools, the significance of art samples in their moral and creative growth, and their philosophical aspects; modern concepts and theories of education regarding the development of children's creative abilities; a learner-centered approach to teaching; the theory of developmental learning; the comprehensive and harmonious development of personality; and the theory of gradual formation of aesthetic knowledge and skills in younger schoolchildren.*

*The scientific novelty of the research lies in the theoretical substantiation of the impact of using art samples in primary schools on improving the quality of education. It demonstrates the role and place of art samples in developing students' creative abilities, their aesthetic upbringing, and cultural qualities.*

*A structural model of using art samples in the teaching of various subjects has been developed to foster creative abilities in primary school students. The methodological system of organizing lessons through the use of innovative technologies and art samples as a factor in the development of students' creative activity has been determined from a scientific-theoretical perspective.*

*For children, an art sample is any creative activity or work that develops imagination, emotional growth, social skills, and aesthetic perception of the world. This includes painting, music, dance, theatre, literature, and other forms of art that help children express themselves, learn to collaborate, understand cultures, and build self-confidence.*

**Keywords:** primary school; students; art samples; imagination; cognitive development; creative abilities.

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### РОЗВИТОК ТВОРЧОЇ АКТИВНОСТІ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ В НАВЧАЛЬНОМУ ПРОЦЕСІ

*У статті розглядається розвиток творчих здібностей учнів на уроках початкової школи шляхом використання художніх зразків при викладанні різних предметів. Підкреслюється, що використання моделі, заснованої на художніх зразках, в початковій освіті не тільки сприяє творчій активності учнів, а й відіграє значну роль як одна з головних умов підвищення якості освіти.*

*Автор зазначає, що учні готують презентації, пов'язані з предметними темами, створюють фоторепортажі, розігрують інсценування, пояснюють свої малюнки і виявляють відповідність змісту музики тексту. Ці види діяльності позитивно впливають на засвоєння знань і розвиток творчого мислення. Крім того, вони допомагають розширити кругозір учнів, покращити навички ІКТ та стимулювати інтерес до шкільних предметів.*

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*Теоретико-методологічну основу дослідження складають теоретичні положення, що розкривають сутність творчого розвитку учнів початкової школи, значення зразків мистецтва в їх моральному і творчому зростанні, а також їх філософські аспекти; сучасну концепцію та теорію освіти для розвитку творчих здібностей дітей; особистісно-орієнтований підхід до навчання; теорію розвиваючого навчання; всебічний і гармонійний розвиток особистості; теорію поступового формування естетичних знань і умінь у молодших школярів.*

*Наукова новизна дослідження полягає в теоретичному обґрунтуванні впливу використання художніх зразків у початковій школі на підвищення якості освіти. Показано роль і місце художніх зразків у розвитку творчих здібностей учнів, їх естетичному вихованні та культурних якостях.*

*Розроблено структурну модель використання художніх зразків при викладанні різних предметів для розвитку творчих здібностей учнів початкової школи. З науково-теоретичної погляду, методична система організації уроків визначається використанням інноваційних технологій і художніх зразків як чинника розвитку творчої активності учнів.*

*Для дітей зразком мистецтва є будь-яка творча діяльність або робота, яка розвиває уяву, емоційне зростання, соціальні навички та естетичне сприйняття світу. Сюди входять живопис, музика, танці, театр, література та інші види мистецтва, які допомагають дітям висловлюватися, вчитися співпраці, розуміти культуру та формувати впевненість у собі.*

**Ключові слова:** початкова школа; учні; зразки мистецтва; уява; когнітивний розвиток; творчі здібності.

**Introduction.** The change of the educational paradigm has brought about the need to reconsider the content, structure, and organizational forms of teaching in primary schools, as well as issues related to the professional development of teachers. The insufficient exploration of the creative aspect of teaching, which has not been adequately addressed by traditional educational systems, has thus become a pressing problem. One of the conditions for implementing new principles in the content of education is the necessity of integrating art samples into the teaching process in primary schools.

“One of the main objectives of the education system in the “State Strategy on the Development of Education in the Republic of Azerbaijan” is to train competitive personnel who preserve and develop national, moral and universal values, possess a broad worldview, have the ability to evaluate innovations and initiatives, are equipped with theoretical and practical knowledge, and have a modern way of thinking”.

The problem of fostering individuals with creative thinking carries a social dimension. The main goal of the education system in the Republic of Azerbaijan is to create the necessary conditions for education aimed at the comprehensive formation, development, and upbringing of the child’s personality. Achieving this goal directly depends on educational institutions, pedagogical staff, the teaching methods applied in the process, and the instructional technologies employed.

V. Khalilov, who has made significant contributions to the development of aesthetic education among schoolchildren, writes:

“Art is a form of social consciousness. It is an important component of the spiritual culture created by humanity. It reflects various scenes of nature, events of social life, and human relationships through appropriate genres and artistic images. Of course, all these become possible through the means of expression specific to different forms of art. In music – sounds and rhythms; in literature – words; in painting – colors; in sculpture – stone, clay, metal, and shapes, as well as shades of form –

all these serve their purpose through the mastery and professional skill of individual artists” (Khalilov, 2013, 178).

It is well known that art has a positive impact on the comprehensive development of students. Children learn to discover new ideas, colors, and forms, to find original solutions, and to express themselves through creativity. As a result, imagination and creative thinking are fostered. For this reason, the necessity of using art samples in the teaching of various subjects in primary schools has emerged.

**Purpose of the research** is to substantiate theoretically and practically the impact of using art samples in primary school teaching on improving the quality of education, and to define the organization, structure, content, possibilities, and approaches of the teaching process in this direction.

Observations show that the use of art samples in the learning process also helps children express their emotions, develop empathy, learn to work in teams, communicate, and respect others. These qualities guide students toward social development.

Our research has demonstrated that the use of art samples in teaching various subjects simultaneously develops students’ memory, attention, speech, and fine motor skills, while also stimulating their cognitive abilities and questioning skills, which positively contribute to cognitive development.

Through the integration of art samples into the learning process, students learn to see, understand, and appreciate beauty in everyday life and the surrounding world. The development of aesthetic education is closely tied to these experiences.

All of these processes encourage personal development, increase self-awareness, build children’s self-confidence, and help them gain a place in society.

Examples of art for students include:

1. “Visual Arts”: drawing and collage.
2. “Music”: listening to music, singing, and playing instruments.
3. “Theater”: acting, puppet shows, watching plays, and performing skits.

4. "Literature": listening to and reading fairy tales and poems, participating in stories.

5. "Dance and Movement": gymnastics and dancing.

From a scientific perspective, it can be argued that the integration of art samples into teaching, especially for younger schoolchildren, contributes to the development of memory, attention, creative thinking, and imagination – thus ensuring cognitive development as stated above. Through the influence of art, students learn to express their emotions, understand the feelings of others, and develop empathy.

Working with different materials (painting, play, working with dough and clay, listening to and performing music) stimulates the child's sensory system, which is essential for overall development and has a positive impact on sensory growth. The pedagogical activities carried out in the learning process enrich students' vocabulary, enhance communication skills, and accelerate speech development.

In this respect, the role of listening to music and singing in the learning process in primary schools is of great importance.

"As the personality of the schoolchild becomes spiritually enriched, they also develop an interest in acquiring knowledge, science, and art. In the process of the unity of education and upbringing, students become familiar with art and the natural sciences, begin to study independently, and to master knowledge more deeply. Spiritual richness also develops students' creative abilities" (Gasimova, 2012, 341). Fully agreeing with the author's ideas, it is advisable to improve the work carried out in this direction and to enrich it in accordance with modern requirements.

In order to regulate the functions of the central nervous system in children, various methodological principles of music therapy are defined as follows:

For children with immobility and reduced emotional reactions, "stimulating music" should be used to increase the level of cortical excitation and to stimulate general vitality. For such children, the performance of fast-paced and dynamic musical works is recommended.

Conversely, for "excitable children", it is necessary to listen to slow-tempo musical pieces aimed at reducing the state of cortical hyper-excitation. Such music exerts a calming effect and helps normalize children's emotional state.

Observations show that today some primary school students also suffer from nervous disorders such as apathy, hyperactivity, aggression, depression, and feelings of anger. Tension is observed in students who struggle to communicate with their peers and fall behind as lessons become more complex. Playing on the phone often leads to difficulties in completing homework. We attempted to address these problems by applying art therapy methods. Art therapy is an invaluable method for creative activity. Students convey their emotions, observations, and imaginations

by working with modeling clay, sculpting, or drawing on paper. They overcome challenges by making doodles and paint spots on paper, shaping figures from clay or dough, or seeking help from the teacher and then awaiting evaluation. At the same time, positive results are also achieved through the application of music therapy.

"To understand the effectiveness of music therapy, it is important to realize that music and movement not only positively influence the functions of a child's body but can also purposefully and systematically affect individuals suffering from certain diseases. The rhythm, melody, and harmony within a piece of music can be regarded as the main carriers of its healing effect. Although the power of musical art extends to both healthy children and sick individuals, the ways these effects are realized and the methods of applying musical elements differ" (Safarova, 2021, 121).

Today, there are two main methods of influence characteristic of art therapy in the human psyche. Art helps the student to symbolically reconstruct a traumatic situation and, by using their creative abilities, change the situation and find solutions.

The second technique is associated with the emergence of an aesthetic reaction, which allows the effect to shift from negative to positive.

"From the creation of the first "Nəgmə" (Song) program in Azerbaijan to the development of the "Music" curriculum, mass music education has undergone a certain stage of progress. During this period, the emergence of new musical works dedicated to children by Azerbaijani composers also had a positive impact on the content of education. The teaching of this subject depends not only on the creation of programs and textbooks but also on the level of primary school teachers who teach the program material to students, so that it can find its full and effective realization in the modern era" (Huseynova, 2015, 8).

During the research process, the following criteria for the use of art samples in primary schools were identified:

- a) development of skills for mastering art samples;
- b) creating motivation that influences the development of creativity in joint play and learning activities;
- c) development of creative imagination;
- d) emotional attitude;
- e) cognitive interest and the ability to work independently;
- f) students' communication with peers, teachers, and parents around the subject.

It is well known that positive emotions direct students toward positive thinking, mobilize their attention, and stimulate creativity in various fields. Students who experience feelings of fear and tension, on the other hand, lack confidence in themselves, feel insecure, and as a result, avoid communicating with peers, fearing negative attitudes from others.

In the research process, music was successfully used in the teaching of various subjects, and its positive impact on students' spirit, thoughts, and taste was observed.

The study of school practice showed that in order to engage children in creative activity during the learning process, the use of the following techniques in teaching different subjects yields effective results:

First of all, it is necessary to determine which type of art each student is interested in (according to H. Gardner's theory) (Gardner).

Give a high degree of freedom to express creativity.

Incorporate game elements into the learning process.

Do not criticize the handicrafts created by the student.

Organize exhibitions of children's handicrafts.

Stage musical performances.

Create conditions for children to compare, analyze, and comment on their own work and that of their peers.

By using art in teaching elementary school students, we concluded that working in small groups was more effective. During interaction, students were given the opportunity to independently discuss tasks with each other and reach a common conclusion. While discussing problems, they discovered possible solutions to questions, explained the subject or task to group members who did not understand it, and expressed their independent opinions. This is a creative search process in which the teacher acts as an observer, leader, organizer, consultant, or assistant.

Examples of such group work include:

In "Azerbaijani language" lessons, when studying large texts, students not only learn the content of the work and portray characters, but also develop the ability to build mutual relations within the team and hold discussions among themselves.

Most of the lessons on the topic "The World Around Us" are conducted in the form of conferences; students also present the results of their work in the form of presentations, photo reports, riddles, and puzzles (Grades III–IV).

Technology lessons create optimal conditions for using works of art.

Research work is organized with students. They present their "Portfolio" research and creative works in competitions and prepare projects.

Special attention is paid to the project method.

Primary school students enjoy preparing projects. Educational activities continue after lessons in the form of club work, which has great creative potential. In order to shape students' artistic culture as an integral part of moral culture, projects such as "Care for the Beauty of the Home" and "Care for the Beauty of the Classroom" are developed, and they participate in the regional "Young Master" exhibition-competition. The development of students' creative abilities continues during collective creative activities.

Play is an effective tool for the education and enlightenment of young pupils. To implement this,

competitive games are introduced.

Homework is often assigned in the form of collective creative tasks: presentations related to the topic, photo reports, short-term observations, and dramatizations – all of which arouse genuine interest in the subject and encourage children to express their worldview. In such collective activities, the moral qualities of the individual are formed. As a result, children help their peers, learn from one another what they do not know about the topic, and take into account the interests of others.

For a primary school teacher, it is very important to create and maintain a positive emotional attitude of children toward school, as well as to further develop their creativity, imagination, and fantasy. In this regard, the outcomes of creative development, particularly students' participation in competitions, festivals, and projects of various levels, are of great interest. For this purpose, the following activities were carried out at school:

Award winner of the regional campaign-competition "Letter to a Soldier".

Award winner of the creative competition "Young Artist".

Award winner of the creative competition "Young Musician".

Exhibition of students' creative works dedicated to the Patriotic War: "I Am Proud of Our Victory in the Patriotic War!"

Award winner of the creative competition "Reciter".

Award winner of the drawing competition dedicated to the Victory in the 44-day Patriotic War.

During the use of a system of tasks, the pedagogical model of conditions in which the development of primary school pupils' artistic and creative activities progressed in the most optimal way was validated. The study tested a theoretically substantiated methodological system in grades I–IV, in which the performance of tasks in different subjects directly influenced the development of artistic and creative activity. Conditions were created for each pupil to demonstrate their maximum level of creativity. At the same time, taking into account the level of formation of the applied system, the sequence of creative tasks was determined. This consistent development was ensured primarily by the regular implementation of general didactic conditions.

**Result.** The results of the research demonstrated the positive dynamics of students' educational achievements. Today, it is necessary to align educational activities, in which basic knowledge, skills, and abilities are formed, with creative activities that are connected to the development of students' individual inclinations, cognitive activity, and the ability to solve non-standard problems. A creative approach to teaching different subjects helps to address a number of issues: it develops independent thinking, imagination, and speech; establishes a reliable connection between teacher and student; allows children to communicate freely with each other, to be critical

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and self-critical, and to express their opinions openly. This generates a strong interest in learning and has a positive effect on the quality of education. Planned training activities aimed at developing creative abilities also contribute to improved academic outcomes and enhance the quality of knowledge.

The main findings of the research can be summarized as follows:

- Improving the quality of education by enhancing organizational and methodological activities directed at the formation of students' creative abilities;

- Fostering students' attention toward the world of beauty by integrating works of art into different subjects. In this regard, folk art, the works of artists, folk music, world music, feature and documentary films, and fairy tales of various nations play a significant role.

Thus, as a result of experimental teaching, the integration of art forms into the learning process of different subjects contributed to the formation of a range of skills, habits, and abilities in students' creative activities: comparing their own ideas with what they observe and read in the world around them; expanding knowledge about the possibilities of each form of art and applying them to given topics in different subjects; and reflecting acquired impressions in their own creative work.

During the research process, works of art were successfully applied in teaching various subjects, and their positive impact on students' spirit, thinking, and taste was observed. As a result of systematically planned activities aimed at developing creative abilities, students achieved stable academic results, which in turn improved the quality of their knowledge.

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*“Я постійно тримаю в голові предмет свого дослідження і наполегливо чекаю того моменту, поки перший проблиск потроху повністю перетвориться в блискучий світ”.*

Ісаак Ньютон  
англійський науковець

*“Ідеї правлять світом і викликають у ньому потрясіння. Увесь соціальний механізм спирається у кінцевому підсумку на думку людей”.*

Огюст Конт  
французький філософ

*“Освіта – це практика свободи, що дозволяє людині зрозуміти і змінити власну культуру”.*

Пауло Фрейре  
бразильський педагог

