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PEDAGOGICAL CONDITIONS FOR DEVELOPING CREATIVE THINKING IN PRIMARY SCHOOL STUDENTS

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Abstract: Creative thinking is an important educational outcome in primary school because it supports curiosity, imagination, problem solving and independent expression. The aim of this article was to identify pedagogical conditions for developing creative thinking among primary school students. The results show that open-ended tasks, play-based learning, art integration, questioning techniques and supportive classroom climate stimulate originality and cognitive flexibility.

Keywords: creative thinking, primary education, pedagogical conditions, problem solving, child development

Introduction

Primary school age is a sensitive period for the development of imagination, curiosity and creative expression. Creative thinking helps children generate ideas, solve problems and adapt to new situations. Traditional reproductive teaching methods may limit creativity if students are required only to repeat correct answers. Modern pedagogy emphasizes the importance of tasks that encourage exploration, choice and originality. Developing creative thinking in primary school requires special pedagogical conditions, including psychological safety, flexible tasks and teacher encouragement.

Materials and Methods

The study was conducted through analysis of pedagogical literature and classroom methods for creativity development. The examined conditions included open-ended questions, problem situations, games, storytelling, drawing, group work and project activities. Creative thinking indicators included originality, flexibility, fluency, imagination and ability to propose different solutions.

Results

The analysis showed that creative thinking develops effectively in classrooms that support freedom of expression and experimentation. Open-ended tasks encouraged students to propose multiple answers. Play-based learning increased motivation and imagination. Art and storytelling activities developed symbolic thinking. Group tasks stimulated exchange of ideas. Teacher encouragement helped students overcome fear of mistakes and express original opinions.

Discussion

Creative thinking cannot be developed through memorization alone. It requires an environment where children feel safe to ask questions and try unusual solutions. Teachers should value the process of thinking, not only final answers. Creative tasks should be integrated into different subjects rather than limited to art lessons. Assessment should recognize originality, effort and reasoning. The development of creativity also supports communication, confidence and emotional development.

Conclusion

Creative thinking in primary school students develops under supportive pedagogical conditions. Open-ended tasks, play, art integration, group work and positive feedback stimulate imagination and problem solving. Teachers should systematically include creative activities in the learning process to support intellectual and personal development.

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