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**WAYS OF DEVELOPING STUDENTS' CREATIVE ABILITIES THROUGH
MORAL EDUCATION LESSONS IN PRIMARY SCHOOL**

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Abstrat: This paper examines effective ways of developing creative abilities of primary school students through moral education lessons. special attention is paid to learner-centered methods and foreign educational experiences that encourage creativity, independent thinking, and moral development.

Keywords: Creativity, primary education, moral education, creative thinking, teaching methods

In the context of modern educational reforms, the development of students' creative abilities has become one of the key priorities of primary education. Creativity is regarded not only as an individual talent but also as an essential competence that enables learners to think independently, solve problems creatively, and adapt to rapidly changing social conditions. In this regard, primary school plays a crucial role, as it is during this stage that the foundations of a child's cognitive, emotional, and moral development are formed.

Moral education lessons in primary school provide a particularly favorable environment for nurturing creativity. These lessons are aimed at shaping students' values, ethical behavior, and social responsibility, while also encouraging self-expression, imagination, and reflective thinking. Through interactive activities, storytelling, role-playing, discussions, and creative tasks, moral education lessons create opportunities for students to express their ideas freely and develop original ways of thinking. The development of creative abilities in primary school students requires the use of learner-centered and innovative teaching approaches. Traditional teaching methods alone are often insufficient to stimulate creativity, as they tend to focus on memorization rather than exploration and critical thinking. Therefore, integrating creative methods into moral education lessons allows teachers to engage students actively, enhance their motivation, and support the holistic development of their personalities.

This study focuses on identifying effective ways to develop students' creative abilities through moral education lessons in primary school. By analyzing pedagogical strategies and classroom practices, the research highlights the importance of creativity-oriented instruction in fostering students' intellectual, emotional, and moral growth.

The development of creative abilities in primary school students is closely connected with the organization of the teaching and learning process. In moral education lessons, creativity can be fostered through methods that encourage free thinking, emotional engagement, and active participation. At the primary level, students learn most effectively when they are involved in meaningful activities that allow them to explore ideas, express personal opinions, and reflect on moral values through creative tasks.



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One of the most effective ways to develop creativity in moral education lessons is the use of interactive and student-centered approaches. Activities such as storytelling, moral dilemmas, role-playing, drawing, and group discussions help students move beyond passive learning and become active participants in the educational process. These methods stimulate imagination, develop communicative skills, and promote independent thinking. As a result, students are able to connect moral concepts with real-life situations and express their understanding in original ways. Foreign experience shows that creativity-oriented instruction in primary education leads to positive educational outcomes.

The first example can be observed in Finland's primary education system, where moral and social education is integrated into daily classroom activities. Finnish teachers widely use project-based learning and discussion-based methods to encourage students' creative thinking. In moral education lessons, students are often asked to create stories, visual presentations, or short performances based on ethical themes such as honesty, responsibility, and cooperation. This approach allows children to explore moral concepts creatively while developing critical thinking and self-expression skills. The Finnish experience demonstrates that giving students freedom to express ideas in various forms significantly enhances their creative abilities and emotional intelligence.

The second example comes from Japan's primary education practice, particularly in the subject known as moral education ("Dotoku"). In Japanese schools, moral education lessons emphasize reflection, imagination, and empathy. Teachers use real-life stories, illustrations, and situational tasks that encourage students to think creatively about human behavior and social relationships. Students are often asked to imagine themselves in different moral situations and propose creative solutions to problems. This reflective and imaginative approach not only strengthens moral awareness but also develops flexible thinking and creativity. The Japanese experience highlights the importance of emotional involvement and imaginative tasks in nurturing creativity from an early age. Comparative analysis of these foreign experiences shows that creativity in moral education lessons develops most effectively when students are provided with a supportive learning environment. Teachers play a crucial role by acting as facilitators rather than instructors, guiding students' thinking while allowing freedom of expression. Such an approach helps students develop confidence, originality, and the ability to think independently.

In conclusion, integrating creative teaching methods into primary school moral education lessons is an effective way to develop students' creative abilities. The analysis of foreign experiences confirms that interactive, reflective, and learner-centered strategies contribute significantly to students' cognitive and moral development. Adapting these approaches to the local educational context can enhance the quality and effectiveness of moral education in primary schools.

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