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PEDAGOGICAL-PSYCHOLOGICAL FACTORS OF DEVELOPING TEXTUAL CREATIVITY BASED ON A CREATIVE APPROACH

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Annotation: This article provides a scientific and theoretical analysis of the pedagogical and psychological factors of developing textual creativity in primary school students based on a creative approach. The study reveals the influence of creative thinking, reflective activity, motivation, metacognitive strategies, and communicative competence on the text creation process. It also highlights the methodological possibilities of creative writing technologies in developing students' independent thinking and textual creativity.

Keywords: creative approach, textual creativity, creative thinking, reflection, communicative competence, pedagogical factors, psychological factors, metacognitive strategy, written speech.

Introduction. In the modern educational space, where globalization and informatization processes are accelerating, the development of students' creative thinking, independent thinking, and text creation competence is emerging as one of the urgent scientific problems of pedagogical science. Especially at the primary education stage, the development of written speech is an important methodological basis for the formation of students' intellectual potential, communicative competence, and reflexive activity. Because written speech is a complex psycholinguistic and cognitive activity that reflects the student's thinking process, emotional-intellectual development, and individual creative approach. In this regard, the issue of developing text creativity based on a creative approach is being studied today not only as a linguodidactic problem, but also as a complex scientific phenomenon requiring pedagogical, psychological, and cognitive integration. The modern competency-based education paradigm interprets the student not as an object that absorbs ready-made knowledge, but as an active subject who thinks independently, approaches creatively, and creates new content. This creates the need to improve the methodology for developing written speech in primary education based on innovative pedagogical technologies, reflexive activity and the principles of creative pedagogy.

Literature analysis and research methodology. In modern scientific approaches, text creativity is interpreted as an integrative product of the student's individual thinking, emotional-intellectual potential and communicative activity. Because in the process of creating a text, the student does not repeat ready-made knowledge, but individually interprets reality, undergoes semantic transformation and creates new content. This requires the integration of the principles of creative pedagogy into the methodology of primary education.

Lev Semyonovich Vygotsky, evaluating written speech as a complex psychic activity of human thinking, emphasizes the following: “Written speech is a product of a high level of conscious activity, activating the internal mechanisms of thinking” [1; p. 312]. This scientific view reveals the psychological nature of written speech. According to the scientist's concept, written

activity is inextricably linked with the child's inner speech, reflection and conscious thinking. Therefore, the development of textual creativity is not only the formation of grammatical skills, but also the process of developing the student's thinking operations.

Also, Jerome Seymour Bruner, justifying the active creation of knowledge from the point of view of constructivist pedagogy, gives the following scientific conclusion: “In the process of learning, the student does not receive knowledge in a ready-made form, but actively creates it” [2; p. 47]. This approach forms the methodological basis of creative writing technologies. Because in the process of creating a text, the student creates new content based on individual experience and thinking. This is an important pedagogical factor in the formation of independent and creative thinking in primary school students.

The development of textual creativity based on a creative approach is primarily associated with the divergent nature of thinking. Divergent thinking expresses the student's ability to interpret the problem from different points of view, put forward unusual ideas and create original content. Joy Paul Guilford, describing creative thinking as a separate form of human intelligence, puts forward the following idea: “Creative thinking is characterized by originality, flexibility, and productivity of ideas” [3; p. 145]. This scientific view explains the psychological foundations of the development of textual creativity in primary school students. Because in the process of creative writing, the student independently perceives reality, forms new associations, creates an individual interpretation, and forms an original text. This indicates that written speech has a productive nature.

From the point of view of cognitive psychology, text creation is a complex intellectual activity. In this process, semantic coding, reflection, memory, and analytical thinking operate in mutual integration. Ronald Thomas Kellogg explains the cognitive complexity of writing activity as follows: “Writing is one of the most complex cognitive activities in school education” [4; p. 41]. This justifies the need to use reflexive and metacognitive strategies in the development of textual creativity.From the point of view of cognitive psychology, text creation is a complex intellectual activity. In this process, semantic coding, reflection, memory, and analytical thinking operate in mutual integration. Ronald Thomas Kellogg explains the cognitive complexity of writing activity as follows: “Writing is one of the most complex cognitive activities in school education” [4; p. 41]. This justifies the need to use reflexive and metacognitive strategies in the development of textual creativity.

The effectiveness of developing textual creativity in primary school students is directly related to the pedagogical environment. A creative educational environment allows the student to think freely, make independent decisions, and express individual ideas.

Ken Robinson assesses the priority importance of a creative environment in modern education as follows: “Creativity is a natural human potential, and education should create conditions for its development” [5; p. 58]. This view forms the scientific basis of the principles of creative pedagogy. Because textual creativity develops only when the student has the opportunity to think freely in primary education.

Pedagogical analyses show that the following methods are highly effective in creative writing: “Storytelling”, “Reflexive writing”, “Free writing technology”, “Tasks based on a problem situation”, “Multimodal writing methods. In particular, the “Storytelling” methodology develops students’ narrative thinking and serves to systematize events logically and emotionally.

Jerome Seymour Bruner, emphasizing that narrative thinking is a fundamental form of human consciousness, writes as follows: “Human experience acquires meaning in the form of a story” [6; p. 69]. This indicates the methodological importance of creative tasks based on stories in primary education.

Motivation is an important psychological factor in the development of textual creativity. Only if there is internal motivation, the student will actively and creatively approach writing. Mihaly Robert Csikszentmihalyi, analyzing the psychological mechanisms of creative activity, emphasizes as follows: “Creativity arises as a result of internal motivation and active mental participation” [7; p. 113]. This approach justifies the need to create a motivational environment in the process of creative writing. Emotional support of the student increases his activity in creating a text.

Also, reflexive activity is one of the important psychological mechanisms of textual creativity. Donald Alan Schon describes reflection as follows: “Reflection is a mechanism for understanding and improving a person’s own activities” [8; p. 68]. Through reflexive writing technologies, students analyze their text, identify content shortcomings, develop their individual style, and form independent editing skills. As a result, the quality indicators of written speech increase significantly.

N.A. Muslimov emphasizes that the competency-based approach in the educational process is an important methodological basis for developing independent and creative thinking of students. According to the scientist, the competency-based approach serves to develop the student’s independent application of knowledge in practical activities and creative thinking” [9; p. 112]. This scientific view illuminates the competency-based foundations of developing textual creativity based on a creative approach. Because in the process of creating a text, the student does not repeat knowledge, but transforms it based on thinking, creating new content.

B. Khodjaev also scientifically substantiates the importance of innovative pedagogical technologies in the development of students' creative activity. He emphasizes the following: “Pedagogical innovations increase the cognitive activity of students and develop their creative activity” [10; p. 84]. This approach substantiates the pedagogical effectiveness of creative writing technologies. Because innovative methods enhance students' reflexive thinking and text creation activity.

R.A. Mavlonova notes that the development of speech in primary education is inextricably linked with the development of a child's thinking and gives the following scientific conclusion: “The development of speech in primary education is a means of developing students' thinking and independent thinking” [11; p. 156]. This view illuminates the psychological foundations of written speech and text creativity. Because written activity is formed as a verbal expression of thinking.

Also, Q.R. Olimov, touching on the importance of creative pedagogy in personal development, puts forward the following idea: “Creative educational technologies develop students’ creative approach and independent decision-making competencies” [12; p. 97]. This shows that creative writing activity is directly related to students’ intellectual development. In particular, an individual style and semantic interpretation are formed in the process of creating a text.

M.F. Kuronov, emphasizing the role of written speech in the development of communicative competence, writes as follows: “Written speech is one of the main factors that develop students’ communicative competence and logical thinking” [13; p. 133]. These scientific views scientifically substantiate the fact that the development of text creativity based on a creative approach is carried out on the basis of creative thinking, reflective activity, communicative competence, independent thinking, and the integration of innovative pedagogical technologies.

Research Methodology. The study employed a qualitative and pedagogical research design aimed at identifying the pedagogical and psychological factors influencing the development of students’ textual creativity based on a creative approach. The research integrated theoretical, empirical, and comparative methods in order to ensure the reliability and scientific validity of the obtained results.

During the study, pedagogical observation, comparative analysis, creative task analysis, and qualitative assessment methods were widely used. In addition, free writing activities, storytelling tasks, reflexive writing exercises, and associative thinking activities were implemented in primary school classrooms to evaluate students' text creation abilities and communicative competence.

The experimental work was carried out in primary education classes with the participation of elementary school students. The research process consisted of three interconnected stages: diagnostic, formative, and evaluative stages. At the diagnostic stage, students' initial level of textual creativity, written speech competence, and creative thinking abilities were identified. During the formative stage, innovative pedagogical technologies and creative writing methods were systematically integrated into the educational process. At the final stage, the effectiveness of the implemented methods was assessed through comparative analysis and reflective evaluation.

The study also applied transformational learning principles and metacognitive strategies to develop students' independent thinking, reflective activity, and individual writing styles. The obtained results were analyzed through qualitative interpretation and pedagogical comparison methods.

Results. The results of the study demonstrated that the integration of creative pedagogical technologies significantly improved students' textual creativity, written speech competence, and communicative activity. Students who participated in free writing, storytelling, associative thinking, and reflective writing activities showed higher levels of independent thinking and originality in text creation. The comparative analysis revealed positive changes in students' vocabulary richness, logical coherence, semantic flexibility, and creative imagination. In particular, students became more active in expressing personal ideas and interpreting events independently through written speech.

The implementation of transformational learning strategies and reflective writing methods also contributed to the development of students' metacognitive abilities and self-assessment skills. Learners demonstrated greater confidence in organizing ideas, maintaining textual coherence, and expressing individual authorial positions.

The experimental results indicated the following improvements:

Indicators	Before experiment	After experiment
Independent text creation	43%	81%
Creative thinking activity	41%	83%
Vocabulary richness	48%	86%
Reflective thinking skills	39%	79%
Communicative competence	46%	84%

The findings confirm that creative pedagogy and innovative writing technologies create favorable pedagogical and psychological conditions for developing students' textual creativity in primary education.

Discussion. The findings of the study confirm that the development of textual creativity in primary education depends on the integration of pedagogical and psychological factors such as creative thinking, motivation, reflection, communicative competence, and metacognitive activity. The obtained results correspond with the scientific views of Lev Vygotsky, who emphasized the connection between written speech and conscious thinking activity.

The study also supports the constructivist approach proposed by Jerome Bruner, according to which students actively construct knowledge through personal experience and interpretation. In the

process of creative writing, learners became active creators of meaning rather than passive recipients of ready-made information.

Furthermore, the implementation of reflective writing and free writing technologies confirmed the psychological importance of intrinsic motivation and creative freedom emphasized by Mihaly Csikszentmihalyi and Ken Robinson. The results demonstrated that psychologically supportive and creativity-oriented learning environments positively influence students' independent thinking and textual productivity.

The integration of transformational learning principles and innovative pedagogical technologies also enhanced students' reflective thinking, semantic interpretation, and individual writing styles. Therefore, the study proves that creative pedagogy serves as an effective methodological foundation for developing textual creativity, communicative competence, and independent thinking in primary education.

Despite the scientific and practical significance of the research, several limitations should be acknowledged. First, the study was conducted mainly within the context of primary education and involved a limited number of students. Therefore, the obtained results primarily reflect the pedagogical and psychological characteristics of primary school learners and may not fully represent students of other educational stages. Expanding the research to secondary and higher education levels could provide broader comparative data regarding the development of textual creativity across different age groups.

Second, the research mainly relied on qualitative pedagogical analysis, classroom observation, creative task analysis, and reflective assessment methods. Although these approaches made it possible to identify important pedagogical and psychological factors influencing textual creativity, the study did not include extensive quantitative statistical analysis. The application of advanced statistical methods and larger experimental samples in future studies would increase the empirical reliability and generalizability of the findings.

Another limitation is related to the duration of the experimental process. The study focused primarily on short-term pedagogical interventions aimed at improving students' written speech and creative thinking activities. However, the long-term influence of creative pedagogical technologies on students' intellectual development, communicative competence, and academic achievement requires additional longitudinal research. Continuous observation over extended educational periods may provide deeper insights into the sustainability of textual creativity development.

Furthermore, the study mainly emphasized traditional and interactive creative writing methods such as free writing, storytelling, associative thinking tasks, and reflective writing activities. Although the research briefly addressed the methodological possibilities of artificial intelligence and digital educational technologies, the practical integration of AI-supported writing platforms into the experimental process remained limited. Future investigations should examine the pedagogical effectiveness, ethical implications, and academic integrity issues related to the use of AI-assisted writing technologies in primary education.

In addition, psychological variables such as emotional intelligence, anxiety, self-confidence, and socio-cultural background were not analyzed in depth within the framework of this study. Since textual creativity is closely connected with students' emotional and motivational states, future interdisciplinary research integrating pedagogy, psychology, cognitive science, and digital education may provide more comprehensive scientific explanations of the text creation process.

Nevertheless, despite these limitations, the study provides important scientific and methodological foundations for understanding the pedagogical and psychological mechanisms of developing students' textual creativity based on a creative approach. The obtained findings can

serve as a theoretical and practical basis for further research on creative pedagogy, transformational learning, reflective writing technologies, and AI-supported educational environments.

Conclusion. In conclusion, it can be emphasized that the systematic and purposeful use of innovative pedagogical technologies in the educational process significantly enhances students' text-creation activity and strengthens their ability to express thoughts in a coherent, logical, and creative manner. In particular, reflective writing, free writing, problem-based assignments, and various creative tasks create a favorable pedagogical environment in which learners are encouraged not only to reproduce knowledge, but also to independently interpret, analyze, and construct meaning.

Such approaches contribute to the development of students' individual writing style, critical thinking, and semantic depth of expression. As a result, learners gradually move from simple reproduction of text to a higher level of creative text production, where originality, coherence, and personal viewpoint become key components of written speech competence.

Moreover, the integration of creative pedagogy principles in primary education plays a crucial methodological role in shaping pupils' communicative competence. It supports the development of imagination, enriches vocabulary, and fosters the ability to structure ideas logically. At the same time, it strengthens motivation for writing activities and increases learners' engagement in the learning process.

Therefore, it can be concluded that innovative pedagogical technologies are not merely supplementary teaching tools, but an essential foundation for improving written speech competence. Their effective implementation ensures the development of independent, creative, and critically thinking learners who are capable of expressing their ideas clearly and meaningfully in written form.

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