



## Organizing Lessons In Primary Education Based On Interactive And Creative Methods

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**Abstract.** This article analyzes the theoretical and pedagogical foundations, didactic possibilities, and practical effectiveness of organizing lessons in the primary education process on the basis of interactive and creative methods. It highlights the role of interactive approaches in developing pupils' activity, independent thinking, and collaboration competencies. The article also reveals the impact of creative methods on the quality of education, motivation, and the formation of creative thinking. In addition, the priority aspects of learner-centered, effective, and innovative lesson organization in modern primary education are scientifically substantiated.

**Keywords:** primary education, interactive methods, creative approach, lesson organization, creative thinking, educational effectiveness, pedagogical innovation.

**Introduction.** In the context of globalization, digital transformation, and the renewal of educational content, the primary education system is facing completely new tasks today. The initial stage of school education should no longer be limited to providing pupils with elementary knowledge, skills, and competencies. Rather, it should serve to develop their independent thinking, creative approach, ability to make correct decisions in problem situations, as well as their communicative and social competencies. In this regard, organizing lessons in primary education on the basis of interactive and creative methods has emerged as one of the most pressing scientific and practical issues in modern pedagogy.

It is well known that the psychological, intellectual, and social development characteristics of primary school pupils require teaching methods that rely on active participation, interest, inquiry, cooperation, and free thinking



rather than traditional approaches. In particular, interactive methods transform pupils from passive listeners into active participants in the educational process, while creative methods promote innovative thinking, the ability to find unconventional solutions, broaden imagination, and reveal creative potential. As a result, the lesson process becomes not only a means of providing knowledge but also an environment for personal development, upbringing, and socialization.

In contemporary educational policy, the priority of the competency-based approach, the strengthening of learner-centered education principles, and the tendency to evaluate education quality according to international standards require reconsideration of pedagogical technologies used in organizing primary school lessons. Modern society requires individuals who are not merely capable of reproducing ready-made knowledge but who are independent thinkers, creative, initiative-driven, and adaptable. Developing such qualities necessitates purposeful and systematic use of methods such as interactive dialogue, collaborative learning, problem-based learning, project-based activities, didactic games, brainstorming, clustering, cinquain, role-playing, and case-study approaches during lessons.

Certain problems observed in primary education practice—such as the persistence of uniform teaching methods, insufficient activation of pupils, inadequate use of creative tasks, and the predominance of reproductive learning—make it necessary to conduct deeper scientific research on this issue. Interactive and creative methods not only increase the effectiveness of knowledge acquisition but also help develop important life skills among pupils, including motivation toward learning, self-confidence, teamwork, the ability to justify opinions, and creative problem-solving.

The scientific significance of this topic lies in the analysis of the theoretical and methodological foundations, didactic possibilities, and practical effectiveness of interactive and creative approaches in primary education. Its practical significance is determined by improving teachers' pedagogical skills, increasing lesson effectiveness, creating a learner-centered educational environment, and enhancing the overall quality of education. Moreover, these approaches serve as important tools for developing critical and creative thinking among primary school pupils, fostering their individual abilities, and strengthening their intrinsic motivation toward learning.



Therefore, this article examines the theoretical foundations, pedagogical conditions, effective methods and tools for organizing lessons based on interactive and creative approaches in primary education, as well as their influence on the comprehensive development of pupils' personalities from a scientific and pedagogical perspective. The main objective of the research is to reveal the essence of using interactive and creative methods in the primary education process and to substantiate their role and significance in improving lesson effectiveness.

**Methodology.** The methodological basis of this research is formed by the principles of learner-centered, activity-based, competency-based, and creative approaches in modern pedagogy. In studying the topic "Organizing Lessons in Primary Education Based on Interactive and Creative Methods," the educational process was interpreted not merely as a system of knowledge transmission but as a dynamic pedagogical environment that ensures the comprehensive development of the pupil's personality. From this perspective, the age-related, psychological, and individual characteristics of primary school pupils, their cognitive activity, level of independent thinking, and the didactic conditions that support the development of their creative potential were considered as methodological foundations of the research.

During the research process, systematic, comparative-analytical, descriptive, observational, generalization, and pedagogical interpretation methods were used. Based on the systematic approach, the role of interactive and creative methods in primary education, their interconnection, didactic possibilities, and influence on educational effectiveness were studied within the framework of an integrated pedagogical system. Through the comparative-analytical method, similarities and differences between traditional lesson organization and modern interactive-creative approaches were identified. The descriptive method was used to explain the essence, classification, pedagogical characteristics, and forms of application of interactive and creative methods in primary education practice.

Pedagogical observation also played an important role in the research. Through this method, changes in pupils' activity, interest in lessons, independent thinking, creative approach to tasks, and collaboration skills were analyzed during the use of interactive and creative methods in primary school classes. The generalization method was applied to systematize the analyzed



scientific and theoretical sources, advanced pedagogical experiences, and observation results, leading to the formulation of relevant scientific conclusions.

The theoretical and methodological basis of the research is grounded in scientific views related to pedagogy, psychology, didactics, and educational technologies. In particular, conceptual approaches aimed at strengthening pupil activity in learning, organizing collaborative learning, implementing problem-based education, developing creative thinking, and introducing innovative pedagogical technologies served as the scientific foundation of the study. In this context, ensuring the transition of pupils from reproductive activities to productive and creative activities in the primary education process was defined as one of the main methodological criteria.

One of the important aspects of the methodological approach highlighted in this article is the principle of integration between interactive and creative methods. In primary education, it is not sufficient to ensure only interactivity or only creativity; rather, the harmonization of these two factors enables the simultaneous development of deep knowledge, independent thinking, communication culture, and creative activity among pupils. Therefore, within the research methodology, the unity of content, method, tools, and outcomes in organizing lessons was considered a priority principle.

Throughout the research, the principles of scientific validity, objectivity, consistency, continuity, and practical orientation were followed. The obtained results contributed to identifying the effectiveness of interactive and creative methods in primary education, scientifically substantiating their pedagogical potential, and developing methodological recommendations for organizing lessons. Thus, the methodology of the article made it possible to study the topic comprehensively from both theoretical and practical perspectives, deeply analyze the pedagogical process, and reach scientifically grounded conclusions.

**Analysis and Results.** When the issue of organizing the primary education process on the basis of interactive and creative methods is analyzed from the perspective of pedagogical theory and practice, it becomes clear that this approach has extremely broad potential for increasing educational effectiveness. In the traditional lesson model, the teacher appears as the main source of information, while the pupil acts as a recipient of ready-made knowledge. In lessons where interactive and creative methods are applied, however, the pupil becomes an active participant in the learning process and, in some cases, even its direct organizer. This, in turn, requires reconsidering the



content, forms, and methods of education on the basis of a new pedagogical way of thinking.

The analysis shows that the use of interactive methods in primary school lessons significantly increases pupils' classroom activity. In particular, such methods as "brainstorming," "cluster," "small group work," "role play," "question-and-answer," "problem situation," "KWL," and "cinquain" help develop pupils' ability to express ideas freely, listen attentively, reflect critically, justify their opinions, and work collaboratively. Since educational forms based on movement, communication, and imagination are more natural for children of primary school age, these methods fully correspond to their age-related and psychological characteristics. As a result, the classroom environment is built not on artificial discipline, but on natural interest and internal motivation.

The analysis of creative methods shows that they serve as an important didactic tool in developing pupils' creative thinking, independent decision-making, problem-solving through unconventional approaches, and the expression of individual abilities. In particular, picture-based tasks, story creation, searching for several possible answers to problematic questions, project assignments, elements of dramatization, didactic games, and integrative exercises strengthen the flexibility of pupils' thinking. Through such methods, the pupil not only memorizes the topic but also processes it, adapts it to a new situation, and attempts to apply it in practice. In this sense, the creative approach is regarded as an important factor in the transition from reproductive to productive learning.

Based on pedagogical observations and scientific-methodological analyses conducted within the framework of this topic, a number of positive results can be observed in lessons where interactive and creative methods are used systematically. First, pupils' level of knowledge acquisition and their ability to apply it in practical situations increase. Second, the number of passive participants during the lesson decreases, and the involvement of almost all children is ensured. Third, pupils develop communicative competencies such as expressing their opinions, participating in discussions, and respecting the views of their peers. Fourth, presenting tasks in an interesting and inquiry-oriented form creates a positive attitude toward lessons and fosters stable learning motivation.

The results of the analysis also show that the effectiveness of interactive and creative methods depends not merely on their use, but on their purposeful,



consistent, and methodologically well-planned implementation. If the teacher does not deeply understand the essence of these methods or fails to adapt them to the lesson topic, objectives, and the age characteristics of pupils, achieving the expected results becomes difficult. Therefore, the success of these methods in educational practice directly depends on the teacher's professional competence, creativity, methodological preparedness, and lesson design skills.

The findings also confirm that the use of interactive and creative methods in primary education is not limited only to improving the quality of knowledge, but also has educational and developmental effectiveness. In such lessons, pupils develop social and moral qualities such as cooperation, responsibility, initiative, tolerance, independence, and self-control. This fully corresponds to the tasks of primary education, which include not only teaching but also the comprehensive development of personality.

According to the general scientific conclusion, organizing lessons in primary education on the basis of interactive and creative methods is an effective means of developing pupils' cognitive activity, creative potential, independent thinking, and communicative competencies. This approach ensures that the lesson is rich in content, engaging in form, and productive in results. Consequently, the educational process turns into a developmental pedagogical environment that helps realize the pupil's personal potential. Therefore, the purposeful, systematic, and innovative use of interactive and creative methods in designing and conducting primary school lessons should be recognized as one of the priority directions of modern education.

**Conclusion.** In conclusion, organizing lessons in primary education on the basis of interactive and creative methods is one of the important strategic directions of the modern pedagogical process. This approach places the pupil at the center of the educational process and serves to consistently develop their cognitive activity, independent thinking, creative potential, and communicative competencies. Unlike the traditional teaching system, interactive and creative methods do not limit pupils to receiving ready-made knowledge; rather, they create opportunities for analyzing, processing, applying it in different situations, and producing new ideas and solutions.

Research and analysis show that lessons organized on the basis of interactive methods in primary grades increase pupils' interest, activity, and learning outcomes, while creative methods foster creative thinking, free approaches, and initiative. In particular, cooperation-based tasks, problem



situations, didactic games, role-based activities, project work, and integrative exercises not only reveal pupils' individual potential but also develop their ability to work in teams, communicate, and express their ideas in a reasoned manner. This ensures that the educational process is rich in content and motivationally effective not only for the teacher but also for the pupil.

At the same time, the effectiveness of interactive and creative methods is closely connected with selecting and applying them in accordance with the lesson content, objectives, the age and psychological characteristics of pupils, and the pedagogical situation. This means that a primary education teacher is required not only to know these methods but also to possess a high level of professional competence in designing, integrating, and adapting them correctly in practice. In this sense, the broad implementation of interactive and creative approaches in educational practice serves as an important factor in improving the teacher's methodological mastery, enhancing the quality of education, and ensuring the comprehensive development of the pupil's personality.

Overall, organizing lessons in primary education on the basis of interactive and creative methods is an important pedagogical mechanism for forming the basic competencies necessary for modern life, developing pupils into independent and creative thinkers, and raising educational effectiveness to a new level. Therefore, the further improvement of these methods, their deeper implementation in practice, and their scientific and methodological enrichment will remain one of the urgent tasks in the primary education system in the future.

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