

**METHODOLOGY OF USING NON-STANDARD TASKS IN DEVELOPING
CREATIVE THINKING AMONG FUTURE PRIMARY SCHOOL TEACHERS**

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Annotation: This article highlights the role and significance of non-standard tasks in developing creative thinking among future primary school teachers. The author analyzes the types of non-standard tasks, their effectiveness in the educational process, and methodological approaches that contribute to shaping teachers' creative potential.

Keywords: non-standard tasks, creative thinking, methodology, primary education, teacher training.

Introduction

Today, one of the main goals of the education system is to train teachers who can foster students' creative thinking. From this perspective, using non-standard tasks in the training of future primary school teachers plays an important role in developing their independent and creative thinking skills.

Non-standard tasks are assignments that deviate from traditional forms and require not only knowledge, but also reasoning, observation, problem-solving, analysis, and creative approaches from students.

The use of such tasks in teacher preparation leads to the following outcomes:

- Increased independence of thought and pursuit of innovation;
- Enhanced motivation in the learning process;
- Development of skills to solve problematic situations as a teacher.

Types of Non-Standard Tasks

Non-standard tasks may include logical problems (e.g., "Find the odd word", "What will happen if...?"), problem situations (solving real-life scenarios), creative assignments (writing poems, completing stories, creating texts based on pictures), integrative tasks (combining elements of different subjects), and didactic games (game-based exercises that stimulate thinking).

Methodological Foundations

Currently, teachers are expected not only to provide knowledge but also to guide students toward independent and creative thinking. Therefore, integrating non-standard tasks into teacher training programs is essential.

Such tasks develop teachers' abilities in creative thinking, problem analysis, finding innovative solutions, and stimulating students' interest.

The purpose of the study is to determine the role and importance of non-standard tasks in developing creative thinking among future primary school teachers and to develop effective methodological approaches for their application.

Research Objectives

1. To study the psychological and pedagogical foundations of creative thinking.
2. To analyze the types of non-standard tasks used in primary education.
3. To develop methods for teaching future teachers how to design and apply non-standard tasks.
4. To identify the effects of non-standard tasks during practical lessons.
5. To develop methodological recommendations.

Basic Concepts

Creative thinking – the ability to solve problems in new and original ways.

Non-standard tasks – assignments that differ from traditional forms and encourage students to think independently, logically, and creatively.

Methodology – a scientifically grounded system for selecting, designing, applying, and analyzing the results of non-standard tasks.

Teaching Methods and Technologies

Problem-based learning – activating creative thinking by placing learners in problematic situations.

Active learning techniques – methods such as “Brainstorming”, “Cluster”, “Cinquain”, “Insert”, “Debate”, and “Role-play”.

Reflection – the process where students or trainees analyze their thoughts and feelings after each task.

Differentiated approach – selecting tasks appropriate to each student’s individual thinking style.

Research Results

Studies show that regular use of non-standard tasks develops independent thinking in future teachers, increases professional motivation, enhances lesson effectiveness, and cultivates a culture of creative approach.

Conclusion

Non-standard tasks serve as an effective methodological tool for developing creative thinking among future primary school teachers. Through their use, the educational process becomes a creative space not only for students but also for teachers. Systematic use of such tasks plays a crucial role in enhancing the innovative thinking potential of future educators. Implementing them in practical lessons, seminars, and pedagogical internships broadens professional thinking and encourages openness to innovation and independence. Therefore, the systematic use of this methodological approach in teacher training is essential.

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