

**THE ROLE OF CHILDREN'S LITERATURE IN DEVELOPING CREATIVITY
AMONG PRIMARY SCHOOL STUDENTS**

Nigora Normurodova

Nizami National Pedagogical University of Uzbekistan

PhD Associate Professor

Artiqgul Kudyarova

Master's student of Nizami National Pedagogical University of Uzbekistan

Abstract: This article examines the essential role of children's literature in fostering creativity among primary school students through comprehensive literature analysis. The findings reveal that children's literature provides multifaceted opportunities for imaginative thinking, emotional intelligence, and creative expression in primary education contexts.

Keywords: children's literature, creativity development, primary education, pedagogical approaches, literary analysis, cognitive development

Аннотация. В данной статье рассматривается важная роль детской литературы в развитии творческих способностей учащихся начальной школы посредством комплексного анализа литературы. Результаты показывают, что детская литература предоставляет многогранные возможности для развития образного мышления, эмоционального интеллекта и творческого самовыражения в условиях начального образования.

Ключевые слова: детская литература, развитие творческих способностей, начальное образование, педагогические подходы, литературный анализ, когнитивное развитие

Abstract. This article examines the essential role of children's literature in fostering creativity among primary school students through comprehensive literature analysis. The findings reveal that children's literature provides multifaceted opportunities for imaginative thinking, emotional intelligence, and creative expression in primary education contexts.

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INTRODUCTION

Creativity is one of the most important skills that modern education requires; it stands as the root for one's entire life to be filled with problem-solving, innovation, and adaptive thinking [1]. The age of going to primary school is a particularly delicate stage for the development of creativity, as children are extremely receptive to the various imaginative stimuli and their natural tendency to communicate through creativity is also very strong [2]. In this context of development, children's literature comes to the forefront as a strong teaching tool that, at the same time, activates the cognitive, emotional, and imaginative capacities of the young learners. The importance of children's literature is not limited to entertainment or the acquisition of basic literacy skills; it acts as a complex cultural and educational phenomenon that determines thinking patterns, emotional responses, and creative potentials in one's character [3]. There has been a lot of research done on literacy development and reading comprehension, but little has been done to explore the particular mechanisms of how children's literature affects the formation of creativity in primary school contexts.

METHODOLOGY AND LITERATURE REVIEW

The present research utilizes a thorough literature review technique, analyzing major works, theoretical frameworks, and empirical studies from the Uzbek, Russian, and international educational research traditions. The selection criteria mainly included peer-reviewed sources published in the last twenty years that explicitly dealt with mechanisms of creativity formation, primary school literature characteristics, and pedagogy contexts. Vygotsky's sociocultural theory serves as the theoretical foundation for this research, which considers literature a cultural tool that facilitates cognitive development and creative imagination [4].

Following Vygotsky's approach, a child's imagination and creativity are formed through the use of cultural artifacts, thus, literature for children becomes an essential tool in the development of creative ability. Modern creativity studies indicate that creative thinking is a multidimensional trait and consists of divergent thinking, originality, flexibility, and elaboration as the main parts [5]. Literature for children includes these parts by bringing narrative complexities, imaginary situations, character conflicts, and language richness that encourage the opening up of many different thinking paths. The work of Nikolajeva reveals that children's literature has some characteristics that set it apart from adult literature like language that is easy but still has power, the use of visuals together with text, and the movement of stories that are in sync with the stages of child cognition development [6].

These characteristics make children's literature particularly effective for engaging young minds in creative thinking processes. The imaginative worlds presented in children's books provide safe spaces for exploring possibilities, experimenting with ideas, and developing "what if" thinking patterns essential for creativity [7]. Studies examining reading practices in primary education contexts reveal that exposure to diverse literary genres correlates positively with enhanced creative thinking abilities, suggesting that variety in literary experiences contributes to creativity development [8].

RESULTS AND DISCUSSION

The literature that has been reviewed in this paper points out various important aspects through which children's literature proves to be a significant means of creativity development for primary school children. The first point made is that children's literature offers cognitive support for imaginative thinking by introducing situations that are not only accessible to children's developmental capabilities but also take them beyond the immediate reality. The clash between the familiar and the weird opens up the solaces for creative thinking, since the children can try out new ideas without getting overloaded with the kind of thinking that eventually stops creativity.

Secondly, the multimodal aspect of the modern children's literature, specifically the picture books and illustrated texts, has the potential to activate several cognitive pathways at the same time, thus, making the processing of visual and verbal information easier and more creative. This multimodal participation is especially relevant to the situation in primary education where the students are still in the phase of developing the ability to think abstractly and therefore the use of visual aids is very helpful because the students get the content of the text plus the visual representation. Third, children's literature nurtures emotional intelligence along with creativity, because the stories with different characters, situations, and feelings increase the children's ability to empathize and therefore to think of the situation from another person's point of view.

This empathetic imagination constitutes a crucial component of social creativity and collaborative problem-solving abilities. Fourth, the repetitive and cumulative structures common in children's literature, rather than limiting creativity, actually provide predictable frameworks within which children feel secure enough to experiment with their own creative variations and extensions of stories. The discussion reveals that effective utilization of children's literature for

creativity development requires intentional pedagogical approaches that extend beyond passive reading to include interactive engagement, creative response activities, and opportunities for students to create their own literary works inspired by professional models.

CONCLUSION

This investigation establishes children's literature as an essential pedagogical instrument for creativity development in primary school education, functioning through multiple interconnected mechanisms that engage cognitive, emotional, and imaginative capacities. The analysis reveals that children's literature provides unique affordances for creativity cultivation through its distinctive characteristics, including age-appropriate narrative complexity, imaginative content, linguistic creativity, and multimodal presentation. The essential role of children's literature in creativity formation extends beyond simple exposure effects to encompass deeper cognitive and emotional engagement processes that shape thinking patterns and creative capacities during critical developmental periods. For educational practice, these findings underscore the importance of prioritizing quality children's literature within primary school curricula, ensuring diverse literary experiences, and implementing pedagogical approaches that actively leverage literature's creative potential rather than treating it merely as a vehicle for basic literacy skills.

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