

The importance of using interactive methods in developing the creative competence of primary school students

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Abstract: This article analyzes the pedagogical, psychological, and methodological significance of an interactive environment in the process of developing the creative competence of primary school students. The study substantiates that creating an interactive learning environment is an essential factor in developing students' independent thinking, creative approach, and problem-solving skills. The mechanisms of organizing students' activities through interactive methods, relying on their personal experience, and acquiring knowledge through collaboration are also examined from a scientific perspective.

Keywords: creative competence, interactive environment, primary education, creative thinking, pedagogical technologies, collaborative learning, innovative approach

Today, one of the most important tasks of the education system is to develop students' ability to think independently, create innovations, and find non-standard solutions to practical problems. This process is primarily carried out through the formation of creative competence. The primary education stage is a critical period in which a child's thinking, imagination, and curiosity develop rapidly. Therefore, creating an interactive environment that reveals and nurtures students' creative potential at this stage is of particular importance.

An interactive learning environment ensures active cooperation between teacher and student, making them equal participants in the learning process. In such an environment, students do not merely acquire ready-made knowledge but also gain the opportunity to express their thoughts, generate creative ideas, and make independent conclusions. Thus, through the creation of an interactive environment, not only cognitive knowledge but also personal, communicative, and creative competences are developed. The successful development of creative abilities largely depends on the creation of a favorable pedagogical and psychological environment that facilitates their formation. In order to unlock the creative potential of the individual, the educational process must be organized in such a way that the student participates as an active subject based on interactive cooperation. Psychological and pedagogical sources emphasize several conditions necessary for ensuring this process.

Changing the role of the student in the learning process. In primary education, the student must shift from being a passive receiver of knowledge to an active participant. In this process, the student, guided by their interests, needs, and individual potential, should have the opportunity to make independent decisions in mastering the educational content. The interactive environment creates a pedagogical atmosphere in which communication between teacher and student occurs as personal and activity-based cooperation. In such interaction, the teacher acts not only as a source of knowledge but also as a guide and motivator for the student's creative exploration. This two-way interaction - both direct and feedback-based - ensures the natural and effective formation of creative activity.

Creating a favorable psychological environment. The development of creative abilities in primary school students requires a positive emotional atmosphere that allows them to freely express their inner potential. Psychological comfort means building a socially and emotionally supportive environment based on trust, respect for students' opinions, attention to their interests and needs, appreciation of success, and encouragement rather than criticism. In such an environment, the student can express thoughts openly, overcome fear of mistakes, and generate new ideas. Negative emotions - fear, distrust, or anxiety - restrict creative processes. Therefore, fostering an atmosphere of mutual respect, affection, trust, and cooperation within the classroom is crucial. Such an environment instills self-confidence in students and activates their creative initiative.

Forming internal motivation for learning. The development of creativity is closely connected with the student's intrinsic motivation. In the learning process, the child should participate actively not for grades or external rewards, but because learning itself brings joy. Intrinsic motivation is the student's natural desire to explore, gain satisfaction from discovery, and test personal abilities. The teacher, when designing creative tasks, should select them according to students' interests, provide a sense of success, and create opportunities for free expression. As a result, the student experiences self-esteem, confidence, and enjoyment from creative activity, which serves as a key factor in forming creative competence.

Providing proper pedagogical support. Pedagogical support plays a critical role in fostering creative activity, but it should not take the form of direct interference. Instead, it should be subtle and guiding, supporting the student's independent thinking and decision-making. Such an approach preserves the child's autonomy and increases self-confidence. The teacher should not think for the student but create opportunities for independent reasoning, exploration, and conclusion. Through this process, the student forms personal creative experience and develops intellectual independence.

Effective combination of various forms of activity. Developing creative competence requires variation in teaching forms. A well-balanced combination of

frontal, group, and individual work ensures active participation. In particular, collective and group activities enhance communication, collaboration, and knowledge exchange among students. Through discussions and group problem-solving, students learn from each other's experiences and perspectives. During this process, they not only develop creatively but also engage in self-reflection - analyzing their abilities and motives for personal growth.

The importance of interdisciplinary integration. Solving creative problems often requires integrating knowledge and experience from various fields. Therefore, an interdisciplinary approach serves as an important methodological tool in developing creative competence. Students combine knowledge from different subjects to generate new ideas, expanding their intellectual horizons. As tasks become more complex, involving multiple fields of knowledge becomes increasingly necessary. As a result, the student not only masters knowledge but also learns to apply it in practice and new contexts.

The principle of independence in creative tasks. Creative competence develops through independent exploratory activity. Therefore, assignments should stimulate thinking while remaining appropriately challenging. By solving complex tasks independently, students expand their capabilities - gradually raising their "zone of proximal development." In such conditions, students enjoy creative activity, experience intellectual growth, and form stable internal motivation. Developing creative abilities in primary school requires consistency and systematic work. Occasional inclusion of creative exercises in the curriculum is insufficient for sustainable development. Thus, it is necessary to establish a continuous pedagogical system that develops creativity step by step. In art education, nurturing the creative abilities of young learners is one of the most pressing tasks. Analysis of scientific and methodological literature shows that the success of this process depends largely on the teacher's activity, initiative, and inclination toward creative exploration. As the main organizer of the creative environment, the teacher directs students not only toward producing creative work but also toward developing creative thinking, self-expression, and aesthetic taste.

Creativity is a multifaceted, complex social, pedagogical, and psychophysiological phenomenon that relies on the interaction of multiple factors. Teaching creativity essentially means teaching students to approach work creatively. Productive activity, along with cognitive activity, serves as one of the main sources for the development of a creative personality. The effectiveness of developing creative abilities is also significantly influenced by the organization of lessons. A classroom atmosphere based on creativity, friendliness, mutual respect, and cooperation is essential. Individual approaches and encouragement of even small achievements

enhance motivation. In such a positive emotional environment, the child not only acquires knowledge and skills but also achieves personal and intellectual growth.

The teacher's attitude toward students' creative work is also an important pedagogical issue. Respectful and appreciative evaluation of creative work, avoiding excessive criticism, and supporting creative freedom strengthen students' self-confidence. The teacher should not only grade creative results but also analyze them by comparing with initial assignments - assessing the student's development dynamics.

In conclusion, an interactive learning environment is one of the most important factors in developing students' creative competence. It not only activates cognitive activity but also encourages independent thinking, problem-solving, aesthetic development, and the realization of creative potential. Thus, creating an interactive environment in primary education is one of the key innovative directions that contribute to shaping a creative personality in modern education.

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