

DEVELOPING ARTISTIC AND CREATIVE WRITING SKILLS IN  
ELEMENTARY STUDENTS

Salimova Rukhshona Chorievna

*3rd year student of Termez State Pedagogical Institute*

Khurramova Sanobar Makhhammatmurodovna

*Teacher of Termez State Pedagogical Institute*

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*This article discusses the methodological foundations of developing written speech and artistic and creative writing skills in primary school students. The article analyzes effective methods for increasing students' vocabulary, expanding their imagination, and teaching them to think independently*

Reforms in the field of education in the Republic of Uzbekistan are aimed at developing the student's personality and realizing his intellectual potential. Primary grades (grades 1-4) are the most important period when the foundation of a student's written speech is laid. Artistic and creative writing is not only knowledge of spelling rules, but also the art of reflecting reality through artistic images, expressing a personal attitude and effectively using the rich possibilities of the language. Today, one of the priority tasks of the education system is to teach students not only to master ready-made knowledge, but also to think independently and creatively. In primary grades, lessons in the native language and reading literacy play a central role in the formation of a child's speech culture. Written speech, especially artistic and creative writing, is the highest product of human thinking, requiring the student to concentrate, have a rich vocabulary, and logical consistency. The formation of written speech of primary school students is a complex psychophysiological process that requires the child to simultaneously think logically, apply spelling rules, and use creative imagination. In the development of literary writing skills, the student's lexical reserve (vocabulary) plays a key role. Research shows that the more literary words and expressions a student knows, the more meaningful and attractive his written text will be. In the process of working on the dictionary, students' acquaintance with synonyms, antonyms, and

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figurative words expands their text-building capabilities. The uniqueness of literary writing is that it is not just about providing information, but also about arousing emotions. Students should be taught not only to name things and phenomena, but also to describe them through adjectives (epithets), similes, and metaphors. For example, enriching the sentence "The sun rose" with a creative approach to "The golden sun rose above the horizon" increases the student's artistic skills. Such an approach develops the child's aesthetic taste and forms their respect for language.

In addition to traditional lessons, the following types of lessons are highly effective in developing artistic and creative writing skills:

**Essay-Illustration Lessons:** Writing in detail about natural landscapes, seasons, or the appearance of an animal.

**Creative Narration Lessons:** Changing the content of the text, giving new characteristics to the characters, or continuing the development of events.

**Imaginary Journey Lessons:** Putting students' imaginations on paper by taking them on a journey into space, the depths of the sea, or the world of fairy tales.

The role of the teacher in the development of creative writing is very important. The teacher should encourage each original idea written by the student, and adequately evaluate even the simplest creative attempts. During the lesson, posting the best creative samples written by students in the classroom corner or creating a small collection of "Young Artists" will awaken internal motivation in children to write. In the process of forming creative writing skills in primary school students, psychological obstacles such as "fear of blank paper" or "inability to systematize thoughts" often arise. This situation is a result of the child's fear of making grammatical mistakes or difficulty expressing his imagination in words. To overcome these obstacles, it is recommended to use the "freewriting" methodology. In this, the student is given the task of writing down only his thoughts on paper, without paying attention to spelling rules and stylistic errors, within a certain period of time (for example, 5-10 minutes). This method helps to unlock the creative "locks" in the child and transfer his inner emotional experiences into written speech. The final stage of creative writing skills is editing the written text. A primary school student should be taught to reread his writing, remove unnecessary words, and check the logical connection between sentences. The teacher should not simply correct the student's mistakes, but encourage him to think with the question "How can this sentence be written more beautifully?". This will form in the student a sense of self-improvement and a sense of responsibility for the quality of the text. The methodological analyses and practical exercises conducted show that the development of artistic and creative writing skills in primary school students increases not only their mastery of the native language, but also their general intellectual potential. In the process of creative writing, the child realizes his identity, learns to manage his emotions, and forms a personal attitude towards the world. Therefore, it is advisable to increase the

hours allocated for creative work in primary education programs and widely introduce modern interactive methods.

A comprehensive analysis of the issue of developing artistic and creative writing skills in primary school students shows that this process is not only a language teaching, but also a key tool for shaping the intellectual and aesthetic world of a person. Based on the research and methodological analysis conducted, the following final conclusions can be drawn: Firstly, the basis of artistic writing skills is a rich lexical reserve and systematic work on the dictionary. Only when the student begins to feel not only the lexical meaning of the word, but also its artistic coloring, synonymous possibilities and figurative meanings, his written speech becomes attractive. Therefore, it is extremely important to integrate the development of vocabulary with creative tasks in the lessons.

Secondly, in order to awaken creative thinking in students, it is highly effective to abandon traditional patterns and use non-traditional methods (free writing, metaphorical images, fairy tale therapy). When a child is given the opportunity to express his or her imagination without restrictions, psychological barriers disappear, and the feeling of "fear of writing" is replaced by creative enthusiasm. Thirdly, the process of developing written speech requires logical consistency. The student's understanding of the structure of the text (introduction, main part, conclusion) and expressing his or her thoughts based on this system will be the foundation for his or her future academic success. The formation of editing skills teaches the child to look critically and responsibly at his or her work.

Fourth, the introduction of modern educational technologies and visual aids into the teaching process activates the emotional intelligence of students. Music, fine arts, and multimedia tools are powerful factors that stimulate a child's ability to create artistic images. In conclusion, the correct formation of artistic and creative writing skills at the primary school level is a guarantee of raising a well-rounded generation of creative thinkers who can express their thoughts freely, literately, and effectively in the future. The teacher's skill, individual approach, and support for every small creative attempt of the child are the main criteria for the success of this process.

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