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METHODOLOGY FOR DEVELOPING PROSPECTIVE TEACHERS' CREATIVE THINKING THROUGH THE USE OF NON-STANDARD TASKS IN "NATIVE LANGUAGE AND LITERACY" LESSONS

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Abstract: This article examines a methodology for developing prospective primary school teachers' creative thinking through the use of non-standard tasks in "Native Language and Literacy" lessons. Non-standard tasks are exercises designed to go beyond routine assignments, encouraging students to think critically, solve problems creatively, and engage actively in the learning process. The study emphasizes that mastering these tasks not only enhances students' literacy skills but also fosters higher-order thinking, innovation, and reflective competence among future teachers. The proposed methodology provides practical strategies for integrating non-standard tasks into classroom practice, enabling prospective educators to create dynamic and student-centered learning environments. The findings offer valuable insights for teacher training programs aiming to cultivate professional skills and creative pedagogical approaches in primary education.

Keywords: Non-standard tasks, creative thinking, primary school teachers, literacy teaching, pedagogical methodology, problem-solving, reflective competence, innovative teaching strategies.

Modern primary education emphasizes the importance of fostering students' creative thinking, problem-solving skills, and active engagement in the learning process. In this context, the use of non-standard tasks has emerged as an effective pedagogical tool for enhancing both student learning outcomes and teacher competencies. Non-standard tasks are defined as exercises that go beyond conventional assignments, challenging students to analyze situations critically, think independently, and apply their knowledge in innovative ways. Within "Native Language and Literacy" lessons, these tasks play a particularly crucial role, as they not only strengthen students' literacy and language skills but also promote cognitive flexibility, analytical reasoning, and the capacity for self-expression.

Preparing future primary school teachers to effectively utilize non-standard tasks is a pressing challenge in contemporary teacher education. Prospective educators must acquire both theoretical knowledge and practical skills to design, implement, and evaluate such tasks in classroom settings. Mastery of these competencies enables teachers to create interactive, student-centered learning environments that foster motivation, engagement, and higher-order thinking among pupils. Furthermore, integrating non-standard tasks into teaching practices helps future teachers address the diverse needs of learners, providing differentiated learning experiences that encourage creativity and critical thinking.

Research indicates that teachers who are proficient in applying non-standard tasks contribute significantly to students' cognitive and personal development. Such pedagogical strategies stimulate active participation, encourage collaborative problem-solving, and enhance reflective skills, which are essential for both teachers and learners. Additionally, incorporating non-standard tasks into literacy education aligns with modern educational standards that prioritize innovative and adaptive teaching methodologies.

In the context of teacher training programs, developing prospective teachers' competencies in using non-standard tasks requires a systematic approach. It is essential to provide structured guidance on task design, classroom implementation, and reflective evaluation to ensure effective integration into the curriculum. By equipping future educators with these skills, teacher

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education programs can ensure that graduates are prepared to create dynamic, adaptive, and innovative learning environments that support both literacy development and the cultivation of creative thinking in primary school students.

This study focuses on identifying and analyzing effective methodological approaches for developing prospective primary school teachers' creative thinking through the implementation of non-standard tasks in "Native Language and Literacy" lessons. The aim is to provide practical recommendations that enhance the professional readiness of future teachers and promote innovative pedagogical practices in primary education.

The use of non-standard tasks in primary education has been widely recognized as an effective approach for fostering students' creative thinking, problem-solving abilities, and independent learning skills. Non-standard tasks, which diverge from traditional and routine exercises, challenge learners to think critically, analyze information from multiple perspectives, and apply their knowledge in innovative ways. According to Bloom (2016), such tasks not only enhance cognitive engagement but also promote higher-order thinking skills, which are essential for developing learners' intellectual autonomy and creativity.

Azizkho'jayeveva (2018) emphasizes the pedagogical significance of non-standard tasks in teacher education. She notes that prospective educators need to be trained in designing and implementing assignments that encourage innovation and creativity. By doing so, teachers can foster a classroom culture where students actively engage in learning processes, explore new ideas, and develop problem-solving competencies. These skills are particularly vital in literacy education, where comprehension, critical analysis, and expressive capabilities form the foundation of effective communication.

Karimova (2021) highlights that non-standard tasks play a critical role in preparing future teachers to adapt to diverse learning environments. According to her research, integrating these tasks into teacher training programs improves both methodological and reflective skills, allowing future educators to monitor and evaluate student responses effectively. This reflective component ensures that teachers can adjust instruction according to students' individual learning needs, thereby maximizing educational outcomes.

Muslimov (2019) explores the connection between digital tools, interactive learning, and non-standard tasks. His findings suggest that the combination of interactive methods and non-standard assignments significantly enhances learners' engagement, motivation, and cognitive flexibility. By incorporating such tasks into classroom practice, teachers encourage students to explore concepts creatively and collaboratively, resulting in deeper understanding and retention of knowledge.

Qodirova (2016) and Shamsiyeva (2020) provide empirical evidence that non-standard tasks contribute to the development of both cognitive and affective domains of learning. Their studies indicate that when students are given opportunities to tackle unconventional assignments, they exhibit increased critical thinking, imaginative problem-solving, and enhanced communication skills. These outcomes highlight the dual benefit of non-standard tasks: they support both the content mastery and the personal development of learners.

Furthermore, Tursunov (2017) and Vasilev (2018) discuss systematic strategies for integrating non-standard tasks into curriculum design. They argue that such integration requires careful alignment with learning objectives, student capabilities, and subject-specific requirements. When implemented effectively, non-standard tasks provide opportunities for differentiated instruction, allowing teachers to accommodate varied learning styles and abilities. This approach is especially significant in literacy education, where diverse cognitive and language competencies exist among primary school students.

Overall, the reviewed literature underscores the importance of non-standard tasks in modern pedagogy. These tasks serve as a bridge between theoretical knowledge and practical application, equipping teachers with innovative teaching strategies while simultaneously promoting students' creative and analytical thinking. Importantly, the literature emphasizes that effective teacher

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preparation programs must include structured training in designing, implementing, and evaluating non-standard tasks to ensure that future educators are competent, reflective, and capable of fostering engaging and dynamic learning environments.

The findings of this study indicate that the systematic use of non-standard tasks in “Native Language and Literacy” lessons has a significant positive impact on the development of creative thinking skills among prospective primary school teachers. The research results align with previous studies emphasizing the importance of integrating innovative teaching strategies into teacher education programs (Azizkho‘jayeve, 2018; Karimova, 2021). By engaging in non-standard tasks, future educators not only enhance their methodological knowledge but also develop the reflective and adaptive skills necessary for effective classroom management and instructional design.

One of the key observations from the study is that prospective teachers who actively participated in designing and implementing non-standard tasks demonstrated higher levels of confidence and creativity. They were able to adapt tasks to suit different student needs, promote active participation, and encourage collaborative problem-solving. This supports the argument by Bloom (2016) that exposure to innovative assignments cultivates critical thinking and fosters professional growth among educators.

The study also highlights the role of reflective practice in teacher development. Participants who engaged in self-assessment, peer discussion, and evaluation of their instructional strategies showed more effective application of non-standard tasks. This finding aligns with the works of Muslimov (2019) and Shamsiyeva (2020), who emphasize that reflective skills are crucial for continuous improvement in teaching practices. Reflective engagement enables future teachers to analyze student responses, identify challenges, and make data-driven adjustments to their lesson plans.

Furthermore, the integration of non-standard tasks supports differentiated instruction, allowing teachers to address diverse learning abilities and literacy levels among primary school students. By incorporating creative assignments that challenge conventional thinking, teachers can cultivate an environment that fosters exploration, autonomy, and innovation. This approach not only improves literacy outcomes but also encourages students to develop critical and analytical thinking skills, which are essential for their long-term academic success.

Overall, the discussion underscores that non-standard tasks are not merely supplementary exercises but serve as a strategic pedagogical tool for enhancing teacher competence and student engagement. Effective implementation of these tasks requires a combination of theoretical knowledge, practical skills, and reflective capacity, all of which should be systematically developed within teacher education programs. The findings suggest that teacher training curricula must prioritize the development of competencies related to innovative teaching strategies to prepare educators for the demands of modern primary education.

The present study demonstrates that the systematic use of non-standard tasks in “Native Language and Literacy” lessons is a highly effective strategy for developing creative thinking skills among prospective primary school teachers. The research highlights that non-standard tasks encourage independent thinking, problem-solving, and innovative approaches to classroom instruction. By actively engaging in the design and implementation of such tasks, future teachers acquire not only methodological knowledge but also reflective and adaptive skills that are crucial for modern educational practice.

The findings indicate several key outcomes:

1. Prospective teachers showed increased confidence and competence in designing and applying non-standard tasks tailored to diverse student needs.
2. Reflective practices, including self-assessment and peer evaluation, significantly enhanced the effectiveness of instructional strategies.

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3. Non-standard tasks facilitated active learning, collaborative problem-solving, and student engagement, promoting a learner-centered classroom environment.
4. The integration of innovative assignments into literacy education contributed to the development of both content mastery and higher-order thinking skills among students.

Overall, the study underscores that non-standard tasks serve as a critical pedagogical tool in teacher education. They bridge the gap between theoretical understanding and practical classroom application, equipping future educators with the skills necessary to foster creative, adaptive, and effective learning environments. Consequently, teacher training programs should prioritize structured training in non-standard task design, implementation, and evaluation to ensure the professional readiness of graduates. Such an approach not only enhances teacher competencies but also positively impacts students' literacy development, creativity, and critical thinking abilities, contributing to the overall quality of primary education.

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