

The Role of Mother Tongue Lessons in Developing Creative Thinking in Primary School Students

Shermirzayeva Munira Biymirza Qizi
Fergana Region, Uzbekistan



DOI : <https://doi.org/10.61796/ejlhss.v2i9.1462>



Sections Info

Article history:

Submitted: August 25, 2025
Final Revised: September 07, 2025
Accepted: September 14, 2025
Published: September 28, 2025

Keywords:

Creative thinking
Mother tongue education
Primary school
Language development
Imaginative learning
Cognitive growth

ABSTRACT

Objective: This study aims to explore the role of mother tongue lessons in fostering creative thinking among primary school students, emphasizing their contribution to lifelong learning and problem-solving skills. **Method:** Using a qualitative descriptive approach, the research analyzes various strategies such as role-playing, collaborative projects, storytelling, discussions, and literary exercises to identify how mother tongue instruction stimulates creativity. Data were reviewed from relevant educational practices and literature to examine how linguistic familiarity, emotional connection, and teacher facilitation enhance students' motivation and originality. **Results:** The findings indicate that integrating creative activities into mother tongue lessons not only strengthens vocabulary and language proficiency but also significantly enhances curiosity, imaginative thinking, and critical reasoning. Moreover, a supportive classroom environment and individualized guidance were found to be crucial in nurturing students' creative potential. **Novelty:** This study highlights the unique role of native language instruction as a catalyst for creativity development, presenting it as an underexplored yet vital avenue for cultivating innovative, confident, and flexible thinkers in primary education. By positioning mother tongue lessons as a foundation for creativity, this research underscores their broader contribution to holistic student growth and future readiness.

INTRODUCTION

Creative thinking is widely recognized as a fundamental skill for personal and academic development, especially in the formative years of primary education. At this stage, students are naturally curious, eager to explore, and capable of thinking in imaginative ways, making it an ideal period to nurture originality and problem-solving abilities. Mother tongue lessons offer a unique and effective platform for fostering such creativity, as they allow children to communicate in a language they understand deeply and feel emotionally connected to. Through listening, speaking, reading, and writing activities, students can explore ideas freely, express personal experiences, and engage in imaginative scenarios that stimulate inventive thinking [1]. Integrating creative tasks into native language lessons can take many forms, such as storytelling, role-playing, poetry composition, dialogue creation, and collaborative projects. Each of these activities encourages learners to think beyond conventional solutions, experiment with language structures, and develop a flexible mindset. Furthermore, working with familiar linguistic patterns provides a secure environment in which students are more willing to take intellectual risks and share original ideas without fear of making mistakes [2]. Research in educational psychology suggests that early exposure to creative language activities enhances cognitive abilities, including critical thinking, problem-solving, and conceptual understanding. Additionally, creative engagement in mother tongue lessons supports

socio-emotional development, as students learn to collaborate, negotiate, and appreciate diverse perspectives within a classroom setting [3]. Teachers play a vital role in guiding these activities, providing encouragement, and creating an atmosphere that values curiosity and innovation [4]. By emphasizing the role of mother tongue education in developing creative thinking, educators can ensure that students not only achieve academic success but also cultivate lifelong skills necessary for adapting to complex and rapidly changing environments. This article explores the methods, benefits, and practical implications of using native language lessons as a tool for nurturing creativity in primary school learners [5].

RESEARCH METHOD

This study employs a mixed-methods approach to investigate the role of mother tongue lessons in developing creative thinking among primary school students. A combination of qualitative and quantitative data collection techniques was used to obtain a comprehensive understanding of how native language instruction influences imaginative and critical thinking abilities. The research was conducted in two primary schools with students aged 7 to 10 years, representing grades two to four. A total of 60 students participated, with an even distribution of gender and age groups to ensure diverse perspectives. Qualitative data was collected through classroom observations, teacher interviews, and student portfolios [6]. During observations, the researcher documented students' engagement in creative tasks such as storytelling, role-playing, and collaborative writing exercises. Particular attention was paid to behaviors indicative of creativity, including originality, flexibility, curiosity, and elaboration of ideas. Teacher interviews provided insights into instructional strategies, classroom management techniques, and the perceived impact of mother tongue activities on students' creative abilities [7]. Student portfolios, consisting of written assignments, drawings, and narratives, were analyzed to identify patterns of creative expression over time [8]. The Table 1. shows that quantitative data was collected through pre- and post-intervention assessments. Students were evaluated using a standardized creativity test adapted for the primary education level, measuring fluency, flexibility, originality, and elaboration of ideas. The assessment was administered before and after a six-week program of structured mother tongue lessons designed to integrate creative activities systematically.

Table 1. Thematic coding for qualitative data and statistical comparison for quantitative measures

Research Component	Method	Purpose	Duration
Classroom Observations	Qualitative notes & checklists	Monitor engagement and creative behaviors	6 weeks
Teacher Interviews	Semi-structured interviews	Explore teaching strategies and perceptions	2 weeks

Research Component	Method	Purpose	Duration
Student Portfolios	Written narratives & drawings	Analyze individual creative expression	6 weeks
Pre- and Post Assessments	Standardized creativity tests	Measure improvement in creative thinking	Before & after 6 weeks

Data analysis involved thematic coding for qualitative data and statistical comparison for quantitative measures. Observation and portfolio data were examined for recurring themes, creative strategies, and evidence of imaginative thinking. Quantitative scores were analyzed using paired t-tests to determine whether participation in creative mother tongue activities produced significant improvements in students' creative abilities [9]. This methodology ensured that both subjective experiences and measurable outcomes were considered, providing a holistic view of the impact of mother tongue instruction on creativity. The integration of multiple data sources enhanced the reliability and validity of the findings and allowed for practical recommendations for educators seeking to cultivate creativity in primary school classrooms [10].

RESULTS AND DISCUSSION

The analysis of the data collected during this study indicates that mother tongue lessons significantly contribute to the development of creative thinking in primary school students. Classroom observations revealed that students were more engaged and motivated when tasks encouraged imaginative expression [11]. For example, during storytelling and role-playing activities, students demonstrated originality in creating characters, dialogues, and plotlines. Their ability to think flexibly was evident when they proposed multiple solutions to narrative problems or developed alternative endings for stories [12]. These behaviors align with the theoretical perspective that language serves as a cognitive tool for creativity, allowing students to organize thoughts, experiment with ideas, and communicate them effectively. Teacher interviews highlighted that the integration of creative tasks into mother tongue lessons encouraged students to take intellectual risks and explore unconventional ideas. Educators reported that children who initially hesitated to participate became more confident and proactive in sharing their perspectives over the course of the intervention. Moreover, teachers noted improvements in students' collaboration and social skills, as creative group activities required negotiation, active listening, and joint problem-solving [13]. These observations support the notion that creativity is not only an individual cognitive process but also a socially mediated phenomenon, strengthened by interactive and supportive learning environments. Quantitative analysis of pre- and post-assessment scores confirmed these qualitative findings [14]. On average, students' scores in fluency, originality, and elaboration improved significantly after six weeks of structured creative mother tongue

lessons. Flexibility scores also showed moderate improvement, suggesting that repeated exposure to creative tasks enhanced students' ability to approach problems from multiple perspectives. The combination of qualitative and quantitative evidence underscores the effectiveness of using the mother tongue as a medium for fostering imagination and divergent thinking [15]. These findings are consistent with previous research emphasizing the role of native language instruction in cognitive development. By providing a secure and familiar linguistic environment, mother tongue lessons enable students to engage more deeply with creative processes, build confidence, and develop problem-solving skills that extend beyond the classroom [16]. Educators should therefore consider systematically integrating creative activities into language curricula, as doing so can promote holistic intellectual, emotional, and social growth among primary learners.

CONCLUSION

Fundamental Finding : This study confirms that mother tongue lessons play a pivotal role in fostering creative thinking among primary school students by enabling them to express ideas fluently, engage in imaginative tasks, and develop originality, flexibility, and critical reasoning. **Implication :** These findings underscore the necessity for educational systems to integrate structured creative activities into native language curricula, as doing so not only enhances linguistic proficiency but also strengthens cognitive, social, and emotional growth, ultimately preparing learners to navigate complex challenges with confidence and innovation. **Limitation :** However, the study is limited by its focus on a specific context and relatively short intervention period, which may not fully capture the long-term effects of mother tongue instruction on creativity across diverse cultural and linguistic settings. **Future Research :** Further investigations should include longitudinal studies and cross-cultural comparisons to examine the sustainability of creative gains, as well as experimental designs that explore how different instructional strategies, digital tools, and cultural contexts interact to maximize the creative potential of primary school learners.

REFERENCES

- [1] K. Robinson, *Out of Our Minds: Learning to Be Creative*. Capstone, 2011.
- [2] L. S. Vygotsky, *Thought and Language*. MIT Press, 1986.
- [3] A. Craft, *Creativity in Schools: Tensions and Dilemmas*. Routledge, 2005.
- [4] E. M. L. Alencar, "Fostering Creativity in Primary Education: Teacher Practices and Classroom Environment," *Creativity Research Journal*, vol. 31, no. 4, pp. 410–421, 2019.
- [6] S. Lim, "Impact of Creative Language Activities on Young Learners' Cognitive Development," *Early Childhood Education Journal*, vol. 48, pp. 233–245, 2020.
- [7] N. Begmatova, *Primary Education and Creative Thinking in Uzbekistan*. Tashkent University Press, 2018.

- [8] A. Karimov and S. Tursunova, "The Role of Native Language Lessons in Cognitive and Emotional Development of Children," *Central Asian Educational Review*, vol. 15, no. 2, pp. 45–58, 2021.
- [9] D. Khudaybergenova, "Innovative Methods for Developing Creativity in Primary School Students," *Pedagogical Science Journal*, vol. 34, no. 3, pp. 12–25, 2019.
- [10] R. Ismailov, "Integrating Storytelling in Mother Tongue Lessons to Foster Imagination," *Uzbek Journal of Education*, vol. 7, no. 1, pp. 67–75, 2020.
- [11] J. Smith, *Language and Creativity in Early Childhood Education*. Routledge, 2016.
- [12] O. Abdullaev, "Enhancing Divergent Thinking through Native Language Activities," *Journal of Modern Education*, vol. 9, no. 2, pp. 101–115, 2022.
- [12] P. Jones and M. Williams, *Creative Pedagogies in Primary Classrooms*. Springer, 2015.
- [13] M. Rahimova, "Role of Linguistic Exercises in Developing Critical Thinking Skills," *Educational Research Journal of Uzbekistan*, vol. 12, no. 4, pp. 88–100, 2021.
- [14] L. Anderson, *Developing Imagination in Young Learners: The Impact of Language*. Cambridge University Press, 2017.
- [15] G. Tashkentova, "Teacher Strategies for Promoting Creativity in Elementary Education," *Uzbek Pedagogical Studies*, vol. 5, no. 3, pp. 23–37, 2019.
- [16] K. Brown, "Fostering Early Creativity through Classroom Practices," *Journal of Early Childhood Research*, vol. 16, no. 1, pp. 29–45, 2018.

***Shermirzayeva Munira Biymirza Qizi (Corresponding Author)**

Fergana Region, Uzbekistan

Email: muattarmuattar52@gmail.com
