

THEORETICAL AND PROGRAMMICAL BASIS OF ENHANCING THE CREATIVITY OF PRIMARY STUDENTS

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The development of students' creative abilities at the primary education stage is considered one of the priority areas of psychology. In order to organize this process effectively, it is important, first of all, to determine the psychological and theoretical foundations of creativity, the stages of development of students' creative thinking, as well as the programmatic basis that ensures this process. From a psychological perspective, creativity is a person's ability to solve an existing problem in an unusual, new way, and this ability begins to develop from an early age.

To form and develop the creative potential of primary school students, it is necessary to apply modern psychological approaches and pedagogical methods on the basis of a complex approach. In particular, the integrated use of behaviorism, holotropic therapy, neuropsychological correction, gestalt therapy, psychodrama, sensorimotor correction, art therapy, and movement therapy makes it possible to activate creative thinking in students, stabilize their emotional and volitional state, and support personal growth.

Behaviorism emerged in the early 20th century and serves as the basis for behavioral psychotherapy. Its founder is J. B. Watson. The formation of modern behaviorism was greatly influenced by the experiments of E. L. Thorndike and the works of I. P. Pavlov and V. M. Bekhterev. Behaviorism was developed largely as an alternative to introspective psychology, excluding from its scope all psychological phenomena that could not be subjected to strict scientific research, fixation, and measurement. According to behaviorist theory, behavior is the only psychological reality that can be observed and diagnosed. In behaviorism, behavior is considered as a set of reactions of the organism to various environmental stimuli. Human behavior, like animal behavior, is based on the "stimulus-response" (S→R) scheme. The main issue of behaviorism is learning, and adaptation is considered the main mechanism of behavior.

Holotropic therapy is a branch of psychotherapy developed by S. Grof. It is aimed at altering a person's state of consciousness through various musical influences, breathing control, and drawing. According to its founder, holotropic therapy is a direction aimed at restoring wholeness. The main task of holotropic therapy is to achieve a deep psychoanalytic state through verbal exchange between the patient and the psychotherapist.

Neuropsychological correction (neurocorrection) is aimed at optimizing mental processes in accordance with the individual characteristics of brain activity in primary school children. In neuropsychology, it is a set of special psychological techniques aimed at managing and training children's behavior. Neuropsychological correction is also useful for correcting developmental disorders such as early childhood autism, intellectual disabilities, and dyslexia. In particular, the neurocorrection approach helps individuals with neurotic disorders, psychosomatic illnesses, unique personality traits that cause difficulties in psychodiagnosis, general physical underdevelopment, poor school adaptation, and stress-related illnesses. Neuropsychology appeared in the 1940s as a result of the convergence of several scientific disciplines, including neurology and psychophysiology.

The main task of neuropsychological correction is to study the neurological basis of mental activity. Its clinical tasks include studying the mechanisms of higher mental function disorders and linking their causes to certain parts of the brain. For the first time, Italian educator Maria Montessori created a holistic concept of neuropsychological correction, the essence of which is as follows: enriching sensory experience and developing motor skills (sensorimotor correction) automatically leads to the development of thinking. Belgian educator J. O. Decroly, based on his research, developed a three-stage neurocorrection system: the first stage is aimed at developing sensory perception in the child; the second stage focuses on developing thinking in the process of intensive language and speech acquisition; the third stage is devoted to cultivating cultural activities in the child (singing, movement, drawing, handicrafts).

Movement therapy (that is, correction and development through movement) stimulates the child's psychophysiological activity, increases their emotional expression and self-awareness. Through dance, pantomime, and free physical movements, the child's inner state becomes harmonized with the external environment, creating favorable conditions for creative expression. The essence of movement therapy is that all bodily movements serve as the foundation of vital resources such as cognitive and emotional expression. In 1973, J. Moreno introduced the concept of "body therapy" into psychotherapy. Representatives of this field view a person as a moving body in space, time, and social context. Body expression and

its “speech” require consideration of nonverbal communication, as expressed in movement and dance.

There are three main forms of movement therapy. Functional methods include therapeutic gymnastics, physiotherapy, breathing therapy, relaxation techniques, massage, and choreotherapy. Functional methods aim to stimulate and optimize psychophysical functions-perception of body schema, attitude toward it, sensitivity, expressiveness, and the ability to relax muscles.

Art therapy is a method of expressing inner states through visual art tools, reducing emotional tension, and enhancing creative thinking. Art therapy was developed in the 1940s–1970s by Adrian Hill, Margaret Naumburg, Edith Kramer, and later deepened based on the ideas of Z. Freud and C. Jung. Its main idea is to diagnose and correct a client’s condition based on works of applied art or the client’s own drawings, symbols, and lines. Furthermore, through art, it is possible to express inner experiences and emotions, as well as restore or develop mental health. In art therapy, through creative activities (drawing, sculpture, music), a person gains self-awareness; children, in particular, express their inner state not through words but through images, shapes, and colors, using aesthetic means of expression for development and correction.

The Humanistic Approach was studied in the 1950s–1960s by A. Maslow and C. Rogers. The aim of this approach is to support the full development of the individual through self-expression, self-awareness, and the realization of personal potential. The essence of the humanistic approach is that every person has inner potential, the educational process should be student-centered, free self-expression is the basis of creativity, and the environment must be safe and supportive. Within our program, this approach allows students to freely choose forms of personal expression (drawing, dramatization, storytelling). The humanistic approach promotes creativity by valuing the learner, granting freedom, and developing inner potential.

Behavioral Psychotherapy is one of the leading branches of modern psychotherapy. Its main goal is to develop and strengthen the ability to take action, and to master techniques of self-control. While in its early stages the term “behavior” in behavioral psychotherapy referred to everything that could be observed externally, it now encompasses emotional-subjective, motivational-affective, cognitive, and verbal-cognitive aspects.

Psychodrama is a role-playing method in which conditions are created for spontaneous expression of emotions related to the most important personal problems. Through this method, children can stage imaginary or real problems, thereby gaining a deep understanding of their emotional state. This process enhances creative expression and helps solve problematic situations creatively

through dramatic scenarios. Psychodrama, as a therapeutic and psychotherapeutic method, was created and developed by J. Moreno based on his “spontaneous theater” experience. Initially, its purpose was not related to psychotherapy, but rather to the realization of an individual’s creative potential and the development of the creative “self” in the “theater of life.” Spontaneous situations, creativity, genuine emotional connections between participants, and catharsis emerge, helping to foster creative activity and achieve insight. All of this creates a favorable basis for revisiting one’s problems and conflicts creatively, developing deeper and more adequate self-awareness, eliminating unconstructive behavior patterns and emotional response styles, and forming new, adequate ways of acting and feeling.

Psychogymnastics is one of the non-verbal methods of group psychotherapy, based on using bodily expression as the main means of communication within the group. Psychogymnastics includes expressing emotions, emotional states, and problems through movement, facial expressions, and pantomime. It gives participants the opportunity to express their thoughts and communicate without words. This is a reconstructive psychotherapy method, aimed at understanding and transforming the personality of the participant. The preparatory stage has the following tasks: reducing tension among group members, removing fears and barriers, developing attention and sensitivity to one’s own physical activity and the activities of others, reducing emotional distance between members, expressing feelings, emotional states, and problems nonverbally, and developing the ability to understand others’ non-verbal behavior.

In conclusion, the methodological basis of the psychocorrectional program aimed at developing creativity in primary school students is founded on behaviorism, holotropic therapy, gestalt psychology, cognitive psychology, the humanistic approach, art therapy, psychodrama, and other psychotherapeutic schools.

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