

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

MUSICAL IMPROVISATION AS A METHOD FOR DEVELOPING CREATIVE THINKING IN PRESCHOOLERS

Konurova Leyla Ruslanovna

Gulistan State University, 120100

Syrdarya Region, Gulistan City, 4th District.

E-mail: konurovalejla@gmail.com

МУЗЫКАЛЬНЫЕ ИМПРОВИЗАЦИИ КАК МЕТОД РАЗВИТИЯ ТВОРЧЕСКОГО МЫШЛЕНИЯ ДОШКОЛЬНИКОВ

Конурова Лейла Руслановна

Гулистанский государственный университет,

120100. Сырдарьинская область, город Гулистан, 4-й микрорайон.

E-mail: konurovalejla@gmail.com

Abstract

The article examines the problem of developing creative thinking in preschool children through musical activities. Special attention is paid to musical improvisation as an effective method for stimulating creativity, imagination, and emotional responsiveness in young children. The psychological and pedagogical features of using improvisational activities in the educational process of preschool institutions are revealed, as well as their impact on the formation of independence, initiative, and imaginative thinking. The importance of creating an emotionally supportive environment that promotes a child's free self-expression through music is substantiated. The article presents methodological approaches to organizing musical improvisation activities and highlights their role in developing the creative potential of preschool children. It concludes that musical

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

improvisation is a highly effective means of fostering creative thinking within the preschool education system.

Keywords: Musical improvisation, preschool children, creative thinking, creativity development, music therapy, musical activity, imagination, emotional development, early childhood education, pedagogical methods, self-expression, improvisational activity

Аннотация:

В статье рассматривается проблема развития творческого мышления детей дошкольного возраста средствами музыкальной деятельности. Особое внимание уделяется музыкальным импровизациям как эффективному методу стимулирования креативности, воображения и эмоциональной отзывчивости дошкольников. Раскрываются психолого-педагогические особенности использования импровизационной деятельности в образовательном процессе детского сада, а также её влияние на формирование самостоятельности, инициативности и образного мышления детей. Обосновывается значимость создания эмоционально-благоприятной среды, способствующей свободному самовыражению ребёнка через музыку. В статье представлены методические подходы к организации музыкальных импровизаций, а также показана их роль в развитии творческого потенциала дошкольников. Делается вывод о высокой эффективности использования музыкальных импровизаций как средства развития творческого мышления в системе дошкольного образования.

Ключевые слова: музыкальная импровизация, дети дошкольного возраста, творческое мышление, развитие креативности, музыкотерапия, музыкальная деятельность, воображение, эмоциональное развитие,

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

дошкольное образование, педагогические методы, самовыражение, импровизационная деятельность

Introduction

In the modern context of the development of the preschool education system, the issue of forming creative thinking in young children has gained particular relevance. Social and educational changes require the upbringing of individuals capable of creative self-expression, flexible thinking, and independent decision-making. In this regard, special importance is attached to methods and technologies aimed at developing a child's creative potential already at the stage of preschool childhood.

One of the effective means of developing creative thinking is musical activity, which possesses strong emotional and developmental potential. Within this activity, musical improvisation occupies a special place, as it promotes free self-expression, the development of imagination, fantasy, and emotional responsiveness in children. Unlike reproductive forms of learning, improvisation is focused on the active participation of the child in creating a new musical product, thereby stimulating creative activity.

The relevance of the study is determined by the need to find effective pedagogical approaches to the development of creative thinking in preschool children through musical activity. Despite the existence of a number of studies devoted to children's musical education, the issue of using musical improvisation as a method for developing creative thinking requires deeper theoretical understanding and practical elaboration.

The aim of this article is to substantiate the role of musical improvisation as a method for developing creative thinking in preschool children, as well as to reveal the methodological features of its use in the educational process of preschool institutions.

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

Methodology and Organization of the Study

The methodological basis of the study is grounded in the integration of key principles of contemporary psychological and pedagogical science regarding the development of a child's creative personality in preschool age. Theoretical guidelines include the ideas of the activity-based approach, according to which a child's development occurs through active creative activity, as well as the principles of learner-centered education, which assume consideration of each child's individual characteristics, interests, and needs. Particular importance is attached to scientific views on children's artistic and aesthetic development and the role of musical art as a universal means of emotional and creative personality formation.

A set of complementary research methods was employed in the study. Theoretical methods included the analysis and systematization of scientific sources on the problem of developing creative thinking, the features of musical improvisation, and its pedagogical potential in preschool age. Empirical methods were represented by pedagogical observation of children's activities during music classes, diagnostic conversations, analysis of children's creative products, as well as a pedagogical experiment aimed at identifying the effectiveness of using musical improvisation.

The organization of the research was carried out within a preschool educational institution, which ensured a natural pedagogical environment for studying the process of developing children's creative thinking. The participants of the study were older preschool children, which is justified by their relatively higher level of speech, emotional, and artistic development, enabling them to actively engage in improvisational musical activities.¹

The experimental work was conducted in stages. During the first, diagnostic stage, the initial level of preschool children's creative thinking was identified

¹ Konurova Leyla Ruslanovna. Methods for developing the creative abilities of preschool children based on music therapy. (2025). Texas Journal of Multidisciplinary Studies, 41, 46-49. <https://doi.org/10.62480/tjms.2025.vol41.5976.pp46-49>

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

using observation and creative tasks. The second, formative stage was aimed at the purposeful development of creative thinking through a system of musical improvisation activities, including rhythm and movement exercises, vocal improvisations, elementary music-making on children's musical instruments, as well as creative game tasks stimulating imagination and independent creation of musical images.

At the final stage, the obtained results were analyzed, the dynamics of the development of children's creative thinking were compared, and the effectiveness of the applied pedagogical conditions was evaluated. Special attention was paid to changes in the level of independence, originality, and emotional expressiveness of children's musical improvisations.

Results of the Study and Their Discussion

The analysis of the experimental results revealed a stable positive dynamic in the development of creative thinking in preschool children under the conditions of systematic use of musical improvisation. At the ascertaining stage of the study, it was found that a significant number of children experienced difficulties in independently creating musical images, demonstrated limited imagination, and mainly engaged in imitative actions. The children often faced challenges when performing tasks that required initiative and originality.²

During the formative stage, through the regular inclusion of musical improvisation in educational activities, significant changes were observed in children's behavior and creative activity. Gradually, their readiness to independently experiment with sounds, rhythms, and musical images increased. The children began to show interest in finding non-standard solutions and became more freely expressive of their emotional states through music and movement.

² Konurova Leyla Ruslanovna. THE INFLUENCE OF TRADITIONAL AND NON-TRADITIONAL MUSICAL AND PLAY ACTIVITIES ON CHILDREN'S DEVELOPMENT. (2025). World Bulletin of Social Sciences, 44, 53-56. <https://scholarexpress.net/index.php/wbss/article/view/5097>

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

Particularly notable changes were observed in the development of imagination and figurative thinking. While at the initial stage musical improvisations were fragmentary and unstable, by the end of the formative stage the children demonstrated the ability to create more holistic and logically completed musical images. The variety of expressive means they used also expanded, including rhythmic patterns, dynamic variations, tempo changes, and intonational modulation.

A comparative analysis of the results from the ascertaining and control stages showed that the number of children with a high level of creative thinking significantly increased, while the proportion of children with a low level decreased. Moreover, improvements were observed not only in individual activities but also in group musical and play-based tasks, where children became more actively engaged in interaction, took into account peers' ideas, and participated in joint musical creation.³

Development in the emotional sphere of preschoolers was also noted. Musical improvisation contributed to increased emotional expressiveness, reduced psychological tension, and the formation of confidence in their actions. The children became more open in expressing feelings, more easily established contact with peers and the teacher, and showed sustained interest in musical activities.

It is also important to highlight the development of self-regulation and self-control skills during creative activity. In the process of improvisation, children learned to distribute attention, maintain a given rhythm, complete musical phrases, and evaluate their own actions and outcomes. This indicates that musical improvisation influences not only creative thinking but also the general regulatory mechanisms of child development.

³ Конурова Лейла Руслановна. ВОЗМОЖНОСТИ ПРИМЕНЕНИЯ ТАНЦЕВАЛЬНО-ДВИГАТЕЛЬНОЙ ТЕРАПИИ В ДЕТСКОМ САДУ. (2026). ZAMONAVIY TARAQQIYOT VA FAN: 21-ASR YONDASHUVLARI, 3(1), 38-44. <https://journalss.org/index.php/zam/article/view/14859>

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

Thus, the obtained results confirm the effectiveness of musical improvisation as a pedagogical tool for developing creative thinking in preschool children. It ensures a comprehensive impact on the cognitive, emotional, and behavioral spheres of the child, creating conditions for the formation of stable creative activity and independence.⁴

Conclusion

The conducted study made it possible to substantiate the effectiveness of musical improvisation as a method for developing creative thinking in preschool children. The analysis of theoretical sources and the results of the experimental work demonstrated that musical improvisation is an effective pedagogical tool contributing to the development of imagination, emotional expressiveness, independence, and creative activity in preschoolers.

The study revealed that the systematic inclusion of musical improvisation in the educational process ensures positive dynamics in the development of children's creative thinking. Preschool children expand their range of musical expressive means, develop the ability to create original musical images, and demonstrate a higher level of initiative and confidence in their actions.⁵

Musical improvisation is particularly significant for the development of children's emotional sphere and communication skills. It helps reduce psychological tension, fosters emotional openness, and improves interaction in group activities. In addition, this method positively influences the development of self-regulation and the ability to consciously perform creative tasks.

Thus, musical improvisation can be considered an effective pedagogical tool that ensures the comprehensive development of a child's creative personality in

⁴ Konurova Leyla Ruslanovna. (2025). Psychological aspects of developing creative abilities in children through the integration of music therapy and modern pedagogical technologies. *European International Journal of Pedagogics*, 5(03), 72–75. <https://doi.org/10.55640/eijp-05-03-19>

⁵ Konurova Leyla Ruslanovna. (2026). MUSICAL AND RHYTHMIC NEUROPRACTICES IN WORKING WITH PRESCHOOL CHILDREN [Data set]. *B Latin American Journal of Education* (T. 6, Выпуск 01, сс. 420–425). Zenodo. <https://doi.org/10.5281/zenodo.18284426>

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

preschool age. The obtained results confirm the feasibility of its wide application in preschool education practice.

References

1. Эльконин Д. Б. Психология игры. — М.: Владос, 1999.
2. Кабалевский Д. Б. Как рассказывать детям о музыке. — М.: Просвещение, 1982.
3. Назайкинский Е. В. О психологии музыкального восприятия. — М.: Музыка, 1972.
4. Апраксина О. А. Методика музыкального воспитания в детском саду. — М.: Просвещение, 1987.
5. Гальперин П. Я. Психология мышления и учения. — М.: МГУ, 1998.
6. Абдуллин Э. Б. Теория музыкального образования. — М.: Академия, 2004.
7. Konurova Leyla Ruslanovna. THE INFLUENCE OF TRADITIONAL AND NON-TRADITIONAL MUSICAL AND PLAY ACTIVITIES ON CHILDREN'S DEVELOPMENT. (2025). World Bulletin of Social Sciences, 44, 53-56. <https://scholarexpress.net/index.php/wbss/article/view/5097>
8. Konurova Leyla Ruslanovna. Methods for developing the creative abilities of preschool children based on music therapy. (2025). Texas Journal of Multidisciplinary Studies, 41, 46-49. <https://doi.org/10.62480/tjms.2025.vol41.5976.pp46-49>
9. Конурова Лейла Руслановна. ВОЗМОЖНОСТИ ПРИМЕНЕНИЯ ТАНЦЕВАЛЬНО-ДВИГАТЕЛЬНОЙ ТЕРАПИИ В ДЕТСКОМ САДУ. (2026). ZAMONAVIY TARAQQIYOT VA FAN: 21-ASR YONDASHUVLARI, 3(1), 38-44. <https://journalss.org/index.php/zam/article/view/14859>
10. Konurova Leyla Ruslanovna. (2025). Psychological aspects of developing creative abilities in children through the integration of music therapy and modern

Eureka Journal of Education & Learning Technologies (EJELT)

ISSN 2760-4918 (Online)

Volume 2, Issue 4, April 2026



This article/work is licensed under CC by 4.0 Attribution

<https://eurekaoa.com/index.php/2>

pedagogical technologies. European International Journal of Pedagogics, 5(03), 72–75. <https://doi.org/10.55640/eijp-05-03-19>

11. Konurova Leyla Ruslanovna. (2026). MUSICAL AND RHYTHMIC NEUROPRACTICES IN WORKING WITH PRESCHOOL CHILDREN [Data set]. B Latin American Journal of Education (T. 6, Выпуск 01, сс. 420–425). Zenodo. <https://doi.org/10.5281/zenodo.18284426>

12. Annakulova D Stages of developing methodological training of future music teachers based on teaching the uzbekistan folk local music styles module <https://scholarexpress.net/index.php/wbss/article/view/5098>

13. Annakulova D Components of using traditions of epistle performance in the professional training of future music teachers <https://manuscriptology.org/index.php/PRVM/article/view/419>.