METHODS FOR FOSTERING CREATIVE TRAITS IN PRESCHOOL CHILDREN

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Abstract: *The article explores methods for stimulating creativity in preschool children, analyzing the impact of both traditional and modern approaches on their development. The characteristics of each approach are highlighted, emphasizing how traditional methods, focused on repetition and conformity, limit personal initiative, while modern strategies, such as brainstorming and the thinking hats method, foster divergent thinking and active participation. Additionally, the article presents the results of an experimental study conducted in the field of "Language and Communication," highlighting the benefits of a balanced educational approach that combines structure with free exploration, with a view to fostering children's creativity and expressiveness.*

Keywords : *creativity ; preschool ; teaching methods ; education ; divergent thinking ; language ; expression ; innovation ; personal development.*

Introduction

The fundamental goal of the preschool age is "to establish the foundations of psychological activities and define the characteristics of personality, with an emphasis on personality. The first 6 years of education have become an important period for the formation of factors such as attitude, personality, complex emotional states, will, motivation, and communication, which shape the future behavior of an individual" (Piaget, Inhelder, 2005).

The preschool child becomes an active explorer in the intellectual stage, directly exposed to a variety of experiences and expanding social and cultural interactions. This development is not limited to the extension and diversification of behavior but also includes the

emergence and expansion of key elements of personality. These include attitudes, personality, complex emotional states, will, motivation, and communication skills.

G.W. Allport introduced the term "creativity" in psychology to describe a formation of personality. According to his view, "creativity cannot be restricted only to certain categories of personality manifestation, such as aptitudes (intelligence), attitudes, or temperamental traits" (Allport, 1950). This is one of the main reasons why the term "creativity" was not included in specialized dictionaries before 1950.

Currently, there are a variety of definitions for creativity. According to psychologists, being creative means "to create something new, original, and suitable for reality. The act of creation can mean making something exist, giving it life, generating, producing, being the first to interpret a role and bring a character to life, composing quickly, conceiving, and others" (Popescu, 2009). A creative person is characterized by originality, expressiveness, imagination, openness to new ideas, inventiveness, and innovation.

A. Roșca (1988) argues that "due to the complexity of the creativity phenomenon, it is unlikely that a unanimously accepted definition will be reached, as each author emphasizes different dimensions." Some authors consider creativity to be the ability to produce something new and valuable, while others define it as a process through which a product is achieved.

Within the domain of Language and Communication, "creativity represents an exceptionally valuable skill that contributes to the improvement of individual expression and communication. This subsection focuses on traditional methods, integrated over time in the learning and development process in this fascinating field" (Chirev, 1964).

Specialized literature highlights the fact that the development of creativity in preschool children is not a spontaneous process, but the result of a structured educational intervention that encourages divergent thinking, exploration, and experimentation. In this context, innovative teaching methods, such as starbursting, the pyramid method, double bubble, brainstorming, Venn diagrams, the cube method, the A.T.I (R.A.I.) method, and the thinking hats method, become valuable tools for educators, facilitating both the learning process and the development of a creative spirit among children (Dughi & Bold, 2022; Dughi, 2010).

Stimulating creativity in preschool children requires a variety of activities that allow them to express themselves freely and explore. Artistic, mathematical, and personal development activities provide

natural contexts for fostering creativity. For example, free drawing, modeling, storytelling, and creating their own games are recommended methods. It is important for educators to create an environment that supports the expression of original ideas, where children are not afraid of making mistakes or being subjected to rigid evaluation (Chiș, Moldoveanu, Alzner, Șerban, Cotoi, 2021).

The use of active teaching methods, such as discovery learning, educational games, and project-based work, is essential in the context of creativity development at the preschool and primary levels. These methods encourage the direct involvement of children in the learning process and give them the opportunity to explore multiple solutions to a problem. Additionally, integrating technology into the educational process, when possible, is recommended to stimulate children's imagination and visual thinking (Știrbu, 2024).

Other useful techniques for developing creative thinking include methods such as "Starbursting," "Thinking Hats," and "Dream Technique." These involve challenges that require generating multiple ideas, free association, or shifting perspectives on a problem—essential elements in creativity development. Furthermore, activities such as inventing stories or riddles enhance children's imagination and expressive language (Răsunetul.ro, 2024).

Recent studies show that organizing extracurricular activities, such as educational field trips, artistic performances, or role-playing games, significantly contributes to children's creative development. These experiences support symbolic thinking and experiential learning, especially when connected to classroom topics. Moreover, interaction with nature or the surrounding environment can trigger curiosity and creative initiative (PMC, 2023).

In the traditional Romanian educational system, classical methods can be adapted creatively. Even frontal lessons or repetitive exercises can become opportunities for creativity if students are given the freedom to choose, autonomy, and the chance to formulate their own questions. Techniques such as "6/3/5" (six people, three ideas, five minutes) or adapted brainstorming can be successfully applied in early education classes.

Although alternative methods (such as those from Montessori or Waldorf pedagogy) are often more focused on creativity, research shows that even the traditional framework can support the development of creative traits if educators are flexible and concerned with children's free expression. Continuous professional development for teachers is essential in applying these methods in a personalized way, adapted to the characteristics of each group of children (Paiu, Bostan, 2020).

Characteristics of traditional methods

Traditional teaching methods focus on the transmission of knowledge through direct instruction and repetitive exercises. These methods emphasize conformity, memorization, and the faithful reproduction of information. Some of the most commonly used traditional techniques include (Cerghit, Radu, Popescu, Vlăsceanu, 1991):

- **Retelling and Recitation** – Children are encouraged to repeat the information presented by the educator, without the opportunity to express their personal ideas.
- **Worksheets** – Structured activities that involve completing predetermined tasks, with only one correct answer.
- **Directed Didactic Games** – Activities that, while involving playful elements, are strictly controlled by the adult.

These methods contribute to the child's disciplined development, but they limit personal initiative and creative exploration of ideas. Children have fewer opportunities to experiment and find original solutions to proposed problems.

Characteristics of modern methods

Unlike traditional methods, modern approaches focus on the active participation of the child, collaboration, and exploration. These methods are child-centered, encouraging children to freely express their ideas and discover concepts through experimentation. Some of the most effective modern methods for stimulating creativity in preschool children include:

- **Starbursting** – an interactive method that stimulates divergent thinking through the formulation of essential questions related to a given topic.
- **Brainstorming** – encourages the spontaneous generation of ideas, without the fear of being judged or immediately corrected.
- **Thinking Hats Method** – develops critical and creative thinking by assigning different roles to each child, with each hat representing a distinct perspective on the problem being discussed.
- **Pyramid Method** – promotes collaboration and problem-solving by involving each child in group activities.
- **Venn Diagrams and Double Bubble** – visual methods that help children identify similarities and differences between concepts.

These methods promote a stimulating learning environment where children have the freedom to explore, collaborate, and develop creative

thinking. They facilitate learning through discovery, offering multiple opportunities for experimentation and critical reflection.

Comparing the effectiveness of both approaches
Comparing the two types of methods, it can be observed that traditional approaches are effective in transmitting fundamental knowledge and developing self-discipline, but they limit personal initiative and the ability to think innovatively. On the other hand, modern methods encourage the development of creativity by stimulating curiosity, critical thinking, and cognitive flexibility.
Another important aspect is the level of involvement of the child in the educational process. In traditional methods, the child plays a more passive role, being a receiver of information, whereas in modern methods, the child becomes an active participant in the learning process, having the opportunity to contribute to their own development.
In conclusion, while both traditional and modern methods have advantages and limitations, the integration of a balanced approach, combining structure and discipline with free exploration and creativity, can lead to a more effective preschool education that is better adapted to the current needs of children.

Study on methods for stimulating creative traits in preschool children
To identify the most efficient methods for stimulating creativity in preschool children, we conducted an experimental study within the field of "Language and Communication." The research aimed to analyze the impact of different educational methods on the development of creative thinking, by comparing traditional strategies with modern ones based on exploration, collaboration, and free expression.

Research purpose
The main goal of the study is to investigate the effectiveness of a specific method within the "Language and Communication" domain in developing creativity in preschool children. Through a rigorous experimental approach, the research aims to evaluate the extent to which the applied teaching strategies influence the child's ability to formulate original ideas, express thoughts creatively, and explore language from various perspectives.

Research objectives
To achieve this goal, the study pursued the following objectives:

- **O1** – To assess the initial level of creativity and linguistic abilities of preschool children during a pre-experimental stage, using specific evaluation methods.
- **O2** – To implement and analyze the impact of modern techniques on the creativity of preschoolers in the experimental group during the formative-ameliorative stage.
- **O3** – To compare the progress made by the experimental group and the control group based on the results obtained in the post-experimental stage.
- **O4** – To evaluate the effectiveness of the applied methods by analyzing the significant differences between the two groups of participants.
- **O5** – To identify and interpret the effects of modern strategies for stimulating creativity in comparison with traditional methods.

Research hypothesis
Based on theoretical premises and practical observations, the following hypothesis was formulated: *If methods specific to the "Language and Communication" domain are applied in activities aimed at developing creativity in preschool children, then a significant improvement in their creative abilities will be observed.*

Research sample
For the purposes of this study, we selected a sample of 27 preschool children from the "Grupa Mare B" (Senior Group B) at the "Căsuța Piticilor" Full-Day Kindergarten in Arad. The children were between 4 and 6 years old, with some having attended kindergarten since the age of 2.
The language development activities were adapted to the annual themes, which were structured around the key questions: *"How do we express what we feel?"* and *"When, how, and why do things happen?"*

Content sample description
The research is structured into three stages—**pre-experimental**, **formative-ameliorative**, and **post-experimental**—each involving specific activities designed to develop preschoolers' linguistic, cognitive, and socio-emotional skills through storytelling, dramatization, and interactive methods.

Pre-experimental stage (September 2023 – October 2023)
This initial stage introduces children to the world of stories through:

- **Teacher-led storytelling** (*"The Kid with Three Goats"* by Octav Pancu);
- **Dramatization** (*"Maricica"* by Luiza Vlădescu), a technique that stimulates expressiveness and creativity;
- **Open-ended story prompt** (*"A Day at Kindergarten"*), which encourages children to develop their imagination and narrative ability.

Formative-Ameliorative Stage (November 2023 – April 2024)
During this stage, various teaching methods are applied to foster critical thinking, vocabulary development, and creativity:

- **Familiar stories** such as *"Little Red Riding Hood"* by the Brothers Grimm and *"Autumn"* by Elena Dragoş;
- **Interactive methods**, including:
  - **The Cube Method** (*"The Goat with Three Kids"*) – exploring a story from different perspectives;
  - **The Pyramid Method** (*"The Steadfast Tin Soldier"* by Hans Christian Andersen) – analysis and sequencing of information;
  - **Puppet Theater** (*"The Old Woman's Daughter and the Old Man's Daughter"*) – encouraging empathy and expressiveness;
  - **Starbursting Method** (*"Dino's Friends"*) – enhancing vocabulary and the ability to generate ideas;
  - **Open-ended story prompt** (*"A Different Elsa"*), offering children creative freedom.

Post-Experimental stage (April 2024 – May 2024)
This final stage aims to consolidate the skills acquired by the children through:

- **Teacher-led storytelling** (*"Cinderella"* – Brothers Grimm);
- **Open-ended story prompt** (*"A Puppy Named Bobi"*) designed to assess children's autonomy in expression;
- **Dramatization** (*"The Three Little Pigs"* – James Orchard Halliwell-Phillipps), integrating elements of collaboration and performance.

Overall, this research uses a combination of narrative techniques and interactive methods to enrich preschoolers' learning experience, fostering their linguistic, social, and creative competencies.

In order to test the hypothesis that applying language and communication-based methods significantly contributes to the development of preschoolers' creativity, a pedagogical-experimental study was planned and implemented. The study was structured into three key stages, designed to offer a clear view of the children's progress in both language use and creative thinking.

Research stages
Initial stage (Pre-Experimental)
This phase aimed to establish the initial level of creativity and linguistic abilities of preschool children, both in the experimental group and the control group. Using appropriate assessment tools, data were collected regarding each child's baseline level, internal group composition, and communication skill structure.
Formative-ameliorative stage
Conducted between November 2023 and April 2024, this phase involved applying specific methods to stimulate linguistic and expressive creativity in children from the experimental group. Implemented activities included interactive storytelling, dramatization, role-playing, and modern communication techniques designed to support language development and innovative thinking.
Final evaluation stage (Post-Experimental)
Scheduled for May 2024, this phase aimed to analyze the progress made by the children following the pedagogical intervention. The same research tools were used as in the initial stage, such as structured observation grids, narrative discourse analysis, and creative exercises involving both verbal and non-verbal expression.

To ensure a rigorous assessment of preschoolers' progress, the study pursued the following specific objectives:
- **O1:** To evaluate children's ability to express ideas and emotions creatively using various verbal techniques, such as storytelling, description, comparison, and the use of metaphors.
- **O2:** To analyze how children explore and experiment with alternative forms of nonverbal communication (facial expressions, gestures, mimicry) to express their thoughts and feelings in original ways.
- **O3:** To investigate preschoolers' involvement in group activities that require collaboration and communication, such as role-playing, thematic discussions, and creative problem-solving.

- **O4:** To assess children's ability to create their own linguistic structures, including rhymes, riddles, stories, and mini-dramas, using expressive elements appropriate to their age and developmental level.

By applying these innovative educational methods and strategies, the research aims to demonstrate the effectiveness of modern approaches in developing creative traits in preschoolers and to offer practical recommendations for optimizing the teaching process in early childhood education.

Research implementation
Within the framework of this study, educational activities were organized to stimulate preschoolers' creativity through various interactive teaching methods. These activities were carefully structured to encourage the development of imagination, communication skills, and cooperation among children.
By using stories, dramatizations, and role-playing games, the goal was not only to improve narrative competence but also to strengthen learning through playful and practical experiences.
In the following section, we present the activities carried out during the pre-experimental stage of the research.

Pre-experimental stage
Activity No. 1 – Storytelling based on images: "The kid with three goats"
Group: Senior (5–6 years)
Goal: Developing children's narrative skills through the use of images to construct and interpret a story.
Objectives: Stimulating creativity, recognizing characters, interpreting story actions, developing vocabulary, and fostering group collaboration.
Method: Image observation and analysis, guided discussions, collaborative storytelling, role-playing games.
Procedure: The teacher presents images and character cutouts from "The Kid with Three Goats." Children are invited to create a story based on these visuals. They are encouraged to participate actively in storytelling, contribute ideas, and act out characters.
Assessment: Based on observation of individual involvement and contributions during the activity.

Activity No. 2 – Storytelling based on images: "Little Maricica"
Group: Senior (5–6 years)

Goal: Developing narrative skills and awareness of personal hygiene through the use of images from the story "Little Maricica."

Objectives: Expressing creativity, recognizing characters and their actions, learning the importance of hygiene, and collaborating in groups.

Method: Image observation, guided discussions, collaborative storytelling, and role-play activities.

Procedure: The teacher shows images from the story "Little Maricica" and encourages children to create a story based on them. Throughout the activity, children discuss personal hygiene, learn self-care lessons, and collaborate to build the story's ending.

Assessment: Conducted through observation of children's participation and creative contributions.

Activity No. 3 – Storytelling based on images: "A day at kindergarten"

Group: Senior

Goal: Stimulating creativity and communication skills by using images to create a story about a typical kindergarten day.

Objectives: Encouraging creativity, improving speaking skills, promoting group collaboration, and respecting turn-taking in conversation.

Method: Image observation, guided discussions, collaborative storytelling, and drawing activities.

Procedure: The teacher presents images related to daily kindergarten activities and encourages children to create a story based on them. Each child contributes an idea, and the group collaborates to complete the story. At the end, children may illustrate the story or act it out through role-play.

Assessment: Based on observation of individual contributions and group collaboration.

Experimental Stage

Activity No. 1 – Teacher's Storytelling: "Little Red Riding Hood"

Group: Senior

Purpose: To stimulate imagination and develop listening and concentration skills in children, using a classic story adapted to their age.

Objectives: Improving listening skills, developing the ability to identify characters, expressing emotions and reactions to the story, encouraging group collaboration and discussions.

Method: Storytelling by the teacher, guided discussions, role-play, drawing or coloring activities.

Procedure: The teacher narrates the story "Little Red Riding Hood" using illustrations, encouraging discussions and the expression of children's feelings. Follow-up activities include role-playing and drawing. Evaluation is carried out through observation of participation and involvement.

Activity No. 2 – Image-based torytelling: "Autumn"
Group: Senior
Purpose: To develop children's narrative skills through the use of thematic images to create stories.
Objectives: Expressing creativity, observing and interpreting details in images, vocabulary development, and group collaboration.
Method: Observation and interpretation of images, guided discussions, collaborative storytelling, drawing activities.
Procedure: The teacher presents images related to autumn and encourages the children to create a story based on them. Collaboration is stimulated, and evaluation is conducted through observation of group activity and individual contributions.

Activity No. 3 – "The Goat with Three Kids" – The Cube Method
Purpose: To stimulate imagination by exploring the story from different perspectives using the cube method.
Objectives: Analyzing the story "The Goat with Three Kids" from six different perspectives, understanding moral lessons, and developing expression skills.
Method: Using the storytelling cube to explore various aspects of the story.
Procedure: Children discuss different perspectives of the story, with each side of the cube representing a different element. Evaluation is based on active participation in discussions and the expression of ideas.

Activity No. 4 – "The Tin Soldier" – The Pyramid Method
Purpose: To develop the ability to synthesize information and ideas, encouraging teamwork and critical thinking.
Objectives: Recognizing characters and key moments, organizing information, and fostering teamwork.
Method: Using the pyramid method to organize story elements.
Procedure: Children work in teams to build a pyramid with the key moments of the story. Evaluation is based on collaboration and the correct structuring of ideas.

Activity No. 5 – "The Old Woman's Daughter and the Old Man's Daughter" – Puppet Theater

Purpose: To develop creativity, communication, and cooperation through puppet theater.
Objectives: Representing the story using puppets, creating and handling them, and reflecting on the theatrical experience.
Method: Puppet theater activity.
Procedure: Children create puppets and sets, then participate in the staging of a play. Evaluation is based on creativity and involvement in the theatrical activity.

Activity No. 6 – "A Different Elsa" – Story with a Given Beginning
Purpose: To develop creativity through collective storytelling and stimulate critical thinking.
Objectives: Creating a collective story, encouraging diversity and acceptance, developing storytelling abilities.
Method: Collective storytelling with input from each child.
Procedure: Children complete the story started by the teacher and illustrate it. Evaluation is based on contributions to the story and the imagination expressed.

Post-Experimental stage
Activity No. 1 – Image-Based Storytelling: "Cinderella"
Purpose: Familiarizing children with the story of *Cinderella*, promoting values such as kindness and inner beauty, stimulating imagination and creativity through active participation in storytelling and role-play.
Objectives: Active listening to the story, identifying its messages and moral, expressing opinions and feelings, developing collaboration skills through role-play.
Method: Interactive storytelling, guided discussions, role-playing, creative activities.
Procedure: The teacher begins the *Cinderella* story with enthusiasm, using engaging illustrations to capture the children's attention. Throughout the story, children are encouraged to participate through questions and suggestions related to the characters' behavior. After the storytelling, a discussion follows about the lessons learned and the story's moral. Children then take part in creative activities such as puzzles, drawings, or role-playing. The activity concludes with a review of the lessons and an evaluation of the children's active participation.

Activity No. 2 – Story with a given beginning: "A Puppy Named Bobi"

Purpose: Developing children's imagination, creativity, and storytelling skills through active contribution to the creation of a collective story.

Objectives: Stimulating imagination and creativity, developing oral expression skills, reinforcing cooperation and social interaction, encouraging active listening and attention to detail.

Method: Story with a given beginning, guided discussions, collective creative activities.

Procedure: The teacher introduces the story *"A Puppy Named Bobi"* with a captivating beginning and encourages children to add ideas and details to develop the plot. As the story takes shape, the teacher records their contributions on flipcharts or the board. Children are encouraged to illustrate key scenes or dramatize certain moments from the story. The activity ends with a discussion about the creative process and positive feedback from the teacher.

Activity No. 3 – Dramatization of "The Three Little Pigs"

Purpose: Developing creativity and collaboration skills through dramatizing the story *"The Three Little Pigs."*

Objectives: Stimulating imagination and creativity, developing communication and teamwork skills, expressing emotions and artistic expression through dramatization, encouraging self-confidence and team spirit.

Method: Dramatization, group collaboration, creative activities.

Procedure: The teacher reads *"The Three Little Pigs"* and discusses the characters and events with the children. Each child chooses a character to portray, and the teacher guides them in learning their lines and the character's behavior. Children help create props and costumes, and the activity culminates in a performance of the story in front of the other children or parents. After the dramatization, there is a discussion about their experience and the lessons learned from the story.

Presentation, analysis, and interpretation of results from the Pre-Experimental Stage

Through the interpretation of the results from the pre-experimental stage, we will shed light on the needs and particularities identified in the researched context, thus contributing to the foundation of future decisions in the development of the study. At the same time, we will be aware of the possible limitations of the research and how these may influence the interpretation of the collected data.

The data obtained through observation are presented and statistically analyzed in the following comprehensive analyses, tables, and charts.

Diagram 1. Distribution of Results Obtained in the Pre-Experimental Stage

Analysis of experimental group results:
Interpretation of Pre-Experimental Stage Results
The chart presents the initial results of the preschoolers in the pre-experimental stage, based on four specific objectives (O1, O2, O3, O4). The assessment was conducted using three performance levels: "Needs Support" (green), "In Progress" (red), and "Achieved" (blue).

General analysis of the results
The results show that a significant percentage of children require additional support, especially for O1 (44%), which indicates difficulties in the creative expression of ideas and emotions through language. This suggests the need for supplementary activities to stimulate vocabulary development and oral expression.
In the case of O2 and O3, the number of children categorized as "In Progress" is considerable (37% for O2 and 51% for O3). This suggests that many preschoolers are in an active learning phase but need structured activities to improve their nonverbal communication and group collaboration skills.
For O3 (Active participation in group activities), only 11% of the children achieved the objective, indicating greater difficulty in active involvement and collaboration with others. This aspect points to the need for educational strategies that encourage interaction and teamwork, such as role-play and collective activities.
Regarding O4 (Creating their own language structures), there is an improvement compared to O3, with 22% of the children achieving the objective. However, a large portion remains in the "In Progress" category (40%). This shows that while there is some progress in

creative expression, many children still need support in developing storytelling and language structure skills.

Conclusions and intervention directions:

1. **Improving oral expression** – Additional storytelling and guided description activities could help children who struggle to express ideas and emotions.

2. **Stimulating nonverbal communication** – Interactive exercises and dramatizations could support the development of this type of communication.

3. **Encouraging active group participation** – Organizing more collaborative games may improve engagement and social interaction.

4. **Developing creativity in expression** – Story-creation exercises and the use of playful methods (rhymes, riddles) could increase the number of children achieving this objective.

Overall, the data suggest that preschoolers are at varying stages of development, and educational interventions should be tailored to meet the specific needs of each category.

The results highlight the need for intervention and additional support in developing participants' creative communication skills. It is essential to offer them stimuli and individualized guidance to enhance their creativity in expression, nonverbal communication, active participation in group activities, and the development of their own language structures.

Presentation, analysis, and interpretation of results from the Post-Experimental stage

Through the interpretation of the results from the post-experimental stage, we will shed light on the needs and particularities identified in the researched context, thereby contributing to the foundation of future decisions in the conduct of the study. At the same time, we will be aware of the possible limitations of the research and how these may influence the interpretation of the collected data.

Diagram 2. Proportion of Results Obtained from the Post-Experimental Stage

Interpretation of results from the Post-Experimental stage
The graph reflects the results obtained by the preschoolers after the implementation of the educational interventions, in relation to the four specific objectives (O1, O2, O3, O4). Compared to the pre-experimental stage, significant progress can be observed in achieving the objectives.

General analysis of the results
The results show a remarkable increase in the number of children who have achieved the proposed objectives. For O1 (Creative expression of ideas and emotions through language), 92% of the children succeeded in achieving the objective, with only 4% in the development stage, while the percentage of those requiring additional support decreased to 4%. This progress signals a considerable improvement in linguistic and expressive   competencies.
In the case of O2 (Exploration of nonverbal communication), the results are even more encouraging: 96% of the children achieved the objective, and only 4% remain in the development stage, with no child requiring additional support. This indicates the effectiveness of the activities implemented in developing expressiveness and body language.
For O3 (Active participation in group activities), the progress is evident, with 100% of the children achieving the objective. This result shows that the educational strategies used had a strong impact on the development of collaboration and group interaction skills.
Regarding O4 (Development of own language structures), 88% of the children achieved the objective, and 12% are in the development stage. While there is a small percentage of children who still require

reinforcement, the results indicate a clear improvement compared to the previous stage.

Conclusions and implications

1.   The applied educational interventions had a positive impact, significantly increasing the number of children who achieved the proposed objectives.

2.   The initial difficulties observed in verbal and nonverbal expression were largely overcome through interactive activities and innovative teaching methods.

3.   Participation in group activities significantly improved, demonstrating that the methods used stimulated cooperation and active involvement of the preschoolers.

4.   Although the majority of children achieved the objectives, a small percentage still requires reinforcement of certain competencies, especially regarding creative expression through language.

In conclusion, the implemented program proved to be effective, demonstrating that innovative methods and interactive activities significantly contribute to the development of preschoolers' linguistic, expressive, and collaborative skills.

Conclusions and proposals

The conclusions of the research show that the activities carried out during the experiment had a significant impact on the development of language and creativity in the subjects involved. Through storytelling, dramatization, and the exploration of various communication techniques, the subjects had the opportunity to expand their vocabulary, improve their expression skills, and develop their imagination and creative thinking.

By comparing the development of results from the pre-experimental and post-experimental stages, it can be observed that the activities conducted within the experiment had a significant impact on the development of language and creativity in the subjects involved. In the pre-experimental stage, the percentages for achieving the objectives and the need for support reflected a lower level of linguistic competencies and creative expression. However, in the post-experimental stage, the percentages for achieving the objectives significantly increased, indicating an improvement in verbal and nonverbal communication skills, as well as the creative abilities of the subjects. This suggests that the experimental activities and strategies contributed to the development of expression skills and creativity among the participants. Through storytelling, dramatization, and the

exploration of various communication techniques, the subjects had the opportunity to expand their vocabulary, improve their expression abilities, and develop their imagination and creative thinking.

These results highlight the importance of implementing innovative strategies and methodologies in the educational process, which provide children with diverse opportunities for expression and the development of creative skills. By using a stimulating environment and ensuring the active involvement of children in creative activities and communication, it is possible to contribute to the development of a generation of individuals who can express their ideas and emotions in an original way and use creativity to solve problems and explore the surrounding world.

The research also highlighted that active involvement in group activities, such as role-playing games and thematic discussions, facilitated the development of communication and collaboration skills. Through interaction with others and the expression of ideas and emotions within a social context, children had the opportunity to develop self-confidence and interpersonal skills.

Another important aspect is related to the role of adults or educators in supporting and encouraging the learning and development process. By offering a safe and supportive environment in which children feel free to express their ideas and explore creativity, adults can positively influence their development and contribute to the formation of solid linguistic and creative skills.

In conclusion, the results of the research emphasize the importance of a child-centered approach in the educational process, one that focuses on developing linguistic competencies and creativity through various and interactive activities. By adapting teaching strategies and methodologies to the specific needs and interests of children, a holistic and balanced education can be ensured, providing them with the necessary tools to become active and creative citizens in contemporary society.

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