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THE DEVELOPMENT OF CREATIVITY IN PRIMARY SCHOOL CHILDREN

Modern changes in society require the formation of a creatively active. Personality who is able effectively and non-ordinary solve new difficulties of life. In this regard the important task of the developing creative abilities in schoolchildren is raised. In its turn, this process requires the improvement of the education, taking into account the psychological patterns of the entire system of cognitive processes.

Creativity is the way of creating a subjectively new thing, based on the ability to generate original ideas and uses non-standard modes of activity.

Creativity is defined as a person's activity that creates new material and spiritual values which have novelty and social significance. It means that the result of creativity is something new that hasn't not existed yet. The notion of «creativity» can also be given a broader definition. Philosophers define creativity as a necessary condition for the matter development, the formation of its new forms, along with the emergence of which the forms of activity are changing too

Primary school age is the period of knowledge accumulation. Primary school is that the place where the techniques of mental activity are laid and thinking skills are formed. That is why, it is very important to develop creative thinking at a primary school age. Upgrading the educational process in primary school is based upon the problems which are conducted in the theory and practice of learning. The effectiveness of learning is achieved, first of all, by the intensifying of children's learning activities [1: 32].

Children should not accept the explanation of new knowledge given by a teacher in the readymade form passively, but acquire and comprehend this knowledge in hard independent work. Thus, knowledge obtained in such way is much better remembered and assimilated than mechanically trained. Primary school age is the period for creation of psychological basis for active future life. Imagination, fantasy, creative thinking, curiosity, the ability to observe and analyze phenomena, making comparisons, summering facts, drawing conclusions, practically evaluated activities are developed in this period. Interests, inclinations, needs that underlie creativity are beginning to emerge.

From a psychological point of view, the primary school age is a favorable period for the development of creative abilities because at this age, the child at the first time realizes the relationship between him/her and others, begins to understand the social motives of behavior, moral evaluations, the importance of conflict situations. It means that, at this age the self deployment comes into conscious phase [2: 3-6].

School-age children's creativity can be shown in such manifestations which are not become clear to the teacher. Children, who have high creative potential, resist strict discipline, conformism. They are prone to independence, have a heightened sense of

humor and are more responsive to injustice. Such children do not take strictly regulated classes, which are repetitive and boring. But at the same time, they are surprisingly inquisitive and intellectually active.

A child of high creative ability is able to head deeply into what he/she is interested in. She/he is very resourceful in fine arts, games. The child uses different materials, expresses many different considerations in accordance to a particular situation. He/she is able to find a new solution to a particular problem. As a rule, a creative child is energetic, witty, can be distinguished by good memory. The child exhibits considerable autonomy in thought and behavior [3: 54].

Junior children do the bigger part of their active work through imagination. Their games are a figment of fantasy. They are enthusiastically engaged in creative activities. In the process of learning children are often faced with the make to understand abstract material and need analogies. In such cases, they usually feel general lack of life experience. The way out from such situation is the usage of child's imagination. Thus, the value of the function of imagination in mental development is great. However, fantasy, like any other forms of mental reflection, must have a positive direction. It should promote the development and acquisition of knowledge, without growing into passive daydreaming, replacing real-life dreams. To accomplish this task, it is necessary to help the child to use his or her imagination in the direction of progressive self-development, to activate cognitive activity, in particular to develop theoretical and abstract thinking, attention, language and general creativity [4: 97].

The task of a primary school teacher is to create such help of which conditions with the learning activity will become more creative. It will activate the mental processes such as: perception, thinking, memory, imagination.

Having set the goal to teach children of creativity through imagination, we can clearly understand the following tasks:

- to teach children to notice everything around,
- to feel the world,
- to teach dreaming,
- to fantasize,
- to lead children to create their own works.

These tasks are realized by using the game as a form of warm-up, or directly in the educational process [5: 15-18].

Exercise 1: «Find a New Destination»

Objective: To develop the ability to find unusual purpose for known things; the development of fantasy and imagination.

Implementation: the trainer proposes to remove items from the box. Kids need to come up with a new destination for them.

Exercise 2: «How does the sky taste?»

Objective: development of non-standard thinking, imagination, ability to find new properties of ordinary phenomena.

Implementation: everyone sits in a circle and takes turns answering the questions: «What is the taste of the sky», «What form of joy?», «What is the touch of fear?», «What is the happiness of the taste?», «What is the touch of the cloud?», «What is the

taste of love?», «What is the touch of sadness?», «What color is pain?», «What color is joy?».

Exercise 3: «Interesting Drawing»

Objective: development of creative abilities, imagination; ability to work in a group.

Implementation: the children are grouped into 3 groups, the first group draws the head of the horse, the second - a kangaroo's torso, and the third - the tail of the squirrel. After all the drawings are combined into one and give an unusual name.

Exercise 4: «Imaginary Animal»

Objective: to develop imagination, flexibility and originality of thinking

Implementation: invent and draw an unusual animal that does not exist yet. Give it a name. What does she eat? What does he enjoy doing? After the drawing is completed, the children present the drawing, tell about it.

Exercise 5: «The Writer»

Objective: development of speech, active vocabulary of children, thinking and creativity.

Implementation: given three words: table, watermelon, car. You need to come up with as many sentences as possible, each of which would use all three words. You can change words in any way you like [6:129].

Therefore, the creative personality has a non-standard independent thinking, rich spiritual world, knows how to enlarge his/her knowledge, watches the environment, creates something new, original, unique. In order to help develop such a personality in the learning environment, it is necessary for the teacher to create appropriate pedagogical preconditions for disclosing the individual characteristics of each child, meeting cognitive needs, stimulating creativity, using a person-centered approach, supporting children's creative efforts. Considerable opportunities in this process are played by the games provided they are properly organized.

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