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THE FORMATION OF CREATIVE EDUCATION AND DEVELOPMENT ENVIRONMENT OF THE PUPILS OF THE 1ST FORM

In the modern world, the problem of improving the quality of education is important. This can only be done by humanizing the educational space. It is an urgent need to establish a subject-subject interaction between the participants in the educational process, so it is necessary to update the content, forms, working methods, principles of education and education of younger pupils. Particularly urgent is the problem of increasing the effectiveness of the educational process in primary school by forming an educational environment that can influence the development of the personal values of the child.

S. Smolyuk, N. Gontarovskaya, Y. Manuilov, L. Novikov, K. Prihodchenko, O. Smolinskaya, O. Budnik, N. Seiko and others are studying the problem of the educational environment. These studies analyze the formation, functioning and development of the school's educational system. However, the problem of forming an educational environment of the school that would contribute to the development of the creative personality of young learners remains unexplored.

The purpose of the article is to theoretically reveal the essence of the problem of the formation of creative educational and development environment in the first form of primary school.

Child development is a complex physiological process that takes place in accordance with one's own characteristics and laws, in the joint educational activities of a teacher and a learner. Training is a must-have component without which creativity is not possible. Achievements in the development of a child depend not only on age, but also on how educational activities are organized and directed [1: 223].

The child development occurs in a particular environment. The environment has an impact of the incipience, the formation and development of the individuality. S. Shatsky divided the environment into internal (pedagogical conditions of the school, educational system, means of pedagogical communication) and external (interaction of pedagogical workers with family, the public, informal interaction outside the educational institution). According to his concept, the interaction of school and environment is necessary [2: 110].

When it comes to the educational environment, the impact of educational conditions on the learner who is studying. It is necessary to take into consideration the peculiarities of the development of society and upbringing of pupils, the connection of the school with the life and environment of a child [3: 243].

N. Gontarovskaya defines the educational environment as an important element of the society, which is purposefully organized, managed, multifunctional, opened pedagogical system, within which the pupil of the comprehensive school realizes himself as a socially developed integrity [4: 310].

According to O. Pisarchuk, the educational and development environment is a sociocultural space within which the process of personal development is carried out. In order for the educational space to become a development environment, it must have such features as flexibility, continuity, variability, integration, openness, a willingness to act jointly in all subjects of the educational process [5: 117].

Formation of a creative educational and development environment is the creation of conditions for disclosing the interests, inclinations, abilities, talents of each child, according to its potential in the conditions of an educational institution, which aims directly or indirectly to influence the creative development of the student's personality in the process of his education and learning.

Primary school age is a auspicious period for the development of creativity, the formation of personal interests and the opportunity to express themselves in various activities. In the 1st form interaction of children with adults occurs during communication, play, joint activities, joint study of phenomena and objects. The child gradually becomes an active participant in the educational process, so the teacher needs to establish and maintain good relationships, trust in joint activities with children. During this period the imagination, the gift of fantasizing, creative thinking, curiosity, ability to observe, compare, critically evaluate the activity are actively being developed. According to I. Kravtsova, primary school pupils can identify elements of creativity such as originality, flexibility, idea development, speed of finding new options for solving problems [6: 10-13].

According to D. Romanovskaya, the main conditions for the effective formation of creative personality of young learners are: formation of creative atmosphere in the classroom; classroom activities should be combined with outdoors activities; it is necessary to stimulate pupils' creative self-realization; a rational combination of general requirements for learners with an individual approach to them; pupils must master the operations of thinking, the techniques of creative search; positive attitude and constant attention to changes in the development of children; teachers should be able to realize their creative potential [7: 11-15].

The particular importance of the formation of creative educational and development environment in the 1st form is to take into account the provisions of the New Ukrainian School on the organization of educational environment [8: 44-55]: a) the educational environment should meet the developmental needs of the child in the sociocultural context; b) the classroom environment must be owned by children. The classroom environment should take into account the interests, children's needs, their prior knowledge and experience; c) the educational environment should be safe; d) the teacher should be a model of desirable behavior and attitude; e) the usage of different

forms of work with children (work in pairs, in small groups, as well as individually); f) environment should meet the needs of all children.

Generalization and systematization of the results of scientific researches allows to determine the basic criteria that creative educational and development environment in the 1st form should ensure the harmonious development of children; have the results of pupils' creative and research activity; create conditions for self-realization; have the ability to meet the needs of a learner and to form a system of shared social and spiritual values.

But, the formation of creative educational and development environment requires the formation of teachers' professional competence. The teacher must understand the uniqueness and uniqueness of every learner, ensure the development of abilities, interests and promote the self-development of the personality of young learners.

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