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DEVELOPMENT OF CREATIVE ABILITIES OF JUNIOR SCHOOLCHILDREN IN ENGLISH LESSONS

The problem of developing the creative abilities of younger students is actualized by the need to develop their personality from the first years of study because it is during this period that the foundation of their lives is laid.

The study aims to theoretically substantiate the need to use innovative technologies in English lessons to develop the creative abilities of younger students.

Nowadays the process of creativity has been the center of special attention. The formation of a pupil's creative personality has been one of the important theoretical tasks for pedagogical science. The given problem has become the focus of research by such scientists as L. Vyhotskyi, B. Teplov, L. Bozhovich, V. Filipova, L. Venher, and others. L. Vyhotskyi proposed the theory about age as the focus of analysis of a child's development, suggested a new understanding of conditions, sources, forms, stimuli, and specifics of a child's mental development; he described the stages and phases of a child's development, and also the transitions between them in the process of ontogenesis; discovered and formulated the main laws of a child's mental development [2: 82].

Every child has inborn creative abilities. Creativity is not a type but by far a style of activity. Creativity is the process of giving birth to something new: formulating new ideas or introducing new concepts, experiencing new feelings, or seeing certain images, that are direct regulators of creative actions. Creative abilities are formed throughout a human's life, at the same time the researches by T. Baibara, L. Vyhotskyi, L. Lozova show that primary school age is sensitive to the creative development of children, their abilities to be creative [3: 22].

In the methodology of teaching English, there are various ways to optimize learning, and creative activities, including games.

The use of educational games and educational and creative tasks in the English lesson allows increasing the interest in learning the language, as well as creating a situation of imaginary language environment. The value of role-playing games cannot be exhausted and appreciated, because being entertainment, and recreation, it can grow into learning and creativity. In the role play, first of all, children's imagination, attention, and figurative thinking are developed, and the ability to operate with images of reality is laid down, which, in turn, creates a basis for mastering complex forms of creative activity.

Examples of games in English lessons in primary school, which I use as an effective means of developing students' creative abilities.

Game «SNOWBALL»

Students sit down on the principle of a "round table", in the center of which - cards with the vocabulary being studied. One student takes a card, shows it, and uses the word or phrase in a sentence. The second student takes another card and comes up with a new sentence that is logically related to the previous one and so on. Thus, a collective story is formed, which is then called. The principle of this game can be used to describe a picture, retell a theme or text, etc. while controlling listening.

Game «MY FAVORITE PAINTING»

On the teacher's desk are pictures of any lexical topic. Each student chooses one and then argues in a foreign language why he chose it.

Game «And I ...»

On the board hang pictures depicting people in different situations. Each student chooses one of the characters and tries to tell the story of his life in the first person.

Game «DANCE IN A HAT»

Music sounds. Everyone is dancing. One of the students has a hat on his head. In the dance, he passes it on to someone, putting it on his head. The hat is passed to the music. The music is interrupted, the one wearing the hat has to sing a song in a foreign language, recite a poem or remember a pattern, and so on.

Game «WHAT DO YOU SEE?»

Prepare a card with a small hole in the middle. Cover the picture with the word with this card and, lead the hole through the picture, give the children the opportunity to answer the question: "What is it?".

Game «GROW YOUR TREE»

Students are encouraged to draw their family tree. Everyone determines the place of relatives on the tree, and children choose the color with which to paint a picture and then describe the drawing in English.

Game «GOOD OR EVIL»

Children are given the task to paint a person's face, when only the oval of the face is drawn, to describe it in English. In addition to the development of speech, the game helps to develop the imagination, as well as to trace the psychological state of the child.

The problem of developing pupils' creativity and creative abilities have been of serious concern to many famous educators, researchers, philosophers, and scientists. It is necessary to emphasize that pupils in most cases do not create completely new things, but the process of creating and discovering subjectively new things for a child is one of the ways of showing his/her creativity.

Teaching a foreign language involves the practical mastery of students' speaking skills at a level sufficient for foreign language communication.

The development of a child's creative abilities involves the development of imagination and flexible, "non-standard" thinking. This can and should be done in every English lesson using a variety of methods and techniques.

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