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DEVELOPMENT OF CREATIVE ABILITIES OF YOUNGER SCHOOL STUDENTS IN EXTRA-CURRICULAR ACTIVITIES BY MEANS OF BEAD WEAVING TECHNOLOGY

The problem of the formation of a creative personality, the development of creative abilities, and creative thinking is very relevant and is based on the achievements and psychology of pedagogy.

The main goal of the new school is to give the child an opportunity to manifest their independent creative abilities.

Prominent psychologists and teachers dealt with the problem of forming students' creative activity, namely: L.Artemov, A.Bogush, Y.Komenskyi, G.Lyublinska, V.Sukhomlynskyi, A.Makarenko, and others.

S.O.Sysoeva made a significant contribution to the theory of creativity. The scientist differentiates personality traits and abilities from creativity and singles out the qualities that motivate the personality that define it. needs in creative activity.

V.N. Sots adheres to the opinion that professional and pedagogical activity cannot be normative, since every situation of interaction between a teacher and a student in the pedagogical process is unique and requires improvised behavior [3].

The purpose of the article is to theoretically investigate and analyze the problem of the development of creative abilities of younger schoolchildren in extracurricular activities by means of bead-weaving technology.

In the context of the implementation of the "New Ukrainian School" Concept, extracurricular education is an integral part of the education system of Ukraine and plays a significant role in the upbringing and creating conditions for the child's self-realization, and development of his talents and preferences [1].

Creativity is an integral part of a teacher's pedagogical culture.

The preparation of primary school teachers for the development of creative abilities of younger schoolchildren is based on methodical recognition of the priorities of the student's personality development, needs, motivations, goals, abilities, and individual psychological characteristics.

Bead weaving is one of the types of Ukrainian folk art, which is a unique means of aesthetic education and creative personality development [4].

Beading is a practical technique. The child performs certain actions - in this case, he weaves some products, and this activity leads to the development (of him) of certain abilities and qualities. At the same time, young masters develop not only the ability to be

creative, and creative thinking but also many personal qualities that are extremely necessary for a child at school.

In beadwork classes, the child does not just make some crafts but primarily solves specific household tasks. The ability to creatively solve emerging tasks, the ability to find solutions at the junction of various fields of activity, independence, accuracy, perseverance, and the ability to focus on the task – because all these qualities are necessary for achieving success in any field of activity.

An important achievement of beadwork classes is that they: contribute to the development of creativity, imagination, artistic taste, and aesthetic feelings; introduce the features of artistic language; develop the senses, especially visual perception, based on the development of thinking, the ability to observe, analyze, remember; develop mental, constructive abilities - children learn to work with the scheme, supplementing or changing it; contribute to vocabulary enrichment.

Pedagogically effective in the artistic and technical creativity of elementary school students is the creation of various compositions using the "beading" technique.

The technique of "beading" belongs to a type of decorative and applied art and has specific features and distinctive features [2].

It is very important for the teacher to understand the tasks he sets before the students, his ability to convey to schoolchildren the basic principles of working with beads, and the teaching method should be based on clear didactic principles: activity and awareness, systematicity and consistency, the strength of knowledge acquisition, accessibility and strength in learning.

A system of tasks with three levels of difficulty is provided. At the first level, the work has a reproductive character - according to the model. On the second, it is replaced by reproductive and creative activity; this is, as a rule, work on memory with the introduction of elements of creativity. Gradually, the activity moves to the third level - creative, into creative and aesthetic work (work according to one's own idea).

The process of creating compositions in the "beading" technique involves a step-by-step implementation:

1. Selection of the plot.
2. Drawing up a sketch of the composition.
3. Color solution of work.
4. Selection of material by type (beads, beads, glass) and size.
5. Weaving (stringing) of individual elements.
6. Preparation of the basis for the composition.
7. Compositional solution of work (composition and fixing of elements on the base)

[2].

Primary school teachers introduce students to compositional skills as the basis of the creative process. Students gain knowledge about the universal laws and rules of composition construction, and about the variety of compositions and performance techniques (national motifs, artistic taste, professionalism) in terms of form, name,

ornamentation, and color. Students master the main means of composition (construction of a product): rhythm, symmetry, asymmetry, and balance.

Much attention is paid to the aesthetic education of young schoolchildren, the development of their imagination, artistic taste, and creative imagination, and the education of kindness, mutual help, and mutual respect. A specific feature of optional classes is that they combine theoretical and practical aspects of artistic and technical activity.

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