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TECHNOLOGICAL APPROACH TO THE FORMATION OF CREATIVE PERSONALITY OF PRIMARY SCHOOL STUDENTS

In recent years, the problem of creative abilities of the younger generation has become quite acute. Creative abilities include the ability to think critically, the ability to be proactive and bold in their creative decisions, the ability to have a non-standard view of solving problems facing them nowadays.

These tasks can be most effectively solved using the latest approaches, including technological (its forms, methods, tools and techniques), which contributes not only to the formation of students' sustainable interest to creative activities but encourages the students to show their practical and creative skills. Appropriately selected technology for the formation of creative personality helps to reveal primary school students' original ideas, the ability to implement them in various activities, to improve students' skills and abilities to work in a non-standard and creative way.

The problem of forming the creative personality of a primary school student is covered in the works of such scientists as L. Bozhovych, L. Vygotsky, H. Kostyuk, N. Menchynska, H. Lublinska, M. Shardakov and others [4:46].

Psychological and pedagogical researches show that the primary school age is a sensitive period for the development of the child's creativity due to the peculiarities of mental (cognitive) development of children aged 6 to 11. The child perceives the world through images, the student's speech is enriched, his memory becomes more stable, and the imagination is characterized by active development. The child constantly fantasizes, draws, makes appliques, shows interest in music, fine arts, literary creativity, etc.

L. Vygotsky's research shows that the primary school age is a very favorable period for the development of creative personality that is the child's abilities and inclinations. The basis for the formation of abilities is a developed imagination, observation, and thinking. This is a sensitive period for the accumulation of the child's knowledge, which is part of his creativity. The main factors in the development of the student's creative abilities are his educational activities and a more conscious attitude to the learning process as the child grows up. According to the scientist, the student's positive emotional attitude to the accumulation of knowledge and to the activity is the basis of creativity [2:16].

The student's creative personality is characterized by the level of developing his creative abilities. Abilities are defined as the person's individual and psychological characteristics that express his readiness to mastering certain activities and to their successful implementation.

The main factors influencing the creative activity are the personality of the creator, environment, conditions in which the creative activity develops, desires and will, the

developed motivational component, as well as the person's ability to analyze the consequences of his activity and its effectiveness.

The characteristics of the student's creative personality are the following:

- ❖ speed of thinking (it is the quantity of ideas that arise in the student's mind for a particular unit of time);

- ❖ flexibility of thinking that is the person's ability to switch from one idea to another; the ability to see the relationships between these ideas (for example, what information from the previous idea can be used for the realization of the next idea and vice versa); the ability to take creative risks and find paradoxes [1:62];

- ❖ curiosity (the student's ability to show steady interest in learning new things, openness and sincere surprise);

- ❖ courage that is the child's ability to make decisions without fear even in situations that are characterized by uncertainty and risk as well as the ability to complete what has been started;

- ❖ originality, which implies the child's ability to generate certain ideas. L. Vygotsky and J. Piaget also believe that during the primary school age children actively develop general and special abilities. Therefore, the main task of teachers and parents is to promote the development of these abilities.

The formation of creative personality in primary school age is also influenced by such psychological factors as self-regulation and developed will (the arbitrariness of management of the junior student's mental processes and behavior). In the early school years, children rise to a new qualitative level in their development. They acquire the ability to act not only in accordance with the requirements of adults but also in accordance with their own requirements [3:19].

Thus, the development of creative personality of primary school students is based on the learning process, which involves the appropriate level of development of students' cognitive and mental processes such as thinking, attention, imagination and speech. It also depends on the children's accumulation of the system of knowledge, skills and abilities as well as relevant experience that the students gain in the educational process. While studying at primary school, the students learn generalized ways of mental actions, due to which their cognitive processes are actively developing.

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