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FORMATION OF YOUNGER SCHOOL STUDENTS' CREATIVE SKILLS USING GAME TECHNOLOGIES IN COMPUTER SCIENCE LESSONS

Statement of the problem. One of the main tasks of the educational process at school is the formation of the student's independent, thinking personality and the development of his abilities, in particular, creative ones. The problem of forming the creative abilities of an individual is one of the most urgent and at the same time complex and understudied. Creativity is an activity, the result of which is the creation of new, original and more perfect material and spiritual values. All people are endowed with certain creative abilities that allow them to express themselves in various fields of science, technology and art.

Modern education is aimed at the development of students' creative abilities because every child has certain abilities that must be discovered and conditions for their development must be created. Modern society feels the need for creative individuals who think out of the box, show creative initiative, sensitivity to problems, and find extraordinary ways to solve them. They have a higher level of adaptation and socialization and to a greater extent meet the requirements of the modern world, which is constantly changing. Talent becomes a guarantee of economic prosperity and a means of national prestige.

When forming the creative abilities of younger schoolchildren, an individual approach to each child should be implemented, which will help ensure a high level of development of their creative potential. After all, every child is unique. Each child has certain inclinations, abilities, interests, and therefore the approach to each child should be individual.

Great potential for children's creative development is provided by educational and game activities. During the game, children develop and consolidate the properties, skills, and abilities they need so that they could perform creative functions in the future. Playing position is a powerful means of educational influence on children. The child's communication with the class, mutual understanding between the teacher and the student begins in the games. In the process of playing children develop the habit of concentrating, working thoughtfully, attention, memory, and the desire to learn.

Analysis of recent research and publications. Psychological aspects of forming younger schoolchildren' creative abilities by means of game technologies in computer science lessons are highlighted in the works of the following scientists: V. Andreev, H. Ball, D. Bogoyavlenska, G. Kostyuk, O. Kulchytska, M. Leites, O. Luk, Ya. Ponomarev, M. Kholodna and others.

Methodical aspects of forming younger schoolchildren' creative abilities by means of game technologies are outlined in the studies of P. Blonskyi, O. Dukhnovych, Ya. Komenskyi, S. Rusova, V. Sukhomlynskyi, K. Ushinskyi, and others.

The purpose of the article is to substantiate and develop pedagogical conditions for the formation of creative abilities of younger schoolchildren by means of game technologies in computer science classes.

The main outline of the material of the article. At the present state of the development of society, significant changes in all spheres of human activity cause the necessity of forming creative personality with a high level of intellectual development and creative capabilities that are able to create and develop innovations in any field.

The solution to this important task is laid, first of all, on the education system, which requires fundamentally different approaches to education, upbringing and preparation for students' independent life, as well as constant renewal of forms and methods of education with the purpose of more and more effective influence on the development of the child's creative personality.

Some scientists believe that a person's creative potential depends on inherited qualities and they cannot be compensated by any educational influences. Others emphasize that there are social and pedagogical factors in the formation of creativity and individual giftedness.

I. O. Sysoieva emphasizes that the development of students' creative features involves goal orientation, scientifically based design of the content of education, its didactic support, forms of control and methods of stimulating schoolchildren' creative educational activity.

V. Shadrikov notes that "abilities are revealed, first of all, when there is freedom of activity, freedom in choosing the ideality itself, freedom in the forms of its implementation, and in the possibility of creativity."

V. Druzhynin believes that the creative and intellectual capabilities of a person are fully realized only when he is the subject of choice, that is when the person decides what task he will solve. Therefore, the imposition of tasks leads to the fact that a person, motivated by the motivation of social approval, "turns on" only "intellectual skills".

V. Sukhomlynsky emphasizes that "there is no child without thinking and feeling, and therefore the school's task is to instill in students their own vision of the world, to teach them to think and feel. This is the first step to creativity, and it gives birth to a desire for mental work, a desire to grasp the incomprehensible."

All known studies of the mentioned problem testify to the importance of the development of a person's creative abilities. One of the ways to solve this problem is the introduction of innovative educational technologies into the educational process, which are aimed at the development of students' creative abilities and comprehensive personal development.

The analysis of psychological and pedagogical literature shows that children of primary school age have characteristics that significantly affect the formation of their creative abilities. This age is a favorable period for the formation of an individual's creative potential.

Thus, the formation of creativity is a very important psychological and pedagogical aspect, when education, training and development are manifested in their integrity. The sense of discovery is the driving force that inspires the student to create. The joy that accompanies the child gives rise to success in overcoming difficulties. It is known that even a small victory over oneself makes a person stronger.

For the successful development of cognitive, intellectual, and creative abilities of primary school students, the main principle of work of primary school teachers should be the use of modern achievements of age psychology and innovative learning technologies.

Educational games occupy a leading place during the study of informatics in elementary school. The educational game ensures students' desire for novelty and the creation of a new activity product, provides a source of personal activity, promotes self-realization of students in the process of mastering valuable things. Educational games and programs can be good assistants for the teacher in the learning process. The games used by the teacher in computer science classes are divided into computer games, didactic games, and relaxation games. Didactic games are the most effective for forming students' internal motivation in studying computer science.

Conclusions. Forming students' creativity is very important not only because the task of modern education is the formation of a creative personality, but also because a person who knows how to think creatively can always find the way out in unusual circumstances, such a person adapts to life more easily. In our study, game activity was chosen as a means of forming creative abilities. The game itself is a creative process, therefore, when applying such a method, creative abilities are formed and general abilities develop as well.

The analysis of psychological and pedagogical literature makes it possible to assert that the problem of creative abilities is one of the most important and controversial in psychological and pedagogical research. Domestic researchers studied various aspects and problems of creative abilities: their nature, components, methods of formation, criteria and indicators of their development.

It has been established that there is a direct connection between the use of game technologies in computer science lessons in elementary school and the level of younger schoolchildren' creativity. Based on our research, we have developed a methodical system of educational games that can be used in computer science classes. The examples of the educational games within this methodical system will be given in our future publications.

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