

***DEVELOPING CREATIVE ABILITIES OF PRIMARY SCHOOL
STUDENTS THROUGH COMPUTER TECHNOLOGIES***

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Introduction. At the present stage of development of psychological and pedagogical science, the issue of creative abilities among the younger generation has become increasingly urgent. This involves children's capacity for critical thinking, initiative, courage in their creative decisions, and the ability to have an original, non-standard perspective on solving the challenges posed by modern life.

Primary school age is considered a sensitive period for the development of a child's creative personality, talents, and abilities. This process is facilitated by the activation of students' interest, attention, and thinking through the use of modern and highly effective learning technologies that simplify the perception and processing of information. Such technologies also include computer-based tools designed not only to stimulate children's creativity but also to enrich their experience, encourage independence and activity, inspire imagination, and foster the ability to generate creative ideas and move beyond stereotypical thinking.

The psychological and pedagogical aspects of developing students' creative abilities have been explored in the works of O. Antonova, V. Antypets, I. Bila, N. Budiï, T. Harbuziuk, O. Dubaseniuk, H. Kostiuk, N. Menchynska, and O. Skrypchenko.

Features of developing creative abilities in primary school students through computer technologies are outlined in the research of V. Andriievska, Ya. Vasylenko, N. Olefirenko, S. Kshyshtof, H. Matviichuk, and other scholars.

Creative abilities are innate characteristics that ensure an individual's success in various types of activity. They include the student's ability to solve tasks in a non-standard way, think logically, and demonstrate creativity in different domains (academic, play-based, constructive, artistic, musical, etc.).

Therefore, the modern primary school must create favorable conditions for creativity and for the realization of students' creative potential. The use of computer technologies in developing creative abilities in students of grades 1–4

is especially significant in addressing various pedagogical tasks through broader access to educational resources, particularly within the primary school setting.

Taking into account age-specific characteristics, these technological tools stimulate interest and cognitive activity, encourage students to develop skills for creative and independent work, and help them move away from conventional judgments. Information obtained through independent searching, analyzing, grouping, systematizing, and distinguishing the essential from the secondary contributes to the development of critical thinking, shaping students' ability to defend their position and, consequently, think creatively [1, p. 3].

Computer technologies used in teaching primary school students include:

Educational platforms such as Zoom and Mozaik, which provide IT-supported learning. Their role in the context of distance learning is invaluable, as they significantly facilitate the processing of information and tasks, making it easier to study subjects in primary school. By completing quests, preparing reports, or creating presentations, students develop research-based thinking, tend toward critical judgments, and become aware of meaningful issues. Despite possible mistakes in task execution, students gain valuable skills by independently searching for and selecting information, learning to generalize, classify, agree or disagree during the task process, thereby forming the foundations of critical thinking and the ability to generate previously non-existent ideas [2, p. 22].

Mobile technologies (IT). Mobile devices combined with wireless connectivity are important tools for expanding learning opportunities in primary school.

Types of mobile technologies include:

1. Wi-Fi wireless technology (Wireless Fidelity based on IEEE 802.11), which enables high-speed data exchange and facilitates access to information wherever access points are available.

2. Widespread use of smartphones and tablets among students, which supports the integration of innovative technologies and provides easy access to digital content for both teachers and learners [3, p. 15].

The advantages of mobile applications in education include fast access, the ability to learn from any location worldwide, and the flexibility to study at a convenient time.

Forms of using mobile devices in educational institutions include:

- The “Diary” mobile application, storing intermediate learning results, interactive schedules, and assignments.
- Notifications about deadlines and test results.
- A news feed with updates from the educational process, events, and changes.
- Quick access to knowledge bases and training simulators.
- Active use of audio-based learning techniques.
- Online testing for knowledge assessment, enabling fast verification and data storage for the entire class [4, p. 24].

Advantages of using computer technologies in primary school education:

- making the learning process engaging and diverse regardless of location, enabling self-education;
- game-based learning forms that generate higher interest than traditional methods;
- accurate attendance tracking;
- the possibility of short quizzes and electronic submission of assignments, motivating students to prepare for each lesson;
- collection and analysis of statistical data on learning progress from multiple perspectives: individual, group, subject, or teacher;

- rapid exchange of important information among participants in the educational process;

- individualization of learning—students may choose learning content based on their interests, making m-learning student-centered;

- flexibility and immediate access to information needed for specific tasks through mobile devices;

- support for self-directed learning and on-demand content;

- the possibility to learn anytime and anywhere, such as at university, at home, or while traveling;

- communication between students and teachers through email and social networks (Facebook, Messenger, etc.), as well as collaboration via wireless networks or Bluetooth;

- increased motivation among students who were not successful in traditional learning environments [5, p. 81].

However, there are also disadvantages, including:

- potential deterioration of vision, posture, and overall physical condition due to prolonged uncontrolled gadget use;

- differences in device models among students, which may cause incompatibility with certain educational apps or additional financial burdens on institutions;

- the need for continuous filtering of Internet content;

- distractions caused by entertainment apps unrelated to learning [5, p. 35].

In conclusion, modern students increasingly prefer and regularly use information technologies in their daily lives. Therefore, it is not surprising that they can easily adapt mobile devices for learning.

The informatization of primary school education in modern conditions, due to its convenience, expands and enriches the traditional educational environment

with new forms, methods, techniques, and tools that are engaging, understandable, and effective for developing knowledge, skills, and creative abilities of students.

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