



FORMING THE PHYSICAL AND CREATIVE SKILLS OF PRIMARY SCHOOL STUDENTS

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Annotation

In primary school, the stage of development of children's creativity is interconnected with the content and methods of education in the educational institution. Using different forms and methods of training, have the ability to logically and deliberately to instil in students the flexibility of thinking.

Key words: school, formation, creativity, student, flexibility, physical education

In modern conditions, the main goal of the school as a social institution is the comprehensive development of children, their cognitive interests, creative abilities, physical abilities, general educational abilities, self-awareness, self-awareness unique and creative personality is a gift. from the gods. Perhaps there is some truth to this, as it is known that Pushkin and Mozart were born very rarely. But education and upbringing in school is not the upbringing of geniuses, but the formation of an independent, outward-thinking individual.

Indeed, through the development of high mental functions such as thinking and imagination, it is important to create new, unusual things in childhood, to develop physical qualities such as agility, endurance, strength, ability to play moving games. There has been a lot of talk lately about creative thinking and wellness. Why has the development of students 'creativity and physical mobility become one of the current challenges of modern education?

Creativity is "a personal quality, the ability to be creative in different areas of life, as well as the ability to support other people's creative self-awareness." - Ln. Kulikova.

My own vision of "creativity" brought me to the understanding that our children know a lot, but few know how, and if they know dedut is at a low creative level.

Therefore, I set the following goals and objectives:





- develop children's imagination, cause and effect thinking, language flair, creative imagination;
- develop the ability to write stories and fairy tales;
- solve complex problem tasks;
- to form curiosity;
- the desire to learn new, unknown;
- to form the ability to think logically, outside the box;
- develop speech, logic thinking;
- increase motivation for self-improvement.

I use the basic principles of creative education:

- individual approach;
- personal example ("do, as I!»);
- formation of search activity (interest, craving for new knowledge);
- do not impose your opinion and the opinion of others, no matter how true it may be;

Methods of education and training:

Active (games; independent activity under the guidance of an adult; search, research, practical, related to the independent search and discovery of certain truths by students, contributing to the activation of cognitive and creative activity).

Passive (own example, conversations).

It is important to take into account that it is necessary to create conditions for the successful development of creative abilities.

These include:

- early onset;
- creating an environment that is ahead of children's development;
- providing great freedom in the choice of activity, in the alternation of cases, in the choice of ways of work;
- help from adults (the freedom given to the child not only does not exclude, but on the contrary, assumes unobtrusive, clever, benevolent help of adults. The most difficult thing here, perhaps, is not to turn freedom into impunity, and help – a hint). The level of development of creative abilities depends on the content and methods of teaching in school.





Using a variety of teaching methods, including games, systematically, purposefully develop children's mobility and flexibility of thinking, teaches them to reason, not to cram, and to think, to draw conclusions, to find new original approaches, evidence, etc.

Development of creative abilities is carried out at all lessons and extracurricular activities.

Lesson – remains the main form of training and education of primary school students. In the framework of educational activities of primary school children in the first place solved the problem of the development of his imagination and thinking, imagination, ability to analyze and synthesize. Educational programs for which primary school teachers work in our school involve solving the problems of developing the creative abilities of the child in educational activities.

For the development of creative thinking and creative imagination of primary school students are offered the following tasks:

Classify objects, situations, phenomena on various grounds;

- establish cause-and-effect relationships;
- see relationships and identify new connections between systems;
- consider the system in development;
- make predictions;
- to highlight the opposite signs of the object;
- to identify and generate contradictions;
- separate conflicting properties of objects in space and time;
- to represent spatial objects.

The greatest effect in the development of creative abilities of the younger student can have:

- daily inclusion in the educational process of creative tasks and exercises,
- implementation of study groups or extracurricular activities at the specially developed program,
- involvement of students in creative interaction of applied nature with peers;
- didactic and plot – role-playing games in the classroom and after hours;
- excursions, observations;
- creative workshop.





The most effective area for the development of children's creative and physical abilities is art, artistic activity, sports. Literary creativity and Russian language, music, fine arts, technology, sports, movement games, physical education classes help with this.

At present, there is a need to improve the quality of the educational process and the organization of children's lives in preschool education. At all stages of educational and health work of preschool educational institutions the organization of life of children in age groups has been improved.

The research of physiologists, psychologists, educators was the basis. Preschool pedagogy has developed the following general principles of organization of children's lives and activities:

1. Lifestyle of children in each age group. Based on this principle, it is envisaged to provide equal conditions for the full development of all children in the group and their upbringing in the spirit of community.
2. The age principle of grouping requires the presence of one or two children in each group of children and ensures the process of education and upbringing, taking into account their age characteristics.
3. Create the necessary material environment for the children of the group to engage in all-round activities and communication. According to this principle, the rooms and plots of the groups are equipped and beautified on the basis of a single unit of pedagogical, hygienic and aesthetic requirements.
4. The continuity of the agenda and its dependence on age. The rhythm of basic life activities in early and preschool age is not the same. The lack of voluntary ability to control their own behavior in the first and second groups of children of the first age, the inability to organize their lives, is too much to take care of each child.

The need for time allocation. Due to the ability to self-organize in the implementation of the agenda, there is time for training, games, work.

5. Introduction of various activities (play, work, education): their place in the agenda, the addition and sequencing of these activities according to the level of development of children, the role in the formation of the child's personality.
6. Organizing the life of children in age groups aimed at protecting their life and health. In the relationship between educators, nurses and children, as well as children, a spirit of composure, nobility, humanity prevails. Conflicts are prevented and resolved fairly, and children's nervousness is cut short.





7. Adherence to aesthetic requirements in the organization of children's lives implies their use not only in the furnishing of rooms, but also in the pedagogical process.

The introduction of the child into the system of social education is carried out gradually. The efforts of the pediatric service in the preparatory stage, parents and preschool institutions have helped the child's body to adapt to the new conditions of life, its biological adaptation.

The pedagogical literacy of parents and their communication with educators is a prerequisite for the implementation of these requirements. Parents receive advice on the organization of the child's life in the preparatory period through individual interviews, reminders. They get acquainted with the methods of feeding, sleeping, receive advice on the formation of self-service, the organization of object and play activities. The educators, in turn, visit the children's homes, get acquainted with their lives, the little ones' hobbies, favorite games and toys, and establish the first emotional connection with the child in the conditions in which he is accustomed. Moving games, combined activities in physical education and music, reduce emotional stress, bring joy and pleasure, and increase the need for interaction. Thus, the expansion of social ties, the proper organization of pedagogical influence, facilitates the passage of the period of adaptation, allows the child to quickly get used to living with other children.

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