



FORMING CHILDREN'S CREATIVE ABILITIES

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Annotation

This article focuses on the formation of children's creative abilities in preparation for school, the organization of creative activities in preschool institutions and the education and demonstration of manual labor. Early detection and development of children's creative abilities is the main task of modern education. The creative potential of an adult depends in many respects on the extent to which the opportunities for their development are used, to ensure the further development of science and culture, scientific and technological progress, production and social life.

Keywords: creativity, ability, culture, universality, faith, conscience, love, tolerance, ability formation, creative activity.

Introduction

Ability to successfully perform a certain type of activity is an individual characteristic of a person that is a subjective condition. Ability is not knowledge, skills and abilities, but their attainment dynamics. Ability to master speed, depth and determined by the accuracy[4]. Ability is an opportunity that is manifested in the process of activity. For example, if a person does not have the necessary skills for musical activity, it is impossible to talk about his musical abilities.

Psychology has shown that the human child is not with a ready ability the source of the realization and development of any ability is born Talent cannot develop on its own, it needs a favorable environment for its development [6]. The National Education Law Training Program requires the younger generation to develop independent thinking and creative thinking skills. One of the main tools for developing such skills is to open the treasures of opportunity for students of large and preparatory age groups and to develop the skills to use them creatively and productively.





Relevance of the topic

The development of a child's creative abilities is one of the most important problems of society. In recent decades, this problem has become relevant in connection with the ongoing socio-economic changes in the country. Changes in the economic system, changes in the life of society due to new market relations, direct the education system to prepare a young generation capable of self-determination in a rapidly changing, dynamic world [10].

Based on the purpose of the article, we define the following tasks:

Based on the analysis of psychological and pedagogical literature, consider the basic definitions of "creativity", "ability", reveal the essence of creative abilities, their components, the age characteristics of young students; to determine the conditions and main directions of development of creative abilities in Russian language classes [2].

Determine the initial level of development of creative skills among the students in the class. Based on the analysis of the results obtained, develop and experimentally compile a compiled complex that contributes to the development of creative abilities in literary reading lessons. An experimental study of the effectiveness of a complex designed to develop the creative abilities of primary school students.

Novelty of The Topic

The education system is changing in response to changes in social life. According to the new educational paradigm, the school was tasked with developing the creative activity of students, forming their ability to independently acquire and apply knowledge. In this regard, teachers' attention is now focused on finding and implementing effective ways to develop students' creative abilities [17].

In the modern school, the creative development of the individual, the development of a culture of thinking and intellect is a side process that depends not on the actions of the teacher but on the activities of the student himself. As in any field, it is important that the pre-school education system belongs to both pre-school education institutions and to nurture mature people with high moral qualities. According to research by psychologists, by the age of three, all children have approximately the same level of artistic ability.

Therefore, wait for the child to show his special talent and there is no need to develop it after that. A few simple conditions can be followed for each child to develop artistic ability. You have to take your own step: at first, to get the child interested in drawing, then show him an interest in copying fantastic images, and only after it is clear that



the child will start teaching the basics of fine art to read more deeply support it. And, of course, don't forget to praise and encourage the baby's activities [3-25].

Today, the problem of finding tools for the development of thinking skills associated with the creative activities of primary school students in the form of collective and individual education is relevant. The absolutization of the technological structure of human life has largely suppressed and continues to suppress human nature, transformed social life only into technological processes, formalized human society and led them to information exchange and information technology, reduced education, reduced it to teaching and learning, culture, its universality, such as faith, conscience, love, tolerance, and so on [25].

From here comes an increase in aggression and social alienation at all levels of social life, including school. At the same time, the child, as an event, has his or her own multidimensional creative discovery and creative self-awareness. After all, in this small school student the characteristics of sensitivity to the development of imagination and creative abilities are much preserved. In this regard, the reading lesson is of particular importance. At the heart of the literary reading lesson is a work of art that is the product of creativity [13].

Studying this problem, G.N. such as conducted by scholars and teachers. Kudin, Z.N. Novolyanskaya, L.E. Streltsova, N. D. Tamarchenko, D.B. Elkonin, A.M. Matyushkina, A.V. Zaporozhets and others. This problem has always been a concern. This is especially true of our state, which for many years has been free-thinking, where artists have been oppressed and their rights have been violated. Now that the country's political system has changed steadily, there is every opportunity to nurture talent. In order to implement these ideas, it is necessary to didactically update the educational process, to create a qualitatively new system of creative personality development [3]. "Creative immersion" should be provided by a qualified combination and exchange of forms, methods and techniques of organizing children's creative activity at each stage of education, taking into account the age and individual characteristics of children, adhering to the principles of access to them. Thus, relevance determines the development of creative technologies for teaching, developing and educating the younger generation.

Conclusions and Suggestions

Successful development of creative abilities is possible only when certain conditions are created that contribute to their formation. In the psychological and pedagogical literature such conditions are:





Changing student roles. A radical change in the role of the primary school student in the classroom, according to which he should be able to become an active participant in knowledge, to choose, to meet their interests and needs, and to realize their potential. In the process of performing creative tasks, personal-active interaction between students and the teacher is necessary [18].

Its essence is the inseparability of direct and reverse effects, the understanding of interaction as a co-creation. Favorable psychological environment. Creating a conducive psychological environment for the development of skills: encouraging and encouraging children's creative desire, believing in the strengths and abilities of schoolchildren, unconditional acceptance of each student, respect for his needs, interests, opinions, excluding comments and judgments. Negative emotions (anxiety, fear, insecurity, etc.) negatively affect the effectiveness of creative activity, especially in children of primary school age, because they are characterized by increased emotion. A favorable psychological climate is also important in a student community that prevails when a good mental environment, an environment of caring, confidence and assertiveness is created for all [19].

Creating an inner motivation to read. Creativity, high self-esteem, and inner motivation are needed to learn with self-confidence. Only on their basis can creative abilities be successfully developed. Then the cognitive need, the desire of the child, his interest not only in knowledge but also in the search process itself, serves as a reliable guarantee that the great strain of emotional uplift will not lead to overwork and benefit the child. Proper pedagogical support for the child. Unintelligible, intelligent, friendly help (not motivating) by adults [16].

If the child can do it himself, you can't do anything to him. When he invents himself, you can't think for him. A combination of different forms of work. An optimal combination of frontal, group, individual forms of work in the classroom, depending on the objectives of the creative task and its level of complexity [13]. The advantage of collective and group forms is that joint search allows several people to combine their knowledge, skills, abilities, helps to increase the intensity of reflection, which plays an important role in the process. create a new one.

In the process of reflection, the student learns not only about such creative activity, but also about himself in the creation (his needs, motives, capabilities, etc.), which allows him to adjust his educational path. In the process of solving creative problems, as a rule, knowledge in various fields should be used. The more difficult the task, the more knowledge needs to be applied to solve it. Creating a successful situation. Creative assignments should be given to the whole class [21]. When they are finished, only success is evaluated. The teacher needs to see the individuality in each child.





Avoid personalizing creative assignments for the best students and offering them instead of simple assignments given to the whole class. Self-reliance in the creative task. The child is able to independently solve tasks that require maximum strength, when the child reaches the "ceiling" of his abilities, and this ceiling is gradually raised higher and higher. Creative tasks that engage you in creative activities and develop relevant skills are challenging for children, but can be accomplished.

In conclusion, any ability will be lost if it is not developed. Therefore, dear parents, do not neglect your child.

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