

PEDAGOGICAL OPPORTUNITIES OF DEVELOPING THE CREATIVE SKILLS OF PRESCHOOL EDUCATIONAL EDUCATORS

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Abstract

Creative abilities are not directly related to the level of general and special abilities, which are a real means of successful implementation of activities, but do not clearly determine the creative potential of a person. Their contribution is made only by breaking through the motivational structure of the person, its value orientations.

Keywords: creativity, ability, intellect, level, quality, emotional growth.

Creativity is a combination of many qualities. The question of the components of human creativity is still open, although there are currently several hypotheses about this problem.

Creativity is divided into three main groups:

- 1) abilities related to motivation (interests and inclinations);
- 2) abilities related to temperament (emotionality);
- 3) mental abilities.

R. Sternberg states that the creative process is possible when there are three special intellectual abilities: Synthetic ability to see problems from a new perspective and avoid the usual way of thinking; Analytical ability to evaluate whether ideas are worth developing further; A practical contextual ability to convince others of the importance of an idea. If a person has highly developed analytical skills to the detriment of the other two, he is a great critic, but not a creator. Synthetic ability, unsupported by analytical practice, produces many new ideas, but not validated by research and useless. Without the other two, practicality can lead to brilliant but "bad" ideas.

Creativity requires thinking to be independent of stereotypes and external influences. From Sternberg's point of view, creativity means the ability to take reasonable risks, the willingness to overcome obstacles, internal motivation, tolerance for uncertainty (tolerance), resistance to the opinions of others.

A well-known local researcher of the problem of creativity A.N. Luke, based on the biographies of famous scientists, inventors, artists and musicians, emphasizes the following creative abilities: 1) the ability to see a problem where others do not see it; 2) the ability to delete mental operations, replace several concepts with one, and use symbols that have more and more capacity in terms of information; 3) the ability to use the skills acquired in solving one problem in solving another problem; 4) the ability to perceive reality as a whole, without dividing it into parts; 5) the ability to easily connect distant concepts; 6) the ability of memory

to produce the necessary information at the right time; 7) flexibility of thinking; 8) the ability to choose one of the alternatives to solve the problem before examining it; 9) the possibility of introducing newly perceived information into the existing knowledge system; 10) to be able to see things as they are, to be able to distinguish what is observed from what is brought by interpreting; 11) ease of creating ideas; 12) creative imagination; 13) the ability to clarify details, improve the original idea. Creating internal motivation for learning.

The need for intrinsic motivation to learn with a focus on creativity, high self-esteem, and self-confidence. Only based on them, creative abilities can be successfully developed. Then the child's cognitive needs, desires, his interest not only in knowledge, but also in the process of research, emotional upsurge, strong mental tension serve as a reliable guarantee of not overworking and benefit the child. . Correct pedagogical support for the child. Inconspicuous, intelligent, friendly help from adults (not hints). If the child can do it himself, you can't do anything to him. If he can think for himself, you can't think for him. A combination of different forms of work. Optimal combination of frontal, group, individual forms of work in the classroom, depending on the goals of the creative task and its level of complexity. The preference for collective and group forms is due to the fact that joint research allows combining the knowledge, skills and abilities of several people, helps to increase the intensity of reflection. an important role in the process of creating a new one. In the process of reflection, the student realizes not only creative 304 activities, but also himself in creativity (needs, motives, opportunities, etc.), which allows him to correct his educational path. Interdisciplinary. In the process of solving creative problems, as a rule, knowledge from different fields should be used. And the more complex the task, the more knowledge should be used to solve it. Create a successful situation. Creative assignments should be given to the whole class. When they are finished, only success is measured. A teacher should see individuality in every child. Do not prepare creative assignments for the most talented students personally and offer them instead of the usual assignments given to the whole class. Independence in performing creative tasks. The child's independent solving of tasks that require maximum strength, when the child reaches the "ceiling" of his abilities and gradually raises this ceiling higher and higher. Children need creative tasks that are complex, but doable, that stimulate interest in creative activities and develop relevant skills. Diversity of creative tasks both in terms of content, forms of their expression, and level of complexity. The optimal combination of creative and simple educational tasks includes rich development opportunities, ensures that the teacher works in the zone of proximal development of each student. Consistency and consistency in the development of creative abilities of young students. The episodic nature of creative exercises and assignments provided in any elementary education program does not help to activate the creative activity of students, therefore it does not have an effective impact on the development of children's creative abilities. Creativity is a combination of many qualities. And the question of the components of human creativity is still open, although at the moment there are several

hypotheses about this problem. Many psychologists associate the ability of creative activity, first of all, with the specific features of thinking.

In particular, the well-known American psychologist Guilford, who dealt with the problems of the human mind, found out that creative people are characterized by the so-called divergent thinking. People with this type of thinking do not focus all their efforts in solving a problem on finding the only right solution, and start looking for solutions in all possible directions to consider as many options as possible. Such people tend to create new combinations of elements that most people know and use only in a certain way, or to form connections between two elements that at first glance have nothing in common.

The basis of creative thinking is a different way of thinking, which is characterized by the following main features: 1. Speed - the ability to express the maximum number of ideas (in this case, their quantity is important, not their quality).

2. Flexibility - the ability to express different ideas.

3. Originality - the ability to create new non-standard ideas (this can be manifested in answers, decisions that do not correspond to generally accepted ones).

4. Completeness - the ability to improve your "product" or give it a finished look.

According to scientists and teachers involved in the development of creative educational programs and methods based on TRIZ (theory of solving inventive problems) and ARIZ (algorithm of solving inventive problems), one of the components of human creative potential is the following abilities. 1. Ability to take risks. 2. Divergent thinking. 3. Flexibility in thought and action. 4. Speed of thinking. 5. The ability to express original ideas and invent new ones. 6. Rich imagination. 7. Perception of uncertainty of things and events. 8. High aesthetic values. 9. Developed intuition. Analyzing the above-mentioned points of view on the issue of the components of creative abilities, we can conclude that despite the differences in the approaches to their definition, researchers unanimously distinguish the quality of creative imagination and creative thinking as important components of creative abilities. When talking about the formation of abilities, it is necessary to dwell on when and from what age children's creative abilities should be developed.

Psychologists call different terms from one and a half to five years. There is also an assumption that it is necessary to develop creative abilities from a very early age. This hypothesis is confirmed in physiology. The fact is that a child's brain grows especially quickly and "ripens" in the first years of life. It is ripe, that is. the growth of the number of brain cells and the anatomical connections between them depends on the diversity and intensity of the work of the already existing structures, as well as the extent to which the formation of new ones is stimulated by the environment. This "ripening" period is the period of the highest sensitivity and plasticity to external conditions, the highest and widest opportunities for development. This is the most favorable period for the beginning of the development of the entire diversity of human abilities. But the child begins to develop abilities only when there

are incentives and conditions for this "moment" of maturity. The more favorable the conditions, the closer they are to the optimal conditions, the more successful the development begins. If maturation and the beginning of activity (development) coincide with time, go synchronously, and the conditions are favorable, development proceeds easily - with the highest acceleration.

Development can reach its peak, and the child can be capable, talented and bright. A theoretical analysis of works devoted to the problem of the structure of creative abilities was carried out. It is noted that many researchers have identified motivational, personal and cognitive components in the composition of creative abilities.

The importance of considering the procedural side of creativity, its nature affects the effectiveness of creative activity. In this regard, the components directly related to this aspect of creative activity are distinguished: the activity-procedural component, which includes creative independence and the ability to optimize one's behavior (choosing a behavior strategy that leads to a positive result). Reflexive component (ability to think deeply, aesthetic enrichment, self-education and striving for self-development).

Thus, the composition of creative abilities of junior schoolchildren has the following components: cognitive-emotional, personal-creative, motivational-value, activity-procedural, reflexive.

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