

## Play as a means of developing the creative abilities of Preschool Children

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### ABSTRACT

*The problem of the development of abilities is not new for psychological and pedagogical research, but it is still relevant. It is far from a secret that the school and parents are concerned about the development of students' abilities. Society is interested in people starting to work exactly where they can bring maximum benefit. And for this, the school must help the pupils find their place in life.*

**Key words:** *didactic games, creative activity, pedagogical conditions, diagnostics of the development of creative abilities.*

### I. Introduction

The younger school age is a particularly responsible period of the child's psychological development, intensive development of all mental functions, the formation of complex types of activity, laying the foundations of creative abilities, the formation of the structure of motives and needs, moral norms, self-esteem, and elements of volitional regulation of behavior.

“Creativity and personality”, “creative personality and society”, “creativity” - this is an incomplete list of issues that are in the focus of attention of psychologists, teachers, parents.

Creativity is a complex mental process associated with the character, interests, abilities of the individual.

This problem was dealt with by such leading figures of Russian psychology as B.G. Ananiev, A.N. Leontiev, S. L. Rubinstein, B. M. Teplov, N.S. Lei-tes and others. The conceptual apparatus, content and basic provisions of the theory of abilities were developed mainly in the works of these scientists.

The main task of primary school is to ensure the development of the child's personality. The sources of the full development of the child are two types of activity: educational and creative activity.

If we talk about the present state of the modern elementary school in our country, it should be noted that the main place in its activity still continues to be occupied by the cognitive activity of schoolchildren, and not creative.

So, abilities are understood as individual psychological and motor characteristics of an individual, which are related to the success of performing any activity, but are not reduced to knowledge, skills and abilities that have already been developed in the child. At the same time, the success of any activity can be ensured not by a separate ability, but only by that peculiar combination of them that characterizes the personality.

A person is not born capable of this or that activity, his abilities are formed, formed, developed in a properly organized corresponding activity, during his life, under the influence of training and education.

It is necessary to emphasize the close and inextricable connection of abilities with knowledge, abilities, skills. On the one hand, abilities depend on knowledge, skills, and on the other, abilities develop in the process of acquiring knowledge, skills and abilities. Knowledge, skills and abilities also depend on abilities - with aptitude they allow you to master the relevant knowledge, skills and abilities faster, easier, stronger and deeper.

Educational and creative are different from each other. The former determine the success of

training and education, the assimilation of knowledge, skills, and abilities by a person, and the formation of personality traits. The second is the creation of objects of material and spiritual culture, the production of new ideas, discoveries and inventions, individual creativity, in various fields of human activity.

For a teacher who is thoughtfully studying students, for the correct organization of the educational process and an individual approach to teaching and upbringing, it is important to know what his student's abilities are for, and to what extent these abilities are expressed. The student's abilities can be judged by observing his manifestations in the corresponding activity. In practice, one can judge the abilities by the combination of the following indicators: by the rapid progress of the student in mastering the corresponding activity; by the quality level of his achievements; by a strong, effective and stable disposition of a person to engage in this activity.

For success in activity, in addition to the presence of abilities, interests and inclinations, a number of character traits are required, first of all, diligence, organization, concentration, purposefulness, perseverance. Without these qualities, even outstanding ability will not lead to reliable, significant achievements.

As a rule, abilities are always combined with exceptional ability to work and hard work. No wonder all talented people emphasize that talent is work multiplied by patience, it is a tendency to endless work.

Adhering to the position of scientists who define abilities as an independent factor, the development of which is the result of teaching the creative activity of younger schoolchildren, let us single out the components of creative abilities: creative thinking, imagination, application of methods of organizing creative activity.

For the development of creative thinking and creative imagination of primary school students, it is necessary to offer the following tasks:

- classify objects, situations, phenomena on various grounds;
- establish causal relationships;
- see relationships and identify new relationships between systems;
- consider the system in development;
- make forward-looking assumptions;
- highlight the opposite signs of the object;
- identify and form contradictions;
- to separate the conflicting properties of objects in space and time;
- represent spatial objects. Creative tasks are differentiated by such parameters like
  - the complexity of the problem situations they contain,
  - the complexity of mental operations necessary to solve them;
  - forms of presentation of contradictions (explicit, hidden) .

In this regard, there are three levels of complexity of the content of the system of creative tasks.

***Tasks of the III (initial) level of difficulty are presented to students of the first and second grade.*** The object at this level is a specific object, phenomenon or human resource. Creative tasks of this level contain a problematic question or problem situation, involve the use of a method of enumerating options or heuristic methods of creativity and are designed to develop creative intuition and spatial productive imagination.

***Tasks of the II level of complexity are one step lower and are aimed at developing the foundations of systemic thinking, productive imagination, mainly algorithmic methods of creativity.***

Under the object in tasks of this level is the concept of "system", as well as the resources of systems. They are presented in the form of a vague problem situation or contain explicit contradictions. The purpose of tasks of this type is to develop the foundations of students' systems thinking.

*Assignments I (higher, high, advanced) difficulty level*. These are open problems from various fields of knowledge, containing hidden contradictions. Biosystems, polysystems, resources of any systems are considered in the role of an object. Assignments of this type are offered to students in the third and fourth years of study. They are aimed at developing the foundations of dialectical thinking, guided imagination, and the conscious application of algorithmic and heuristic methods of creativity.

The methods of creativity chosen by students when completing tasks characterize the corresponding levels of development of creative thinking, creative imagination. Thus, the transition to a new level of development of the abilities of junior schoolchildren occurs in the process of accumulating creative activity by each student.

The range of creative tasks solved at the initial stage of education is unusually wide in complexity - from finding a malfunction in a motor or solving a puzzle, to inventing a new machine or a scientific discovery, but their essence is the same: when solving them, a creative experience occurs, a new path is found, or something is created. new. Here is what requires special qualities of the mind, such as observation, the ability to compare and analyze, to combine, to find relationships and dependencies, patterns, etc. all that, in the aggregate, constitutes creativity.

Lesson remains the main form of teaching and upbringing of a primary school student. It is within the framework of the educational activity of a younger student that, first of all, the tasks of developing his imagination and thinking, fantasy, the ability to analyze and synthesize (isolating the structure of an object, identifying relationships, understanding the principles of organization, creating a new one) are solved.

It should be noted that modern educational programs for junior schoolchildren involve solving the problems of developing the child's creative abilities in educational activities.

So, as part of the implementation of the literary reading program, the work of the primary school teacher should be aimed not only at developing reading skills, but also at: developing the creative and recreational imagination of students, enriching the moral, aesthetic and cognitive experience of the child.

The effectiveness of the development of creative abilities largely depends on the material on the basis of which the task is composed. Based on the analysis of psychological, pedagogical and scientific-methodical literature (G. S. Altshuller, V. A. Bukhvalov, A. A. Gin, M. A. Danilov, A. M. Matyushkin, etc.), we identified the following requirements for creative tasks:

- compliance of the conditions with the chosen methods of creativity;
- the possibility of different ways of solving;
- taking into account the current level of the solution;
- taking into account the age interests of students.

Taking into account these requirements, we have built a system of creative tasks, which is understood as an ordered set of interrelated tasks focused on cognition, creation, transformation in a new quality of objects, situations, phenomena aimed at developing the abilities of younger students in the educational process.

The system of creative tasks includes target, meaningful, activity and resultant components.

Traditional essay writing assignments in Russian lessons can be replaced with collaboration in the cool handwritten magazine "Svetlyachki". In order, to get to his creative work on the magazine's pages, students must not only orthographically correctly write the work, but be creative in its design. All this stimulates junior schoolchildren to an independent desire, without pressure from adults, to write poetry and fairy tales.

Natural history lessons have no less opportunities for the development of the creative abilities of students. One of the most important tasks is the upbringing of a humane, creative personality, the formation of a careful attitude towards the riches of nature and society. We tried to consider the available cognitive material in an inseparable, organic unity with the development of the child's creative abilities, to form a holistic idea of the world and the place of man in it.

In labor training lessons, a lot of work is done to develop creative thinking and imagination in children of primary school age.

The orientation of the modern school towards the humanization of the educational process and the diversified development of the child's personality presupposes the need for a harmonious combination of the actual educational activity, within the framework of which basic knowledge, skills and abilities are formed, with creative activities related to the development of individual inclinations of students, their cognitive activity, the ability to independently solve non-standard tasks, etc.

The active introduction into the traditional educational process of a variety of developmental activities, specifically aimed at the development of the personality-motivational and analytic-syntactic spheres of the child, memory, attention, imagination and a number of other important mental functions, is in this regard one of the most important tasks of the teaching staff.

There is a great "formula" that lifts the veil over the secret of the birth of the creative mind: "First, open the truth known to many, then discover the truths known to some, and finally open the truths that are unknown to anyone else." Apparently, this is the path of the formation of the creative side of the intellect, the path of the development of inventive talent. Our responsibility is to help the child to embark on this path ...

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