

PEDAGOGICAL-PSYCHOLOGICAL FEATURES OF THE MANIFESTATION OF CREATIVE ABILITIES IN PRESCHOOLERS

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ABSTRACT

This article explains the pedagogical and psychological features of the manifestation of creative abilities in preschool children. The article analyzes the theoretical aspects of psychological features of children's creative abilities. The main factors that shape the creative abilities of preschool children were discussed.

Keywords: Pre-school education, kindergarten, creative thinking, creative ability, fine arts, creative thinking, techniques

INTRODUCTION

The nature of human abilities excited thinkers already in antiquity. Attempts and philosophical reflection can be found in the works of Plato and Aristotle, Thomas Aquinas and Spinoza. And in fact, such scientists as Spearman, Thorndike and others began to engage in the psychological study of abilities much later. They were interested not only in the essence of abilities, in their conditioning of biological and social factors, but also in the problems of general and special abilities. Although the problem of the development of abilities did not yet have such social significance. Talents appeared as if by themselves, spontaneously created masterpieces of literature and art, made scientific discoveries, invented, thereby satisfying the needs of a developing human culture. In modern society, the situation is fundamentally changing. Life in the era of scientific and technological progress is becoming more diverse and more complex. And it requires from a person not stereotyped, familiar actions, but mobility, flexibility of thinking, quick orientation and adaptation to new conditions, and a creative approach to solving big and small problems. If we take into account the fact that the share of intellectual work in almost all professions is constantly growing, and an increasing part of performing activity is shifted to machines, it becomes obvious that a person's abilities, especially creative ones, should be recognized as the most essential part of his intellect and the task of their development - one of the most important tasks in the education of modern man. After all, all the cultural values accumulated by mankind are the result of human activities. And how far human society will advance in the future will be determined by the creative potential of the younger generation.

METHODOLOGY

Analysis of the problem of the development of creative abilities will in many respects be predetermined by the content that we will invest in this concept. Very often in everyday consciousness, creative abilities are identified with the abilities for various types of artistic activity, with the ability to beautifully draw, compose poetry, write music, etc. What is creativity really? Obviously, the concept we are considering is closely related to the concept of "creativity", "creative activity". Under the creative activity of V.N. Druzhinin understands this human activity, as a result of which something new is created - be it an object of the external

world or a construction of thinking that leads to new knowledge about the world, or a feeling that reflects a new attitude to reality.

RESULTS

The concept of the nature of creativity is connected with the question of the criteria for creative activity. Creativity can be considered in various aspects: the product of creativity is what is created; the process of creativity - as created; the process of preparing for creativity - how to develop creativity. Creativity products are not only material products - buildings, cars, etc., but also new thoughts, ideas, solutions, which may not immediately find material embodiment. In other words, creativity is the creation of new things in different planes and scales. When characterizing the essence of creativity, it is important to take into account various factors, signs inherent in the process of creation. Creativity has technical, economic (reducing self-value, increasing profitability), social (ensuring working conditions), psychological and pedagogical development in the creative process of mental, moral qualities, aesthetic feelings, intellectual abilities of a person knowledge acquisition, etc. From the point of view of psychology and pedagogy, the process of creative work itself, the study of the process of preparing for creativity, the identification of forms, methods and means of developing creativity are especially valuable. Creativity is purposeful, persistent, intense work. It requires mental activity, intellectual abilities, strong-willed, emotional traits and high working capacity. Creativity is characterized as the highest form of personality activity, requiring long-term preparation, erudition and intellectual abilities. Creativity is the basis of human life, the source of all material and spiritual wealth. If you carefully consider the behavior of a person, his activity in any field, then we can distinguish two main types of actions. Some human actions can be called reproducing or reproductive. This type of activity is closely related to our memory and its essence lies in the fact that a person reproduces or repeats previously created and developed methods of behavior and actions. In addition to reproductive activity, there is a creative activity in human behavior, the result of which is not the reproduction of impressions or actions that were in his experience, but the creation of new images or actions. This activity is based on creativity. Thus, in the most general form, the definition of creative abilities is as follows. Creative abilities are individual characteristics of a person's quality that determine the success of his various creative activities. Since the element of creativity can be present in any kind of human activity, it is fair to speak not only about artistic creative abilities, but also about technical creative abilities, about mathematical creative abilities, etc. Creativity is an alloy of many qualities. And the question of the components of a person's creative potential is still open, although at the moment there are several hypotheses regarding this problem. Many psychologists associate the ability to creative activity, primarily with the characteristics of thinking. Candidates of Psychological Sciences V.T. Kudryavtsev and V. Sinelnikov, based on a wide historical and cultural material (the history of philosophy, social sciences, art, individual areas of practice), identified the following universal creative abilities that have developed in the process of human history. 1. Realism of imagination is a figurative grasp of a certain essential, general tendency or pattern of development of a holistic object, before a person has a clear concept of it and can fit it into a system of strict logical categories. 2. The ability to see the whole before the parts. 3. The supra-situational - transformative nature of creative solutions - the ability to solve a problem not only to choose from alternatives imposed from outside, but to independently create an alternative.

DISCUSSION

For research, I chose 2 methods of candidates of psychological sciences V. Kudryavtseva and V. Silnyakova. To carry out the "Sun in the room" methodology, it is first necessary to prepare

stimulus material: a picture with the image of the room in which the person is located, the sun, a chair, a table (Appendix No. 1) In the course of this technique, it is possible to identify the child's ability to transform the "unreal" into the "real" in the context of a given situation by eliminating the discrepancy. The psychologist shows the child a picture and says: "I give you this picture. Look carefully and say what is painted on it." When the child lists the main details of the image (table, chair, little man, the sun), the psychologist gives the following task: "That's right. However, as you can see, here the sun is drawn in the room. Tell me, please, maybe it's the case or the artist here "Confused? Try to fix the picture so that it is correct." In the process of conducting the methodology, the psychologist records the child's answers. In the "How to Save a Bunny" methodology, the psychologist also prepares stimulus material: a bunny figurine, saucer, bucket, wooden stick, sheet of paper (Appendix No. 2). The main goal of this technique is to assess the ability and turn the task of choice into a task for conversion under the conditions of transferring the properties of a familiar object to a new situation. In front of the child, stimulus material is placed on the table. The psychologist, picking up a bunny, addresses the child: "Get to know this bunny. One day such a story happened to him. The bunny decided to swim in the boat on the sea and sailed far, far from the shore. And then a storm began, huge waves, and the bunny began to sink. Only you and I can help the bunny. We have several items for this. The psychologist draws the child's attention to the items laid out on the table: "What would you choose to save the bunny?" In the process of work, the nature of the answers and their justification are recorded.

CONCLUSIONS

Creative abilities are individual characteristics of a person's quality that determine the success of his various creative activities. After analyzing the works of such psychologists as V.N. Druzhinin, A.G. Maklakov, DB Epiphany, we have indicated that for the manifestation of creative abilities, it is necessary not only the presence of innate anatomical and physiological characteristics of the body - inclinations, but also the creation of favorable conditions for the social environment. It includes parenting, training and education. Candidates of Psychological Sciences V.T. Kudryavtsev and V. Sinelnikov singled out the following universal creative abilities

1. The imagination release is a figurative grasp of a certain essential, general tendency or pattern of development of a cedar object, before a person has a clear understanding of it and can fit it into a system of strict logical categories.
2. The ability to see the whole before the parts.
3. The supra-situational - transformative nature of creative solutions - the ability to solve a problem not only to choose from alternatives imposed from outside, but to independently create an alternative. After carrying out the methods "The Sun in the Room" and "How to Save the Bunny" V. Sinelnikov V. Kudryavtsev, who reveal the realism of the imagination and the supra-situational and transformative nature of creative decisions, we once again became convinced that the social environment has a huge role in the manifestation of abilities among preschoolers. A comparative analysis showed that the level of development of abilities at a high level only where conditions are created for their development.

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