



## THEORETICAL THE DEVELOPMENT OF CREATIVE THINKING IN YOUNGER STUDENTS IN THE LEARNING PROCESS

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Annotation: Determining the direction of their work, many teachers seek to choose the most effective activities. One of these types is work on the development of children's creative abilities, which can manifest themselves in thinking, communication, and characterize the personality as a whole. Currently, one of the paramount importance is the problem of developing the creative abilities of the individual.

Key words: creative, ability, creative ability, non-standard tasks, methodology, logical thinking, development

A very important period in the development and formation of personality is the initial period of learning. It is this age that lends itself most to the upbringing and development of the creative abilities of the child. Imagination, fantasy, creative thinking develop, curiosity is brought up, the ability to observe and analyze phenomena, make comparisons, generalize facts, draw conclusions, practically evaluate activities is formed. Children begin to show activity, initiative, they develop and differentiate interests, inclinations, and the needs that underlie creativity are formed.

Creative abilities are understood as the individual psychological characteristics of the child, which do not depend on mental abilities and are manifested in children's fantasy, imagination, a special vision of the world, their point of view on the surrounding reality. Taking into account the fact that it is possible to develop creative abilities in all children, regardless of their level of intellectual development, we can say that the need to work in this direction is extremely valuable.

In children, creativity develops gradually, passing through several stages of development. These stages proceed sequentially: before being ready for the next stage, the child must necessarily master the qualities that are formed on the previous ones. Creative thinking directly depends on the level of development of the type of thinking that has a peak of development at a certain stage. Consequently, from childhood it is necessary for the child to develop both creative thinking and critical thinking, making sure that they are in balance, accompany and periodically replace each other in any mental act. Studies of children's creativity make it possible to single out at least three stages in the development of creative thinking: visual-effective, causal, and heuristic.

To determine creativity, the following parameters are distinguished (according to the Torrance model):

- fluency of thought (number of ideas put forward);
- flexibility of thought (the ability to switch from one idea to another);
- originality (the ability not only to produce, but also to express original ideas, to invent something new);



- curiosity;
- the ability to take risks (children do not yet feel embarrassed when expressing any ideas, even if they are ridiculous);
- speed of thinking;
- divergent thinking;
- rich imagination.

The development of creative abilities in primary school age proceeds most effectively under certain conditions.

Conditions for the effective development of creative abilities of younger students:

- situations of choice are created, the learning process includes tasks that are performed taking into account the imagination;
- co-creation is organized in the children's team in order to manifest and develop the creative abilities of each;
- technologies for the development of creative thinking are used;
- systematic monitoring of diagnostic results.

Every child has different kinds of gifts. Of course, not all children have the ability to compose, imagine, invent. Nevertheless, the talents of each person can be developed. Incentives are needed for their development.

Ways to stimulate creativity:

- providing a favorable atmosphere;
- benevolence on the part of the teacher, refusal to criticize the child;
- Enrichment of the child's environment with a wide variety of new objects and stimuli for him in order to develop his curiosity;
- encouraging the expression of original ideas;
- Giving children the opportunity to actively ask questions and speak out.

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

A new product received by a person in creativity can be objectively new (a socially significant discovery) and subjectively new (a discovery for oneself). The development of the creative process, in turn, enriches the imagination, expands the knowledge, experience and interests of the child. Creative activity develops the feelings of children, contributes to the optimal and intensive development of higher mental functions, such as memory, thinking, perception, attention, which in turn determine the success of the child's studies.

Methods for activating creative thinking

1. Brainstorming method. (Problem setting, proposal and discussion of ideas, decision making.)

The goals of the method: to teach children to generate ideas, while not requiring children that each of their ideas be correct and rational; feel free to express your ideas in public; teach children to fantasize; support a timid child by praising his idea, even if it is weak; evaluate the overall activity of children.

2. Method of control questions. (Formulation of the problem, drawing up questions, forming a solution in the process of answering questions, choosing the best solution.)

Our thinking largely consists of asking questions and answering them. A question is a form of thinking in which the need for information is expressed. Asking questions is about managing thinking and providing feedback between people. Strong thinking is, in particular, the ability



to ask questions to the point. Thought is impossible without a question. The path from the question to the answer is the work of thought. It is in order to develop thinking that it is recommended to teach children to ask questions correctly.

### 3. Development of fantasy and imagination.

These are types of thinking, the ability to mentally represent what is in memory. Imagination is the ability to mentally create new ideas and images of possible and impossible objects based on real knowledge. Fantasy is the creation of new, but unreal, fabulous, yet impossible situations and objects, but also based on real knowledge.

#### Creation

Based on the analysis and selection of material from the programs of Yu. B. Gatanov "Development of creative thinking", G. V. Terekhova "Lessons of creativity", a program was developed to develop creative thinking for children with a low level of attention, memory, intelligence, as well as for children with correctional - developmental education.

Creativity is a new subject in the education and upbringing of children, which provides for the purposeful and consistent training of younger students in creative thinking, the upbringing of the positive qualities of a creative personality. At the same time, this subject organically complements the basic school subjects. Many tasks of the "Creativity" lessons (for example: overcoming stereotypes, developing the ability to observe, compare, analyze, critically evaluate and generalize, choose goals, plan and find rational solutions) are closely related to some goals and objectives of mathematics, speech development, natural history and others. basic school disciplines. Particularly close are the main goal of labor training for younger schoolchildren - the development of a creative personality - and the tasks of the reading program in terms of developing thinking, attention, memory, imagination of schoolchildren, and their cognitive activity.

However, all the traditional school subjects mentioned above only contribute (help) to the development of creative abilities and the formation of a creative personality, since each of them focuses on its "major" type of activity, and teaching younger students to think, especially creative, is not for them. main.

Unlike traditional school subjects, where the main thing for younger students is the formation of general educational knowledge, skills and abilities and which encourage creativity, teaching in the subject "Creativity" allows students to learn not only to effectively assimilate educational material, but also to acquire knowledge themselves, to find non-standard ways to solve emerging problems, makes each student able to independently, stably and productively create.

The new subject differs from the well-known school disciplines not only in content, but also in the forms of organization of the learning process. In creativity lessons, the dominant form of knowledge transfer is co-creation - a purposeful joint activity of a teacher and students. Students are also stimulated to think independently.

The educational material on the new subject not only "resonates", but also organically "weaves" into the initial course of the Russian language, natural history and other disciplines.

The academic discipline "Creativity" (the basics of creative thinking) is designed to teach children the ability to create, form students' creative thinking style and educate a personality with a developed creative potential.

#### Diagnostics of creative thinking



At the beginning of the academic year, an introductory diagnosis of the development of mental mechanisms (attention, memory, imagination, logical thinking) is carried out. To test to identify the level of creative thinking of students, its flexibility, fluency and originality, E. P. Torrens tests are used.

Reference. E. P. Torrens tests were created in 1966. All tests are grouped into a verbal and non-verbal battery. The first battery is designated as verbal creative thinking, the second - pictorial creative thinking. The verbal creative thinking test is designed to diagnose children's characteristics such as the ability to ask informative questions, identify possible causes and consequences in relation to situations depicted in a series of pictures, suggest original uses for ordinary objects, ask non-standard questions about a well-known object, build offers. Non-verbal tests include tasks such as constructing, completing pictures, using parallel lines or circles to compose images. The reliability of tests is very high - from 0.7 to 0.9.

Intensive study of creative abilities has been carried out since the late 50s of the XX century. It turned out that creative abilities largely depend on the material on the basis of which the task was compiled. For example, a child can fantasize quite easily and productively by combining elements of a visual image, but it is difficult to form words from letters. Or if he easily forms words from letters, then he can come up with complete phrases with great difficulty.

These data were also confirmed in the diagnostic studies of our class, when no relationship was found between the ability to fantasize based on a visual image and the ability to compose words. The ability to form words was found to be unrelated to the ability to come up with phrases. There was also a lack of connection between the ability for semantic analogy.

The lack of connections can be explained by the fact that each mental ability is formed autonomously, on specific educational material and has its own mental development mechanisms.

Studies show a certain staging of the formation of creative mental abilities. For example, abilities associated with creativity based on visual representation are formed earlier than others. These tasks are available to six-year-old children. The indicators of creative abilities here can be: the originality of the drawings, the number of ideas, the semantic completeness of the plot. By the age of 7-8, the ability to generalize and classify is formed. The ability to analogy is formed only by the age of 9-10. Among speech abilities, the ability to word formation is formed earlier than others (7-9 years), and the ability to form phrases develops only by 10-12 years.

The results of the study show the increased ability of children to think in an original way, to give interesting detailed answers when completing tasks. They like to fantasize, find something unusual in ordinary objects and situations. But the ability to reason systematically and consistently has not yet been formed. Children are happy to perform tasks where it is necessary to depict an object with gestures, facial expressions, but they do not always cope with this on their own. Almost everyone is easily given tasks related to creativity based on visual images and ideas. For most of the children in the class, the level of development of visual-figurative thinking and imagination has risen to a higher level. But difficulties arise when performing tasks for the construction of graphic images, based on the same repeating contour, associated with the flexibility of the imagination. Significant improvements are also noticeable in the work on the development of speech. In the classroom and outside of school hours, children perform tasks related to the selection of words that are close and opposite in meaning, select rhymes for words, and try to compose fairy tales.

Younger students show special interest and activity when they are given something new, interesting, more complex, when they need to “think up”, “guess”, they also become interested if they feel that they succeed.

And if at the beginning of the school year some students are embarrassed to speak in public, read poetry, perform physical exercises with movements, then after a few months they are happy to perform at class concerts, dance and sing, draw, showing not only independence, but also a creative approach.

Each child has his own, unique traits that can be recognized early enough, and if these qualities are skillfully and timely developed, then mental activity can be raised to a certain level. It is possible to develop creative thinking in all children, including children with mental retardation.

#### Application

Materials for research and development of creative abilities of students

##### 1. Studying the originality of the drawings

Objectives: to study and develop the ability to create meaningful objects by adding and developing details; development of abilities for non-verbal development of details and originality, imagination and imaginative thinking.

Task: each child is offered 10 cards, which depict various contour figures (a simple geometric shape - a circle, a triangle, a square; or a complex one - clouds, drops, blots, etc.). Children can, like magicians, turn these figures into any pictures. To do this, they need to add whatever they want to the figure to make a beautiful picture. The execution time of the task is not fixed.

To evaluate the results of the task, it is necessary to find an indicator of originality. To do this, you need to count the number of images in the child's drawings that would not be repeated either by him or by other children.

If a child has drawn from 7 to 10 original drawings, this corresponds to a high level. 5-6 original drawings is the average level. If you drew 4 or less - this corresponds to a low level.

##### 2. Research on the ability to generate multiple responses

Objectives: research and development of the ability to generate multiple responses; respond differently to the same situation.

Task: children are given any word, and they select the words that they associate with this word.

The time to complete the task is 3 minutes. (Light, fast.)

##### 3. Studying the flexibility of building a graphic image

Objectives: study and development of flexibility when working with figurative information; development of the ability to use existing objects for different purposes; development of abilities for non-verbal development of details and originality.

Assignment: each student is given a sheet of paper with identical outline images drawn in two rows. Using these contours, come up with and depict as many different objects and things as possible. You can add any details to the figures and combine the figures into one drawing.

The time to complete the task is limited to 15-20 minutes.

The main indicator of creative thinking in this task is the number of ideas reproduced by the child. Counting them, you need to pay attention to the number of subject topics depicted. Each new topic is evaluated with a new score.

High level - 7 or more points; average level - 6.5<sup>1.5</sup> points; low level - less than 4 points.

##### 4. Learning figurative memory



The course of the study: the student is shown a table with 16 images for 20 seconds. The images must be remembered and reproduced on the form within 1 minute (or write down, or tell).

Stimulus material: table.

Norm: 7-10 correct answers.

#### 5. Drudles

Droodle is a puzzle game . Drawing, on the basis of which it is impossible to say exactly what it is. You can see dozens of different situations in this image. There is no single correct answer. This drudle can be anything that is attributed to him. And the answer doesn't have to be realistic. It is enough for him to be funny, interesting and a bit like what is shown in the picture.

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