

## SCIENTIFIC AND THEORETICAL FOUNDATIONS OF THE DEVELOPMENT OF CHILDREN'S CREATIVITY IN THE EDUCATIONAL PROCESS OF A PRESCHOOL EDUCATIONAL INSTITUTION

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**Annotation:** This article discusses the modern view of the term "creative thinking", the method and multimodal technology used by the teacher of a preschool educational organization in the educational process of preschool education, criteria, indicators, elements that develop creative abilities, types and opportunities are discussed.

**Key words:** creativity, element that develops creative abilities, educational process, modality.

One of the urgent tasks of modern education is the identification, support and development of a creative, creative personality. Accordingly, scientific validity, technological sophistication of the formation of a creative, creative personality in the present acquire relevance and significance. Summarizing the results of research on the creative environment, we will highlight the conditions that prevent the emergence of creativity and stimulate creativity. Barriers to the formation of creativity: 1. Conformism. People do not express original judgments so as not to stand out among others. 2. Censorship. People don't "allow" themselves to take responsibility for solving problems. 3. Rigidity does not allow improving existing solutions, seeing something new in a familiar one. 4. The desire to immediately give an answer, while the best solutions occur during the "creative pause". 5. Family environment where uncoordinated demands are placed on the child. Factors contributing to creativity: 1. wide access to a variety of information; 2. natural, simple environment; 3. patterns of creative behavior; 4. lack of strict control, rigid "setting"; 5. support for curiosity, the desire to ask many questions; 6. support for independent judgments, actions, and independence; 7. attention to independent developments, observations, feelings, comparisons; 8. bilingual experience; 9. parents support the interests of children Techniques (or more often in pedagogy it sounds: methods) of creativity. Before applying the methods (techniques) in working with children, it would be nice for adults to try them on themselves and thoroughly understand the results.

First, let's define the terms, what kind of methods they are.

Creativity techniques are ways of organizing your thinking that are aimed at solving the following problems. 1. Allow us to clearly understand and formulate the problem on which a person has to work.

2. Effectively organize work with the available data. Any task begins with some source material. Creative tasks do not arise in an absolutely empty place. It's like in the first grade they are taught to separate the condition of the problem from its question. The condition is an analogue of the source material: what is the start-up capital, figuratively speaking.

3. They allow not only to see the starting material, but also to structure it in accordance with the task. Not only the material is there, but also how it is presented.

4. Creative thinking techniques help to formulate several options (hypotheses) on how the problem can be solved.

5. Since there are several hypotheses, they should help to choose the most suitable, effective ones.

6. Creative thinking techniques are also designed to remove mental blockades - that is, self-limitations (barriers, filters) that a person sets for himself

Similar methods are used quite widely: from psychological trainings to trainings for the fulfillment of desires. In order for a wish to be fulfilled, it is necessary to visualize it in as much detail as possible. We place our photo in the middle of the sheet and draw lines from it, at the

ends of which we paste pictures cut out from magazines. This is how you visualize exactly what you want.

But for us, the most important thing here is that we can visually see the problem and teach children about it. Why is it important?

Recall that creative techniques include 2 components:

1. verbal (verbal)
2. and visual.

As a rule, we or we put a task in front of the children in words. We verbally formulate. This is important, since to realize the essence of the task means to pronounce it, to formulate it in the form of words. And Karl Duncker in the first half of the last century showed that many problems are solved by people bypassing the verbal (speech) filter based on clarity.

An example of the classic Duncker problem

If you have never heard it, try to find the solution first, and then read on.

On the table in the room are: a box of matches, a candle and a couple of buttons. It is necessary to attach a candle to the wall and light it so that the room becomes light. How will you do it?

This popular problem is presented not to train your resourcefulness, but to note the following fact: Duncker offered the subjects a task in two models.

The first is by ear.

The second - formulated the condition and offered a picture with a candle, a box of matches and buttons drawn on the table.

We are interested in how quickly the solution was found within each model. The solution, you guessed it, was to shake the matches out of the box, pin them to the wall and use them as a candle holder.

Result. The average time for solving the problem based on visualization was slightly more than 1 min. And the average listening time is 9 minutes. If the subject received the problem by ear, then he solved it 9 times longer than with visual support.

So one of the techniques for stimulating creativity is precisely the technique of visualizing for yourself the problem that you are facing.

This is exactly what the mental map technique allows you to do. In fact, mental maps are, in fact, most often an application compiled by a person in an absolutely arbitrary way.

At the same time, not necessarily a picture will be placed in the center, but a key word, a key concept that it makes sense to think about now, when the problem is being formulated. And clippings, pictures, some words are thrown around, which evoke associations with this problem.

Looking at the mental map later, such associations arise that would never have arisen in life, that is, those aspects that would not be obvious in ordinary life appear. We don't pay attention to them. How did this happen in Duncker's subjects when they heard "boxes" and saw the object. To see the box is to see the volume, the shape; to hear the word "box" is to understand that this is an object in which matches are stored. Mind maps are an excellent technique for working with educational material. In principle, any paragraph from the textbook, especially in the humanities, can be parsed "by the bones" using this method. It can be used from kindergarten.

Also a popular technique. Its essence is that a person, and even better a group (originally conceived as a group technology of creative activity), but even the person himself gives himself the task of inventing to solve the problem everything that comes to his mind without looking, whether it is right or wrong, productive or not, it seems to me. Write down everything, turning off criticism, even if it seems like a madman's delirium.

It is much easier to use brainstorming in a group, since the person himself can have serious filters that prevent him from turning off criticism and conducting the brainstorming procedure effectively.

Brainstorming is good for group discussion of some projects.

1. Good because it allows you to sketch a lot of ideas in a short period of time.

2. Filters (barriers) are removed. When you sit and watch the activity around you, you also want to offer something.

The limitation of the brainstorming technique is that idea generation occurs, but selection does not. It is necessary to organize the selection additionally.

Eliminates the disadvantages of brainstorming, while maintaining the advantages: it allows both the generation of ideas and their selection by efficiency.

Hats can be real hats and panama hats of different colors, hats drawn in pictures, circles of different colors instead of drawings of hats. What visual basis will be used here is completely unimportant. Because the very expression "thinking hat" does not mean a specific headdress, but a small current local problem at a specific point in time.

Suppose we need to do some work.

When we start thinking about it, we are overwhelmed by a stream of consciousness: we think, and evaluate, and feel, and all this at the same time. The result is a mess. The purpose of the technology of six thinking hats is to disassemble our stream of consciousness into shelves-stages and isolate them from each other in time. An analogy with printing a color printer that prints colors in turn, and not all at the same time, will do.

The hats that we are invited to wear are as follows - by color 1. White - analysis of figures and facts. It is advisable to start with it. Conditionally putting on a white panama, we focus on the analysis of the initial data: what we already have at a particular moment.

2. Further, after analyzing all the facts, having understood what the essence of the problem is, we have the full moral right to put on a black hat on ourselves - the search for negative aspects. In another way, it is called the hat of doubt. Having already analyzed the objective data at the first stage, one can doubt: it will work out, it will not work out, what and how interferes ...

3. Yellow hat - the search for positive aspects. Why is the problem important and you need to decide what will happen if it is not solved. These are also our doubts, but in a positive way: yes, it needs to be done, and here's why.

4. Green hat stage - idea generation. The answer to the question: what can I offer. A complete analogue of brainstorming, when I sit and sketch out, without criticism, as far as consciousness allows, all the ideas that come to mind ..

5. Then a red hat happens to us - the stage of emotional evaluation of what was invented. Here we begin to critically approach what we thought up at the previous stage. We separate the generation of ideas from their criticism. We look as if from someone else's list.

6. Blue panama - summing up, choosing one specific idea or combining several into a single whole. Or a statement of that fact - it has not happened yet.

Example. How the six hats technique is used in the work of the Disney film studio. The film studio has a colossal productivity that is impossible without a huge number of ideas. How are they received? Disney has three independent departments. Everyone minds his own business and does not interfere with the work of others.

The first department generates ideas by writing tons of papers and passes them on to the second department.

The purpose of the second is to criticize the ideas of the first from all points of view: creative, meaningful, economic ...

Then everything from the 1st and 2nd departments is transferred to the third, which begins to think that the rational is proposed by the first two departments.

The active development of technology and the rapid growth of the information flow have led to dramatic changes in all spheres of life. Moreover, these changes occur so rapidly that society often does not have time to adjust to the new reality. According to numerous studies, between half and two-thirds of today's first-graders will work in professions that do not yet exist. What should children do in this world, where should they move and how should they develop? Nowadays, one of the main world trends is that preschool education should cease to be in some sense "educational". New skills and abilities are needed.

What skills (I emphasize - not knowledge) are we talking about? Good indicators for a five to six year old child are the ability to play with other children, identify and describe their

problem, understand and name feelings and emotions, help others and control their own impulses. I note, not a single mention of the speed of reading or the number of learned letters and numbers. Such skills related to emotional intelligence and communication are commonly called soft skills (flexible, trans-professional competencies and skills).

At this point in time, no one can accurately predict which professions will be in demand in the future, but experts have already named what qualities a successful employee should have. Skills such as: solving complex problems, thinking critically, applying creativity, working in a team and managing people, recognizing one's own and others' emotions, analyzing and making decisions, negotiating and multitasking, will help a person achieve success and develop harmoniously.

Based on this knowledge, a 4K model was created. It includes four basic skills that can and should be developed from an early age:

- communication;
- teamwork (or cooperation);
- critical thinking;
- creativity.

In the modern world, the ability to negotiate, establish social ties, listen to the interlocutor and explain one's point of view has become a vital skill that allows you to manage relationships between people.

Primary communication skills are formed in a child in the first one and a half to two years of life, mainly in interaction with the mother and close relatives. Then such abilities as the ability to communicate correctly and effectively, feel comfortable in any environment and build a conversation with any person, can be developed in a team, in kindergarten.

Why do you need to be able to communicate? In the world we will live in, knowledge and skills themselves will not be as important as the ability to interact and share them. Therefore, effective communication comes to the fore and becomes an extremely important area for the development of children in early preschool age. I studied what are the indicators of successful communication for different ages. At the age of 3–4, the child realizes and clearly says what needs to be done in order to have a result, retells what happened in detail, can explain the rules of the game to someone else and introduce a new child into the game in the team, composes songs and stories.

At 5–7 years old, he adds his personal experience to the conversation, accompanies the retelling with drawings, asks questions about specific details, knows how to isolate the main thing, can introduce his own rules into the game and is able to change them.

In kindergarten, we develop communication skills through play and communication. Children play a lot on their own, but we, teachers, include play activities as a leading activity in all classes, in any training. At the age of 4–7 years, there is a transition from a parallel game, when children each play their own game, to a game completely invented by one participant who involved all other children in it.

Teamwork is closely related to communication. The goal is to learn how to define a common task and ways to achieve it, distribute roles and evaluate the result.

The trend of the modern approach in the system of early education is to bring children into groups to perform tasks together.

If we are talking about collective activities, then the optimal number of children in a group is 16 people. There should be a multiplicity of 4, which ensures the possibility of working in fours, when opinions can be divided in different ways. Not one against one, not in pairs, but with the opportunity to bring other children to their side, who may not have decided yet, and work out some kind of solution together.

We see that working in four allows you to form a circle, and this is considered a more comfortable "figure" for work than a pair or a triangle. It is useful when children do not compete, but learn to help each other and bring something of their own to a common decision: the exchange of experience, opinions and knowledge is very important.

From my own work experience, I see that the organization of the work of children in groups, the rejection of the model when everyone is sitting, listening, memorizing, many different practical exercises, brings its results.

Contrary to the name, this type of thinking is not literally aimed at criticism. Critical thinking is the ability to evaluate many different options and choose the best one from them, the ability to look for and find different ways to solve problems, and not just the one "imposed" by the teacher.

How to educate critical thinking in preschoolers? First of all, through the creation of a trusting environment. It is necessary to address the child directly, to challenge children, to encourage them to ask questions. If a child asks a question, do not immediately answer it in monosyllables. It is better to call the child for a dialogue and ask him how he would answer his own question. Let him try to find the answer on his own.

The second important aspect is the development of emotional intelligence, teaching children to recognize their own and other people's emotions, the ability to identify, name and control them. A creative person is able to assess the situation from different angles, look for non-standard solutions. He is able to feel confident in any change of circumstances. Such people are not afraid of difficulties, because they find interest in overcoming them.

A creative atmosphere is important for the development of creativity. It's great when children have the opportunity to paint on the floor, on the walls with sponges, rollers, construction brushes, whatever. Children enjoy science experiment games and "substitute" games where an object can be used in unexpected "roles".

To apply the 4K model, group activities and play activities are necessary, during which the kids learn about the world around them and think of some solutions themselves. It is very important that the child does not just listen and watch, but tries to do everything on his own. Adults (teachers, parents) should be involved in the game, because simply creating a creative atmosphere is not enough: children need to be organized and guided. In conclusion, I want to say that mastering key competencies in 4K format provides preschoolers with orientation in the diversity of the surrounding reality, an understanding that the world is rich and can be understood from different angles, and also contributes to successful schooling.

In conclusion, creativity is the degree of intensity of the desire to prove oneself, it is the power of demonstrating individuality, the degree of its expression. And if creativity involves every sense - sight, smell, taste, emotions and manifests itself through personal sensations, features of thinking, actions, then its manifestations are diverse depending on the degree of development of the above areas and allow us to consider creativity as a systemic quality, which to varying degrees every person has. But the most important thing in creativity is the ability to develop original ideas and use non-standard methods of intellectual activity in a broad sense.

Children's creativity is the natural state of a child, devoid of stereotypes. All children without exception are talented. Someone shows good results in sports, someone sings, another dances with pleasure, enthusiastically tells friends about magical myths and fairy elves, demonstrating a rich imagination. Many children are happy to draw and sculpt, play in the children's theater. What needs to be done so that a talented child does not grow into a mediocre adult? First of all, to awaken the imagination in the child and develop it, not to overlook the rudiments of certain abilities, a special talent for some types of creative activity. The first sprouts of creativity appear in drawing, modeling, appliqué, origami, if special conditions are created for this. The value of creativity for a child is difficult to overestimate. After all, this is an opportunity to define and express yourself and your attitude to the world around you. The creative abilities of children are associated with the characteristics of creative thinking, imagination, perception of the world around them, as well as with the characteristics of memory, and through them with the concept of "speech". Developing the creative abilities of the child, the teacher helps the child develop his speech, and she, as a means of expressing thoughts, helps the child in the development of his creativity. For the development of a comprehensively developed personality, it is necessary to maintain in the kindergarten and at home the creative atmosphere

necessary for the child, a free, relaxed atmosphere, to give the child the opportunity for creation, creativity. a child deprived of a positive outlet for creative energy may go into aggressive behavior.

Help your child to appreciate the creativity in himself. support the child's creative impulse through a respectful attitude towards his work on art, buildings, and the first attempts to compose something. at preschool age, most children do not hesitate to sing, dance, show their drawings to others. the personality of the child is not yet notorious, he feels enough strength and desire to try everything, to participate in different types of creative activity. the natural giftedness of the child manifests itself quite early, but the extent to which his creative potential develops largely depends on the educators and the family.

gifted children are distinguished by:

- early development of speech and extensive vocabulary;
- high level of curiosity and good memory;
- high cognitive activity;
- rich imagination and fantasy;
- creative thinking.

if teachers and parents teach a child not just to mechanically reproduce any actions, but give him the opportunity to express himself, show initiative, ingenuity, then in this way they will help to reveal the creative abilities of the individual.

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