

## PRINCIPLES AND MODEL FOR THE DEVELOPMENT OF CREATIVE ABILITIES OF PRESCHOOL CHILDREN

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### ANNOTATION

The article reveals the features of the system of additional education for children and youth, contributing to the development of creative abilities of preschool children. A model for the development of creative abilities of preschool children is given.

**Keywords:** system of additional education for children and youth, concept of creativity, model of development of creative abilities, development of creativity.

The model for the development of creative abilities of preschool children in the system of additional education of children and youth can be represented as the interaction of the teacher and the pupil, the transition of reproductive forms and teaching methods in a student-centered manner. Creative activity differs from educational activity in that it creates the necessary conditions that lead to mental actions in solving tasks in original ways. Creativity provides in practice the transfer of knowledge, skills and abilities. Creative activity is manifested in the process of creative activity, and preschool age is the foundation in the process of laying the abilities that in their development rely on the makings of (congenital anatomical and physiological features). Abilities are developed on the basis of inclinations in the process of creative activity.

This model is based on the following principles:

- a student-centered approach that ensures the development of the child's individual abilities;
- free choice by the child of the types and directions of creative activity;
- unity of education, upbringing and development;
- practice-oriented approach in the educational process.

The process of developing the creative abilities of preschool children will be effective if it is purposeful, systemic and personality-oriented. "It is necessary to look at the modern sphere of additional education of children with fundamentally different eyes. The boundaries of traditional additional education are changing, which should not become a set of circles and sections at school or in the nearest center of children's creativity, but a flexible space educational capabilities of the child, the space of his informal image" Pedagogical monitoring of the educational process, diagnostic methods for organizing the interaction of subjects of educational education are necessary process in institutions of additional education of children and youth.

The study of this topic is based on the development of creative abilities of preschool children in the system of additional education of children and youth, is based on the theoretical substantiation of pedagogical. The theoretical and method of psychological research includes the general concepts of creativity, creative abilities, the versatility of the process of development of creative abilities. personality abilities of a preschool child. The methodological grounds were the provisions of student-centered education, aimed at creating a favorable

environment and conditions for the full development of subjects of the educational process in the creative activities.

The purpose of the implementation of the model for the development of creative abilities of preschool children is to improve and increase the level of development of the creative potential of the child. In connection with which the following tasks are solved:

- creation of conditions for the realization of children's creative abilities;
- involvement in active creative activity;
- education of the ability to self-realization and self-development in the process of creative activity.

Important components in the model of development of creative abilities of preschool children are methods, forms of teaching and upbringing, as well as means of teaching. Features of the model of development of their creative abilities lie in the problem of creativity, where "several facets are determined: the process of creativity, creative personality, creative abilities, creative climate".

A system of work on the development of creative abilities in children of senior preschool about age has been developed. It is based on:

1. Subject-developing environment that contributes to the development of children's creative abilities .
2. A system of integrated activities built on the basis of a creative problem situation, using children's experimentation and active observation in the process of familiarization with local history material, and see also methods of stimulating the creative activity of children.
3. Creative tasks, games and exercises using natural material.
4. Creative experimentation and the act of observation at the kindergarten site.
5. Organization of education of teachers and parents on the development of creative abilities of preschoolers.
6. Complex events (holidays, entertainment, KVN, etc.).

When planning our work, we took into account the following aspects: an integrated approach to the use of various forms and methods of activating creative thinking; construction of cognitive and research activities on the basis of a structural and functional model for the development of children's creative abilities ; organization of a red-metal-developing environment aimed at developing the creative abilities of children of older preschool age; inclusion of a regional component in the content of cognitive and research activities; purposeful work with parents and teachers and on the problem of developing creative abilities in preschool children in the process of organizing cognitive and research activities. Models - the development of creative abilities of children of older preschool age. This goal was concretized in the development of specific creative abilities , the development of creative imagination, the development of creative thinking, the development of the ability to see the whole before the parts. , the development of the ability to original creative solutions and the development of the ability to transform tasks.

When developing a theoretical model for the development of creative abilities of children of older preschool age in project activities, we were guided by the following principles: the principle of cultural sensitivity, the principle of dialogicity, the principle of emotional saturation, the principle of creativity, the principle of variability.

To implement the goals and the outlined principles, it is necessary to carry out the following tasks:

- to create a single educational space for the purpose of developing and forming experience, practical skills and abilities in project activities;
- provide conditions for the formation of personal qualities of preschoolers necessary to perform work and achieve the desired result;
- organize work to improve the experience of creative activity.

The theoretical model for the development of creative abilities of preschoolers in project activities includes a meaningful component:

functions (diagnostic, organizational, educational, developing, educating, center-night-corrective), the main directions and the content of the activity.

The content of pedagogical activity is aimed at developing the creative abilities of preschoolers. At the same time, special attention is paid to project activities, which is one of the conditions for creating an atmosphere of creativity, since only in creativity there is a transformation of activity, determining the self-development of all subjects of the educational process. Pedagogical support of the process of development of creative abilities of preschoolers is shown in the activity that makes up the organizational and practical component / stages, forms, methods, conditions /.

Forms and methods of pedagogical activity that have been applied comprehensively, taking into account the individual and age characteristics of children of older preschool age, are considered an important element of organizational and practical component. There is a grouping according to the main goals of activity: organizational (meetings, excursions); didactic (stories, reading fiction, cognitive conversations, analysis of video materials); development (creation of problem situations); educational (holidays, competitions, presentations). The basic element of the theoretical model is pedagogical conditions that ensure the development of creative abilities of children of older preschool age in self-conscious visual activity: organization of the humanistic orientation of the activities of teachers within the framework of developmental education; orientation of children and teachers to the development of creative abilities; the use of non-traditional methods and forms of training that help the development of children's creativity. This model contains an evaluative and criterion component - levels and criteria for the development of creative abilities of children of older preschool age. Since creative abilities are a qualitative characteristic of the personality, we believe that their construction should be represented by such components as: motivational component, it includes a conscious understanding of how much the child strives to perform a creative task, his internal motivation; the creative component qualifies as the ability to pose and detect problems, come up with various ideas, be able to analyze; easily relate to certain parameters of creativity, originality, flexibility, quick execution of the task; The volitional component is qualified by the mature volitional attitudes of the personality, the attitude to the problem, the dedication and independence of the older preschooler. The child's attitude to independent visual activity is characterized by the above-mentioned components of the structure of the development of creative abilities. From a practical point of view, the process of developing creative abilities proceeds in different ways, it depends on the level of their formation. To

do this, it is necessary to identify criteria that will allow you to control the formation of this process. The main criteria for assessing the formation of creative abilities of children of older preschool age, we chose creative thinking, creative motivation, intellectual activity and emotional-volitional activity. These criteria determine the degree of formation of creative abilities of children of older preschool age. The results of our experimental work and the analysis of the psychological and pedagogical literature devoted to the problem of research could note three levels of formation of creative abilities. : creative, reproducing and creative-reproducing. Now let's look at the main characteristics of these levels. Reproducing level (low): motivational component - low end of the struggle on the problem, there is no connection in the work on understanding ideas; minimal interest in mastering the surrounding world; devoid of conscious motives for independent pictorial activity. Creative component: thought processes are slowed down, the ability to plan is absent, recreating imagination prevails, uses few details in drawing, the predominance of short-term memory, preservation of concepts and words for no more than 20 seconds, slow execution of test tasks, passive thinking, difficulty in disconnecting from one object to another; problem solving is stencil; there is no ability to analyze and synthesize, thinking is not flexible. Volitional component: non-independent, lack of one's own point of view; negative emotions prevail.

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