Analysis of Foreign and Domestic Programs on the Formation of Creative Competence in Primary School Students

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Abstract. In this article, the analysis of foreign and domestic programs for the formation of creative potential in primary school students is one of the important tasks of today's modern education. This article talks about the importance of developing creative abilities in primary school students.

Keywords*:* elementary school, creativity, potential, ability, pedagogy, skill, school, students, team, training, education.

During the period of primary education, it is necessary to teach the student to master various abstract-logical operations of thinking based on the experience of intellectual activity. It is on this basis that a senior student gradually develops logical thinking. However, it is necessary to prevent the extinction of the "nature of creativity" in the student. It is also necessary to pay attention to the students' mastery of the methods of heuristic thinking. Through logical-heuristic thinking, the student develops "eurological" thinking. "Eurological" thinking is characterized by rapid adaptation to thought processes, a clear representation of the stages of thinking and the level of significance of reality in the mind of the student. It is necessary to observe the sequence of stages in the formation of these types of thinking, since in this case the logic of thinking of younger students turns from ordinary consciousness into productive intellectual activity.

Eurological thinking is an important indicator of the formation of the creative potential of students.

Abroad, a number of models and educational programs have been developed to develop the creative potential of younger students. For example, the following aspects are reflected in the model of a graduate of American educational institutions: the presence of a high level of knowledge about the culture of their people; understanding of cultural identity; critical thinking skills; the ability to competently organize a tolerant microenvironment in communication, etc. [1].

Denise de Souza Fleich [2], recipient of the National Association for Gifted and Talented Research and Evaluation Award for Excellence in Alumni Research,

has published her Creativity Curriculum Effects. In his work “Self-concept in monolingual and bilingual students”, he proposed the following programs for the formation of creative potential:

1. Program for Creative Problem Solving (CPS). The program took into account the features of the stages of thinking based on the rules of brainstorming, such as postponing a decision, pursuing many unusual ideas and creating connections between them.

2. The Purdue Creative Thinking Program (Purdue Creative Thinking Program) is a convenient, alternative way of thinking for developing students' ability to perceive and find solutions to problem situations, self-esteem, self-management, and stimulate effective activity. directed.

Particular attention is also paid to the identification and development of gifted children in the United States of America. Research centers have been set up at the universities of Indiana, Connecticut, and California; the scientific and methodological journals Gifted Child Today and Gifted Education International are being published. At the end of the 20th century in the USA the program "America - 2000. Educational strategy (Goals 2000: Educate America Act)" was created and tested. In the second part of this program, ways were developed to develop the creative potential of the future American citizen in the schools of the new generation.

According to James Downing, author of creative parenting manuals and educator, in his methodical recommendations entitled "Creative parenting: ideas for increasing student interest", creative education is inconvenient, requiring results based on non-playful activities. In his opinion, in order to form the creative potential of students, it is necessary to systematically carry out the following three steps:

Stage 1: understanding the nature of creativity;

Stage 2: development of personal creativity;

Stage 3: the use of teaching methods that form the creative abilities of students.

Also, James Downing, in his recommendations, gave several examples of the creation of creative technologies in American schools. An example of this would be, for example, acrobatic algebra, which aims to develop a sporting and scientific outlook. The recommendations also provide an example of organizing a creative French lesson, designed as a small stage.

In particular, it should be noted that James Downing developed the following algorithm for introducing creative learning: developing a section for learning; calm down; formation of scientific knowledge; to the climax.

Synectics, which is an improved version of brainstorming, is an effective method developed for developing the creative potential of students abroad. Despite certain differences, both methods have a group description, activate the process of developing new original ideas and stimulate creativity. The methodology was described in 1961 in the USA by William Gordon in his book Synectics: The Development of the Creative Imagination. The essence of the methodology is to work in a team of autonomous creators to jointly complete the task. Therefore, a completely irrational process of finding a solution to a problem should lead to rational solutions. Brainstorming and synectics methods are successfully used in educational institutions of the United States of America [3].

In the UK, programs such as Creative Partnerships (England), Creative Youth Partnerships (Northern Ireland), Reading and Learning for the Future (Scotland) have been developed, which are controlled by the state and the National Committee.]. The main part of these programs is the training of teachers related to the introduction of creative approaches to practical pedagogy (module on creative learning at the University of Leeds - The Frer creative education programs), coursework at the Open University (Master of Education, Master of Open and Distance Education), provides for the improvement individual blocks of postgraduate education programs.

Author of programs and articles on creative education, lecturer at the School of Applied Social Sciences at Leeds Metropolitan University, head of the creative center, Ph.D. diagnostic activities "he described the factors influencing the formation of creativity in educational practice, and the methods used by school teachers. In his opinion, the attitude of teachers to this problem and their perception of creativity, the choice of methods for developing creative abilities, understanding the role of diagnostics are of particular interest. in increasing the level of creativity [5].

Methodists Robert and Michelle Ruth-Bernstein have developed innovative means of using creative programs in the educational process: observation, demonstration (visualization), abstraction, independent learning plan, work on analogues, imaginative thinking, spatial thinking, modeling, game, "transfer". (transformation), integration. All these tools help to realize the creative interaction between teachers and students [6].

P4C (Philosophy for Children) is one of the effective creative thinking development programs widely used in English [7]. It is based on the ideas of pragmatism and the work of J. Dewey and William James. Philosophy for Children (P4C) is used by progressive educational institutions dealing with international

educational crises. Philosophy for Children (P4C) was proposed by Columbia University professor Matthew Lipman as a new methodological and pedagogical tool designed to modernize the education system. He explained the emergence of this idea by thinking about how children should live in a democratic society, that they should believe in themselves and their intellectual abilities. The program reflects the skills of logical and philosophical observation to improve the quality of students' creative thinking. The main idea of the program is the development of original ideas in the lessons, critical analysis of information, care for the individual interests of children, encouragement of curiosity and enthusiasm, questions and comments. The program is based on the following four methodological and pedagogical principles:

1. Community: building a secure intellectual community essential for all aspects of education.

2. Research: activation of thinking through practical activities.

3. Philosophy: Team philosophy is an important tool for organizing responsible thinking.

4. Reflection: a student-centered approach promotes active and purposeful participation in the learning process and reflection [7].

Deborah Whitford believes that traditional programs limit children's perception of a holistic picture of the world. Therefore, the teacher uses scientific and creative approaches to activities, programs that harmonize the cognitive and emotional needs of children in an atmosphere of respect and cooperation [8].

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