

CONDITIONS OF DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY CLASS STUDENTS

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Abstract: The article describes the conditions and tools for the development of creative abilities, as well as how to teach primary school students how to depict in art classes.

Keywords: Creative abilities, conditions, education, skills, primary class, art, drawing art, initiative, visual perception, personality.

You can use almost all surrounding objects and situations as a means of developing creative abilities. Creativity means creating. Therefore, the main goal of teachers in their classes is to teach students how to describe and understand what they have discovered in the end. Sometimes, we develop children's creativity through play and communication. The best way to create a program for the development of children's creative abilities, all methods of development should be visual, verbal and practical. Visual methods include seeing any pictures, drawings, or real ones. For example, when studying clouds, figuring out what they look like. Practical methods include games, creating and using different models, and doing developmental exercises. By combining all methods, you can achieve a comprehensive development of the child, which will positively affect your intellectual abilities. The basis for the development of children's creative abilities is, first of all, freedom.

Teachers should not force students to show their imagination during the training. To achieve success in this regard, patience and certain tactics are required - teachers should listen to the opinions of students, stimulate their interest in any creative activity. The analysis of psychological and pedagogical literature on the problem of developing creative abilities showed that a unified approach to the assessment of creative abilities has not yet been developed. Despite the differences in approaches to their definition, researchers unanimously distinguish the qualities of creative imagination and creative thinking (flexibility of thought, originality, curiosity, etc.) as important components of creative abilities. The criterion is the creation of a new product, as well as the realization of the identity of the individual, in which it is not necessary to create a product at all, etc. Almost all approaches emphasize this important distinguishing feature of creativity. the ability to go beyond the given situation, the ability to set one's own goal.

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Based on the analysis of different approaches to the problem of developing creative abilities, we identify the main directions of developing students' creative abilities: using methods of organizing and stimulating creative activity, developing imagination and developing thinking. Successful development of creative abilities is possible only if favorable conditions are created for their formation. The student's role in the classroom should be fundamentally changed, according to which he should become an active participant in learning, choose, satisfy his interests and needs, and have the opportunity to realize his potential. In the process of performing creative tasks, personal-activity interaction between students and the teacher is necessary. Its essence lies in the inseparability of direct and reverse effects, understanding interaction as co-creation.

A favorable psychological environment. Creating a favorable psychological environment that helps to develop abilities: encouraging children's desire for creativity and believing in the strengths and capabilities of schoolchildren, accepting each student unconditionally, respecting his needs, interests, opinions, excluding comments and criticisms to do . Negative emotions (anxiety, fear, self-confidence, etc.) have a negative effect on the effectiveness of creative activities, especially in children of primary school age, because they are characterized by heightened emotions. In the student community, it is important to have a comfortable psychological environment in which goodwill, care for everyone, trust and demanding atmosphere prevail. Creating internal motivation for learning. The need for intrinsic motivation to learn with a focus on creativity, high self-esteem, and self-confidence. Only based on them, creative abilities can be successfully developed. Then the child's cognitive needs, desires, his interest not only in knowledge, but also in the process of research, emotional upsurge, strong mental tension serve as a reliable guarantee of not overworking and benefit the child.

A combination of different forms of work. Optimal combination of frontal, group, individual forms of work in the classroom, depending on the goals of the

creative task and its level of complexity. Preference for collective and group forms is in the process of creating a new one, because joint research allows to combine the knowledge, skills and abilities of several people, helps to increase the intensity of reflection. In the process of reflection, the student realizes not only creative activity, but also himself in creativity (needs, motives, opportunities, etc.), which allows him to correct his educational path. In the process of solving creative problems, as a rule, knowledge from different fields should be used. And the more complex the task, the more knowledge should be used to solve it, and most importantly, the unobtrusive, intelligent, friendly help of adults. If the child can't do it himself, you can't do anything for him. When he can think for himself, you don't have to think for him.

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