

ФОРМИРОВАНИЯ КРЕАТИВНОСТИ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА CREATIVITY IN PRESCHOOL CHILDREN UPBRINGING

В работе представлено исследование по выявлению креативности у детей дошкольного возраста и подростков. Полученные результаты показали минимальные отличия в баллах. Экспериментальные данные позволили сделать ряд выводов относительно отличительных особенностей креативности у детей разного возраста и выделить группы по уровню и содержательным характеристикам креативности.

Creativity (innovative thinking) - is an ability to create unusual ideas, to depart from traditional patterns, and to solve problem situations quickly. The development of the creativity traces its roots back to the childhood. Every child is born with certain inclinations. Later these inclinations turn into abilities and form endearments and professionalism. In this stage it's necessary to give child a chance for the self-expression, self-affirmation, to inspire and to keep his self-esteem. Creativity develops only in positive emotional background; there is no need to abuse a child, just help him make a decision. Punishing a child don't tell him "you are bad", say "you act badly". We should remember that creativity starts developing in the childhood. And to prove this statement we adverted to Williams' Creativity Assessment Packet (CAP). Originally CAP was created for gifted children at special schools, but now it's available for everyone. This test is hold in children's group and lasts 30 minutes. In our research it was conducted among children of 4-6 and 17 years. Every child was given a list of paper where he had to paint in the lines to get original pictures and give them non-standard names. The creativity was determined according to 5 criteria: fluency, flexibility, originality, name and readiness. Fluency is the ability of a child to paint in all the lines quickly (12 lines in 30 min). Flexibility – shows how many times the categories of the pictures were changed. Four categories are possible: living things (a man, a face, a tree, an animal etc.), things (a boat, a car, a toy, furniture etc.), symbols (a flag, a letter, numbers etc.) and views (a town, a picture, a house, a park, mountains etc.). Originality is determined by the place of the picture (in the lines, out of the lines, in and out of the lines). Name shows the lexical variability, the quantity of the words which were used in the names. And readiness means symmetry-asymmetry of the picture, where the details are placed. Then we counted all marks. The average creativity mark of the 4-6 year old. children was 71, 8 and 17 year old children was 80. There was a little difference. We made the conclusion: the creativity traces its roots back to the childhood. Moreover the children with higher IQ level showed the highest results. Almost the same creativity mark was received by children of 5 and 17 years. We also could single out three groups among the children of five: the first group includes children who did the tests themselves, second – those who copied, and the third those who were not able to do the test at all. As a result, in this period of children's life it's necessary to use different methods to develop the creativity. One of the ways is through the learning English language, with the help of the special methods of teaching.