

DEVELOPING CHILDREN'S CREATIVE ABILITIES

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Аннотация

Введение: В данной статье с научно-теоретической точки зрения проанализированы вопросы развития творческих способностей детей и место детского искусства в педагогической системе, а также раскрыты его цель, объект и предмет. Кроме того, на основе взглядов ведущих ученых освещены психологические и педагогические основы развития творческих способностей у детей. В статье обоснована значимость художественной деятельности в всестороннем развитии личности ребёнка.

Ключевые слова: детское искусство, творчество, творческие способности, эстетическое воспитание, изобразительная деятельность, педагогический процесс.

Abstract

Introduction: This article analyzes the development of children's creative abilities and the role of children's art within the pedagogical system from a scientific and theoretical perspective, including its purpose, object, and subject. In addition, the psychological and pedagogical foundations of developing creative abilities in children are highlighted based on the views of leading scholars. The importance of artistic activity in the comprehensive development of a child's personality is substantiated.

Keywords: children's art, creativity, creative ability, aesthetic education, visual activity, pedagogical process.

Today, modernization of the education system and the formation of a harmoniously developed and creative individual are among the priority directions of state policy. In particular, the development of children's creative abilities at the preschool and primary education stages is considered an important pedagogical task. In this process, the subject "Children's Art" has significant theoretical and practical importance. Through art, a child perceives the surrounding world, expresses emotions, and develops independent thinking skills.

The main goal is to form aesthetic taste in children, develop their creative thinking, and reveal their personal potential through artistic means. This subject enriches a child's emotional and aesthetic world by engaging them in visual, applied, and artistic activities.

The subject also serves to develop in children:



- imagination and fantasy;
- the ability to perceive and evaluate beauty;
- the need for independent creative activity.

Preschool age is the most favorable period for developing creativity, which represents an intensive stage of psychological maturity. During this time, progressive changes occur in many areas: cognitive processes (attention, memory, thinking, speech, imagination) improve, personal qualities develop, and abilities and inclinations are formed on this basis. Many parents want their children to grow up as creative individuals; therefore, they pay attention to unlocking their creative potential from an early age.

Indeed, all children are potentially creative. Classes in artistic creativity and visual arts aim to “awaken” the hidden creative abilities in each child and help realize their creative potential. Almost all preschool children demonstrate their creativity to some extent through drawing, singing, dancing, and organizing physically expressive movements. Creativity at this age is associated with freedom, activity, and the absence of strict limitations on desires and actions. Curiosity about the surrounding world enhances their cognitive interest, while imitation of adults and peers enables them to master various genres of art. Gradually, curiosity and imitation contribute to the development of abilities in different artistic fields. However, preschool children’s interest in art is not yet stable; without consistent development, it may decline. Therefore, a pedagogical approach requires systematic, continuous, and consistent support for children’s creative development. In this regard, children’s art, encompassing various creative activities, plays a special role. To understand the concept of “children’s art,” it is first necessary to consider the theoretical interpretation of the term “art.”

Object of the Subject

The object of the subject “Children’s Art” is the process of children’s artistic and creative activity. This includes drawing, modeling with clay and plasticine, appliqué, construction, decorative work, and other forms of art. Through these activities, children’s mental processes—perception, memory, thinking, imagination, and attention—develop.

The object of the academic discipline “Children’s Art” is also the organization of children’s creative activities in preschool educational institutions in areas such as artistic creativity, technical creativity, and music education. Like any academic discipline, it develops in connection with related fields. Accordingly, “Children’s Art” is interconnected with such subjects as “Child Psychology and Psychological Diagnostics,” “Preschool Pedagogy,” “Methodology of Preschool Education,” “Speech Development of Preschool Children,” “Physical Education,” “Music Education,” “Visual Arts,” and others.

Subject of the Discipline

The subject of the discipline is the regularities, methods, and pedagogical conditions for the formation and development of creative abilities in children during artistic activity. In other words, it studies how a child creates through art, under what factors their abilities develop, and how a teacher can influence this process.

The structural components of the discipline include:



- music education in preschool institutions;
- organization and conduct of holidays and mass events;
- formation of speech culture and worldview in preschool children;
- organization of visual activities in preschool institutions.

Thus, the subject of “Children’s Art” encompasses the main directions, structural foundations, content, priority principles, key stages, effective forms, methods, tools, and technologies of children’s art.

Theoretical Foundations for Developing Children’s Creative Abilities

The issue of developing children’s creative abilities has been widely studied in pedagogy and psychology. L.S. Vygotsky interpreted creativity as the child’s ability to process social experience and produce something new. According to him, creativity is directly related to imagination and develops actively during the preschool period.

A.N. Leontiev, in his activity theory, explained creativity as the result of a person’s active engagement with reality. In his view, creative abilities are formed through motives that stimulate active participation.

B.M. Teplov considered abilities as individual psychological characteristics and emphasized that their development depends on purposeful education and practice.

According to modern pedagogical approaches, the development of children’s creative abilities requires:

- creating a free creative environment;
- supporting the child’s independent choice and initiative;
- integrating artistic activities with integrative technologies such as STEAM, project-based learning, and play-based methods.

Conclusion

In conclusion, the development of children’s creative abilities is an important pedagogical tool for the comprehensive development of a child’s personality. Through this discipline, children’s creative abilities, aesthetic taste, and independent thinking skills are formed. Scientifically organized creative activity, the teacher’s methodological competence, and the use of modern approaches ensure the effectiveness of children’s creative development.

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