

WAYS OF DEVELOPMENT OF CREATIVE THINKING OF JUNIOR SCHOOLCHILDREN

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Abstract

At primary school age, thinking, due to the inclusion of the child in educational activities aimed at mastering the system of scientific concepts, rises to a higher level. The development of critical thinking in younger students contributes to the proper organization of educational activities, the development of theoretical concepts by children.

Keywords: creative activity imagination creative thinking associative thinking abstract concepts.

Primary school age has tremendous potential for the intellectual development of the child. However, in order to make the child the subject of his own education, to teach him to study independently and explore phenomena, it is necessary from the very beginning of schooling to form and develop in him the ability of independent theoretical knowledge.

To expand the experience of the child, in order to create a solid foundation for his creative activity. The more a junior schoolchild sees, hears and experiences, knows, assimilates, the more elements of reality he has in his experience, the more productive, better, under otherwise equal conditions, will be the activity of his imagination.

Creative thinking is a component of functional literacy, which is understood as the ability of a person to use his imagination to develop and improve ideas, form new knowledge, and solve problems that he has not encountered before. According to PISA, creative thinking is also the ability to critically reflect on one's developments and improve them.

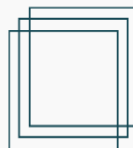
Primary school age has rich opportunities for the development of creative thinking, which are realized when certain conditions are created that are conducive to its formation.

Such conditions are;

- creation of a creative environment that is ahead of the development of the child;
- providing students with freedom in choosing activities, alternating cases, the duration of classes in one case;
- providing junior schoolchildren with the opportunity to independently solve problems that require maximum effort;

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- benevolent help (not a hint) from adults, as an option, in the form of co-creation, etc. In order to solve the problem in real life, we turn either to the studied pattern, or to our own experience, or to previously unknown examples from the outside world. In order to use the last two methods, you need to be able to observe, think, rely on what a person once saw, heard or felt. All these skills can be taught to a child in school lessons.

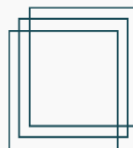
The ability to see the connection between completely different objects and phenomena gives the child's thinking flexibility, originality and productivity, allows you to quickly find the information you need in the most unexpected memories. A simple task for the development of associative thinking: let students compare two objects, find common features and differences. At first, these can be close objects - for example, a pomegranate and a watermelon, then - semantically distant ones: for example, a bus and a stork. They are completely different, but both can move, are multi-colored, and so on. The discussion can be continued by adding a third extraneous concept and suggesting making a statement with them.

Creative thinking involves the transition from words to images, and then to actions, and vice versa. In order to visualize the concept, it is useful to resort to illustrations. Invite children to create pictures for a literary text or based on an abstract concept: for example, volume. You can not only draw by hand, but also use images from the Internet, collages. Other ideas: illustrate a proverb with figures or make a sculpture out of polyhedrons. Interesting proverbs can be "depicted" even with the help of emoji. All this contributes to the development of the imagination.

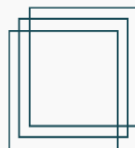
Continuing to work with the text and developing imagination, you can invite children to creatively retell what they read, adding details and events, or do it in the first person, trying different intonations. The next stage is dramatization in any of its manifestations: reading by roles, pantomime, staging performances.

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