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CRITERIA AND INDICATORS OF THE DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS

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Annotation:
The article describes the criteria and indicators for the development of creative abilities of primary school students.

Keywords: Creativity, thinking, fantasy, motivation, identification of creative abilities from an early age, critical thinking.

Introduction

The world we live in is changing and developing beyond recognition day by day. It is required to work in accordance with the daily needs in each area. In addition, there are many requirements and responsibilities for teachers working with the younger generation. The teacher must understand how modern schoolchildren live, and correspond to them.

Analysis and results. Creativity is the ability to be creative, the ability to create unusual things, to invent, find, see the world in a unique way. This is useful creativity both in work and in life. A creative person is an inventor[1]. It is ingenuity and dreaminess that make life brighter, more interesting, turn everything into something new and unique. Now is the time when society realizes this and seeks to develop a creative thread in a person. No wonder modern managers, employers, teachers, regardless of the type of activity, require from their colleagues, employees, students a creative approach, ingenuity, resourcefulness, unique innovation, in a word, creativity[19]. Not without reason now we have before our eyes not only progress, but also its rapid progress. You have time to watch the newspaper headlines about a new invention, a solution to a problem, the latest models.etc[6].

In order to diagnose and systematically form a creative personality, it is necessary to know its characteristics, the creative features of its character. Researchers identify the following main characteristics of a creative personality:

boldness of thinking, propensity to take risks;
fantasy;
- problem vision;
- the ability to think;
- ability to find contradictions;
- the ability to transfer knowledge and experience to a new situation[7];
- independence;

- alternative;
- flexibility of thinking;
- the ability to self-manage.

1. Motivation - creative activity and orientation of a person.
2. Intellectual and logical abilities - (the ability to analyze, abstract, establish a common feature and specific difference, draw conclusions, prove)[20].
3. Intellectual-heuristic, intuitive abilities (the ability to generate hypotheses, the ability to fantasize, show the components of the problem in the mind and establish new connections, see contradictions and problems, knowledge, skills into knowledge, the ability to endure new situations, rejection of obsession, critical thinking)[8].
4. Features of a person's worldview.
5. Moral qualities that distinguish successful learning and creative activity.
6. Aesthetic qualities.
7. Communicative and creative abilities.
8. The ability to independently manage their own educational and creative activities.

Intellectual and logical abilities of students are manifested in the following:

1. The ability to analyze[9]. The criteria for evaluating the analysis are correctness, completeness, depth.
2. The ability to highlight important common and move away from the main thing (abstraction). The evaluation criterion is the consistency, correctness and depth of judgments and conclusions[21].
3. The ability to logically coherently, fully and accurately describe events and processes. The criterion for evaluating this skill is completeness, depth, consistency[10].
4. The ability to form the correct definition of the subject, to establish common features and specific differences. This is the definition of criteria for assessing the ability of conciseness, correctness.

The experience of many domestic and foreign teachers testifies to the possibility of successful formation of students' creative personality traits[11]. To do this, it is necessary to create maximum opportunities for students to try their hand at creativity, starting with simple tasks[18]. Creativity should be taught first and foremost in accordance with the mathematics curriculum. Mastering the experience of creative activity, its inherent procedures, students have the opportunity to change the stereotypes of thinking they have already learned, learn to abandon stereotypes, create new approaches to understanding previously studied or new content[22]. Analyzing the state of school education, M. Makhmutov says that in traditional education everything knowledge, knowledge and skills are acquired through reproductive assimilation, which develops memory and reproductive

thinking skills[12]. The abilities of reproductive and creative thinking are the result of reproductive assimilation. Thus, we can say that the basis of any creativity is specific knowledge, skills and abilities. This rule is necessary to solve the problem of creative development in the educational process. Determining the creative abilities of younger students Draw a conclusion about the level not the creative abilities of students can be, first of all, based on their achievements in the educational process and extracurricular activities[13]. But it is important to reveal creative potential in time, this is the only way to achieve creative success. Skills must be taught and developed regularly, otherwise the creative potential of students will gradually disappear. In foreign schools, tests are widely used to determine the creative abilities of a person (Torrance's creative thinking tests, Guilford's divergent thinking test, Johnson's creative questionnaire, Williams' comprehensive diagnostic test, Joseph C's express method Renzulli and Robert K. Hartman)[14]. Without denying the positive role of samples, one should avoid hasty conclusions about their results. Testing conditions do not always affect the objective conclusion about the level of creativity.

Time: 3 min.

Let's take the words:

1) sparrow, thrush, eagle, eagle;
2) turner, loader, digger, painter, carpenter;
3) sunflower, dandelion, oil, hummus, sun.
4) bag, bag, bag, stretcher, briefcase[17];
5) plane, cart, bus, locomotive, taxi.
6) hand, nose, finger, apple, head.

What words are missing in these lines?

3. Search for analogues

Time: 10 min.

An object or event, for example, is called a "helicopter". Its analogues should be written as much as possible, i.e. other objects similar to it in various important ways[15]. Also, these analogues should be divided into groups depending on the characteristics of a particular object. For example, you can name a bird, a butterfly (flying and landing), a bus, a train (cars), a spinner, and a helicopter (important parts rotate). Whoever names the most analog bands wins.

Conclusion

As a conclusion, it should also be taken into account that tests examine the formation of knowledge and skills to a greater extent than creativity. In the early 1960s, American psychologists J. Getzels and P. Jackson found that it was impossible to measure creativity using the IQ coefficient. For this, the coefficient of creativity Kp was introduced, although American psychologists considered the coefficient[16] Kp insufficient, with limited reliability.

Bogoyavlenskaya D.B. It was emphasized that intellectual creativity should be considered not only as a multifactorial process, but also as an integral object that can be identified as the main link that determines the development of the entire system and the level of its sustainable quality. When studying creative abilities, the author accepts two adequate units - intellectual activity and intellectual initiative, by which he understands the continuation of mental activity. Stinger clarified that a high level of mental ability does not guarantee the realization of creative abilities. Intelligence is a necessary condition for creativity, but it is by no means sufficient. The systematic and purposeful work of the teacher is necessary to identify and develop the creative inclinations and abilities of students in the learning process.

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