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**PEDAGOGICAL CONDITIONS OF FORMATION
READINESS OF RURAL YOUNGER SCHOOL CHILDREN
TO CREATIVE ACTIVITIES**

The article examines the essence of the concept of "creative activity", provides a comparative analysis of the creative abilities of primary school students in urban and rural conditions. On the basis of experimental work and the implementation of a program developed with reliance on art pedagogical means, the pedagogical conditions for the effectiveness of preparing younger schoolchildren for creative activity in a village were identified.

The article considers the essence of the notion "creative activity", presents the comparative analysis of creative abilities of village primary school pupils and city primary school pupils. The pedagogical conditions for efficiently preparing village primary school pupils for creative activity are revealed on the basis of the research work and implementation of the program which was developed with the help of art-pedagogical means.

Key words: creative activity, rural school, art pedagogy, junior schoolchild.

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The relevance of the problem under study. Currently, in order to be a successful person, it is not enough to have a sufficient amount of knowledge and have a well-developed intellect. Psychologists and educators highlight more and more new factors that ensure success: character traits, attitudes, patterns and behavioral techniques learned by us in childhood, emotional intelligence and, finally, creativity. The need for the latter factor is due to the fact that the modern pace of development of science, technology, successive discoveries, processes of integration and globalization presuppose the emergence of an increasing number of non-standard situations, when old patterns of behavior and problem solving no longer work and it is necessary to find, as quickly as possible, new ways and methods of solving the problems that suddenly appeared in front of us.

Computers begin to perform more and more professional human functions, thereby freeing up time and redirecting the mental activity of people to innovative activities. However, people often turn out to be unprepared for such a turn of events, unable to navigate in extreme conditions and insufficiently meet the new requirements of the labor market. Hence, as a consequence, the constant search and luring of the most creatively and intellectually developed people by economically developed countries, the problems of migration, the struggle for human resources. That is why all over the world the question arises about the formation of people's readiness for professional activity at a higher, creative level, readiness for creative activity, which is becoming the subject of large-scale government programs.

Thus, we come to the conclusion that the readiness for creative activity is one of the main factors of the professional success of a specialist in modern conditions.

A detailed definition of creative (creative) activity is given by I. P. Ka-loshina, according to which its main criterion is the development of new knowledge by the subject at a conscious or unconscious level as a guideline for the subsequent search for a way to solve a problem [1, 3] ...

With all the variety of definitions of creativity as the ability to generate new ideas, to abandon stereotypical ways of thinking, the ability to formulate hypotheses, to generate new combinations, its overall characteristic is that creativity is the ability to create something new, original.

Creativity, like personality, is always individual and peculiar. At the same time, its results are of public importance. It seems that the concept of "creativity" is broader than the concept of "activity". Creativity is carried out through activity, is realized in activity, and the activity itself is a component of the creative process.

In the ontogenetic development of a person, creativity goes through a series of crises, one of which falls on primary school age. The creation of psychological and pedagogical conditions directly aimed at the development of creative abilities in children of this age can contribute to the formation of their readiness for creative activity.

In this regard, it is important for parents, teachers and school psychologists to begin work on preparing children for creative activity precisely at the elementary school age. However, it should be borne in mind that if there are enough conditions in the city for the development of children's creative abilities (these are various houses of children's creativity, museums, exhibitions, creative associations, the opportunity to participate in various competitions, projects), then in rural conditions it is very often the only center school is engaged in the development of creative, as well as other abilities of children. Thus, it makes sense to carry out work on the formation of readiness for creative activity with rural schoolchildren.

Material and research methods. To confirm the need to develop a program for the formation of readiness for creative activity of rural primary schoolchildren, we carried out a comparative analysis of the creative abilities of primary school students in urban and rural conditions. For this purpose, the study was carried out on the basis of 3 classes of the secondary school No. 39 in Cheboksary, which included 29 people, as well as the Ishleiskaya secondary school, where 20 people took part in the experiment. The following methods were used in the study: E. Torrance's creativity test "Finish the drawing", the verbal creativity test "Make a proposal" (modified by T. V. Cherednikova), the Renzulli creativity questionnaire, the Goodinaff-Harris intelligence test "Draw a man" [3, 300] , [4, 160].

We considered such indicators of creativity as fluency, flexibility, originality, development.

At the next stage of the research, we developed a program for the formation of readiness for creative activity based on art pedagogical means - drawing, music, modeling, applications, a fairy tale, inventing our own stories, since we believe that art pedagogy is most fully suitable for the development of creative the abilities of children of primary school age. These funds take into account the peculiarities of education in our national school, the age interests of children, as well as the mentality of rural residents, relying on folk and national culture.

Next, we were faced with the task of checking the conclusions obtained on the preparation of junior schoolchildren for creative activity in the conditions of the village. For this purpose, the program was implemented on the basis of the "Ishleiskaya Secondary School" in the 3rd grade. Before the start of the experiment, the first testing of the class was carried out. Two tests were chosen as the research method: E. Torrance's creativity test "Finish the drawing" and the verbal creativity test "Make a proposal" (modified by T. V. Cherednikova). According to the results of primary testing, in order to increase the objectivity of the data obtained during the experiment, the studied class was divided into two groups: experimental and control. In order to simplify the recruitment of groups, one criterion was chosen - originality. Moreover, both figurative and verbal creativity were taken into account. The level of originality in both types of creativity in the two groups was the same. Thus, it was possible to form a group of students similar in one, the most important for us, indicator before the start of the program. Further, experimental work was carried out in only one group of students - the experimental one. With the pupils of the control group, the activities according to the experiment program were not carried out. After the implementation of the program, the students of both groups were tested again using the same methods.

Research results and their discussion. In a comparative analysis of the creative abilities of primary school students in urban and rural conditions, it was revealed that rural schoolchildren, in comparison with urban ones, show greater creative talent (the results are "above the norm" shown by 25% of rural students and 10% of pupils cities). However, at the same time, rural schoolchildren have much better average indicators than urban ones, and the percentage of results "below the age norm" is higher. In our opinion, this is due to the low availability of centers for the development of children's creativity - circles, sections, houses of

creativity. In addition, gender differences are more pronounced among rural schoolchildren, which is due to the large distribution of responsibilities between men and women in the household.

Thus, the study confirmed that the absence of centers for children's creativity affects the level of creativity of rural primary schoolchildren.

In the Russian Federation, 2/3 of all schools are located in rural areas. About 40% of all students in the country study in them. At the same time, in the countryside, a lower level of education is still preserved and, therefore, a lower general level of culture of adults who surround the child. This affects the development of abilities, the level of knowledge and outlook of children, which often leads to low requirements for the education they receive. In the countryside, opportunities for self-education and independent cultural growth are limited: fewer library stocks, a narrower range of films demonstrated, fewer television programs, few circles, sections, etc. Rural residents find it more difficult to get into theaters and museums. All this has an impact not only on children, but also on teachers, whose opportunities to continue their education, improve their qualifications, exchange of experience, cultural growth are also limited. The small size of the collective of the rural school complicates and limits the choice of forms and methods. The small number of classes in most schools narrows the circle of communication of children, the development of communication skills, the ability to quickly navigate in a new environment. The majority (50–60%) of rural schools are not only small, but also small [2, 22].

Taking into account the concepts of creativity, creative activity, the peculiarities of the psychology and physiology of children of primary school age, the specifics of the rural school, we have developed an experimental program for the formation of readiness for creative activity of rural junior schoolchildren based on art pedagogical means. Checking its effectiveness showed that the work carried out has significantly improved the indicators of figurative and verbal creativity of rural primary schoolchildren. It should be noted that language development in the classroom according to the basic general educational curriculum also contributes to an increase in verbal creativity among younger students, as evidenced by an increase in the level of this indicator in the control group. Thus, the implementation of the program of art-pedagogical classes to prepare junior schoolchildren for creative activity has made it possible to achieve positive results. Among the younger students who have completed the program, there are significant improvements in all indicators of creativity.

On the basis of experimental work and the implementation of the program developed by us, the following pedagogical conditions for the effectiveness of preparing primary schoolchildren for creative activity were identified:

1. The teacher's possession of the methodology for diagnosing the interests, individual inclinations and abilities of students. Although many tests for determining the level of development of any mental properties have been developed for their use by a school psychologist, nevertheless, some simplified and adapted versions of diagnostic techniques are available for teachers. The use of such techniques makes it easier to work with students.

2. Taking into account the individual and psychological characteristics of children of primary school age. When conducting art pedagogical classes at school, it is important that children perceive them positively. Due to the insufficient development of logical thinking and reflection in junior schoolchildren, it is better to combine various methods of inputting information - drawing, music, visualization, motor exercises.

3. Knowledge of the basics of conducting art pedagogical classes. Before starting artillery training, it is advisable to conduct psychodiagnostics in order to identify priority areas of work. Art pedagogy exercises and classes can be done individually, in pairs, in a small group, or with an entire class.

4. Organization of extracurricular activities by the primary school teacher, taking into account the interests and inclinations of schoolchildren. The main task of the teacher is, on the one hand, to help everyone to express themselves, and on the other hand, to create conditions for obtaining a result that is significant for other people.

5. Taking into account the specifics of rural conditions. In rural settings, folk art can be used. At the same time, the school can become a kind of cultural center of the village, helping to preserve folk customs, traditions, and crafts.

Summary. A specialist's readiness for creative activity is one of the main factors of professional success in modern conditions. The specificity of rural conditions suggests that schoolchildren here have much fewer opportunities for the development of creativity. However, with the teacher's possession of the methodology for diagnosing interests, taking into account the individual and psychological characteristics of children, the primary school teacher conducting extracurricular activities with the use of art pedagogy means, it is possible to form a willingness for creative activity in primary school students.

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