

Psychological Features of Creativity in Preschool Age

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ABSTRACT: The purpose of the article is to provide information about the psychological characteristics of creativity of preschoolers.

KEYWORD: Creativity, psychological vocabulary, abilities, features, model of creativity, structure of creativity, formation of creativity.

Introduction: One of the urgent tasks of modern education is to identify, support and develop a creative, creative personality. Accordingly, the scientific validity, technological elaboration of the formation of a creative, creative personality in the present acquire relevance and significance.

In the works of S.L. Rubinstein, the general theoretical issues of the psychology of creativity are highlighted. The studies of V.A. Krutetsky and V.N. Druzhinin are devoted to the study of the relationship of "general – special" abilities.

There are works describing methods, means of developing creativity and creativity: A.M. Matyushkina, V.S. Yurkevich, Yu.D. Babaeva and others, which is especially valuable for practical activities.

However, to date, there is no unambiguously interpreted and strictly defined concept of "creativity", the technologies and techniques of the work of teachers – practitioners on the formation of the quality in question in preschool children are not specified.

Methods: Thus, the demands of society, the state, on the creative, creative personality, on the one hand, but the weak elaboration of the foundations of the formation of this quality, on the other hand, determined the problem of research.

We sought to discover the specifics of creativity of preschool children.

The psychological dictionary calls creativity the creative possibilities or (abilities) manifested in activity, feelings, thinking.

"Abilities" in the psychological dictionary of V.V. Davydov are qualified as "individual psychological characteristics that are subjective to the successful implementation of a certain type of activity."

The above allows us to understand the ability to create as an individual psychological feature of a person. Thanks to these "features" there is a willingness to master, and then to perform creative activities.

This approach is followed by both Russian and foreign researchers.

According to K.K. Platonov, the ability to create is the highest level of activity in activity. The ability to create is also "a special way of performing intellectual activity that characterizes the highest degree of activity of a thinking subject."

Barron F., Harrington D. defined creativity as the ability to realize new things in life. In this case, the process can be "both conscious and unconscious in nature."

A completely different understanding of the features of creativity can be read in the work of Kozlenko V.N. The researcher notes that creativity is a set of mental features that ensure productive transformations in activity. The author's definition reflects the correlation of various forms of adaptive and transformative interaction.

E.P. Torrens defines creativity as the ability to generate original ideas. The scientist says that creativity is the process of detecting problems in information.

Analyzing the spectrum of definitions of the concept of "creativity", K.V. Taylor groups them as follows. In the first group, the emphasis is on the emergence of a "new integrity". The second group of definitions focuses on "producing the new".

Definitions that emphasize the self-expression of the creator make up the third group.

Characterization of creativity through the relationship of "It", "I", "Super-I" - the so-called psychoanalytic definitions.

The "problem" is at the forefront of the definitions included in the fifth group.

And the last, sixth group are those definitions that cannot be attributed to any of the above-mentioned group.

The multiplicity of interpretations of the concept of "creativity" has led to the variability of approaches to the construction of the structure of creativity.

The operations of divergence, transformation, implication, J. Guilford believes, are the basis of creativity. The scientist identified four parameters of creativity:

- originality;
- semantic flexibility;
- Imaginative adaptive flexibility;
- Semantic spontaneous flexibility.

Creative abilities, A.I. Luk claimed, include 15 indicators.

The model of creativity proposed by F. Williams is characterized by the following factors combined into two groups.

1. Cognitive-intellectual: fluency of thinking, flexibility of thinking, originality of thinking, elaboration of thinking.
2. Personality-individual: the ability to take risks, complexity, curiosity, imagination.

The structure of creativity according to A.M.Matyushkin consists of the components: curiosity, ease of language proficiency, intuitiveness.

A systematic approach to highlighting the structure of creativity is outlined in the working concept of giftedness. "Creative giftedness" is not considered as a kind of giftedness, but is characteristic of all work. It is logical to assume that "creative giftedness" is not only a feature of the highest level of performance of activity, but also a characteristic of its development. Creativity is considered as the basis of personality development.

At any age level, "creativity" (creativity) has its own specifics. Various studies of psychologists and teachers reveal the mechanisms of formation of imagination, creative thinking in preschoolers, indicate the specifics of creative giftedness in preschool age. Considering the problem of the development of creativity, scientists emphasize the importance of preschool childhood in the formation of the ability to create.

E.E. Kravtsova, when identifying mental neoplasms of the preschool period, writes that creativity is more likely a feature of the mental development of preschoolers than their individual characteristics. E.P. Torrens considered preschool age to be the peak in the formation of creativity. The works devoted to the development of creativity of preschoolers unfold in the following directions:

1. Research of children's creative thinking (N.N. Poddyakova, N.E. Veraksy, L.F. Obukhova; and others);
2. Research on the specifics of children's imagination (O.M. Dyachenko; E.E. Kravtsova, E.E. Sapogova, etc.);
3. The study of creative giftedness of children (A.M. Matyushkin).

In each of these areas, the problems of creativity of preschoolers, components of creative activity, imagination, speech, and thinking are touched upon.

Speaking about the age-related features of creativity, E.I. Nikolaeva argues that for socialization, "a child needs to sacrifice his own uniqueness." The percentage of original answers in 4 years is noted in 50% of children, their number is halved at the beginning of school attendance.

Bogoyavlenskaya D.B. identifies several levels of creativity. In her opinion, the lower age limit of the first, heuristic level falls on preschool age.

In studies of environmental impact on the formation of creativity, it was found that the increase in creativity is not stepwise and unidirectional. Scientists write that after a significant increase in creativity, you can see its decline.

Let's consider different points of view on the problem of the formation of creativity and the influence of the environment on the quality of personality under consideration.

For example, R. Fergusson said that it is possible to "release" creativity potential, and not its formation.

E. De Bono believes that with the purposeful application of special methods, the level of creative possibilities will significantly increase.

We agree with V.N. Druzhinin, who argues that creativity is a property that is actualized when the environment contributes to it, and the formation of creativity takes place in a specially created environment.

Summarizing the results of research on the creative environment, we will highlight the conditions that prevent the emergence of creativity and stimulate creativity.

Barriers to creativity formation:

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1. Conformism. People do not express original judgments in order not to stand out among others.
2. Censorship. People do not "allow" themselves to take responsibility for solving problems.
3. Rigidity does not allow to improve existing solutions, to see something new in the familiar.
4. The desire to immediately give an answer, while the best solutions arise during the "creative pause".
5. A family environment where inconsistent requirements are imposed on the child.

Factors contributing to creativity:

1. wide access to a variety of information;
2. natural, simple environment;
3. patterns of creative behavior;
4. lack of strict control, rigid "assignment";
5. support for curiosity, the desire to ask a lot of questions;
6. support for independent judgments, actions, and independence;
7. attention to independent developments, observations, feelings, comparisons;
8. bilingual experience;
9. Parents support the interests of children.

Thus, creativity is an integrative characteristic of a person. There is a sensitive period for creativity – from a year to five. Creativity manifests itself in preschool age in a specially organized environment.

Results and Discussion: An empirical study of the features of the development of creativity in preschool age was conducted on the basis of one of the kindergartens. The study involved 20 preschoolers, of different sexes, aged 5-6 years.

Research methods: E.Torrens test "Completion of the figure", Renzulli questionnaire, statistical methods.

The interpretation of the results consists of an analysis of the indicators of creativity: fluency, originality, flexibility and sophistication.

Seventeen out of twenty children showed a high level in the "fluency" parameter. They completed 8 - 10 figures. Three people – the average level (6-7 figures were drawn), children who did not complete the task or completed less than five figures - no.

When finishing the figures, more than half of the children touched on seven or more topics listed in the "catalog", seven people - from seven to five topics and two people – less than five topics. Thus, more than half of the children of the study group are inclined to generate a variety of ideas and strategies, ease of transition from one aspect to another. The "inflexibility" of thinking, the poverty of outlook were shown by two people from the group.

Nine people showed a high level of ability to express ideas that differ from the banal or firmly established ones. These children are distinguished by the originality of solutions, they can avoid obvious and uninteresting answers. Three people showed little originality and their images were of a standard, well-known nature.

Two-thirds of the children of the group showed a high result in the "elaboration" parameter, their works are distinguished by a detailed elaboration of the invented ideas: complex curved lines when drawing figures, used color, complemented the picture with a multifaceted plot. Two people have a weak ability to work out the figures. The drawing is complemented by straight lines closing the figure, without the use of color, there is no plot in the pictures.

Analyzing the data obtained, we see that most of the children have high indicators of creativity development, both in general and in terms of creativity components: fluency, flexibility, development.

In children of this group, the creativity factor "fluency" prevails: 85% of the subjects demonstrated a "high" level. There were no subjects with a low level of this factor. Children are able to generate a large number of versions, ideas, proposals.

The least pronounced factor of creativity in the subjects is "originality". The "low" level was found in 20% of the children of the group of subjects. Only 45% of the children of the group of subjects are able to give original, original answers, generate ideas that deviate from generally accepted norms.

We also organized an expert assessment by the DOW staff of the manifestations of creativity of the children of the group. The Renzulia questionnaire allows you to identify manifestations of creativity.

Evaluation criteria were used: very high – 40-34 points, high – 33-27 points, average - 26-21 points, low – 20-15 points, very low – 15-10 points.

We have received the following survey results.

DOE Music Director: very high level – 4 people, high level – 2 people, medium level – 5 people, low level – 5 people, very low level - 4 people.

Group educator: very high level – 1 person, high level – 6 people, medium level – 7 people, low level – 2 people, very low level - 4 people.

Activity educator: very high level – 4 people, high level – 3 people, medium level – 8 people, low level – 2 people, very low level - 3 people.

As a result, summing up the indicators of all three specialists, we got the following results:

a very high level – 4 people,

high level – 2 people,

medium level – 7 people,

low level – 4 people,

very low level – 3 people.

All children of the group can be attributed to three levels of creativity:

1. High index of creativity: stable in the manifestation of the studied quality, able to unleash creativity in various situations. The discrepancy in the teachers' assessment is 1-2 points.
2. Average level: there are differences in the manifestation of creativity depending on the type of occupation. The discrepancy in the assessment by different teachers is 3 - 4 points.
3. Low indicator. Differences in the indicators of creativity assessment are expressed. The discrepancy in the assessment by different teachers is 6 or more points.

Summing up the results of the survey, we can state the following:

Six children showed a high level of development of different types of abilities and creative manifestations of personality.

Ten people have an average level, and 4 people have a low level of development of creative manifestations of personality.

Thus, there are children in the group who can realize creativity in any situation, regardless of the conditions, they are less dependent on the conditions created. But most of the children cannot realize themselves, they are more dependent on their personal characteristics and on the creation of certain psychological and pedagogical conditions. Such children require the participation of a teacher to realize their creative potential.

Conclusion: So, creativity is a psychological phenomenon that has a hierarchical structure. There is no generally accepted definition of the phenomenon of "creativity" in the present, which complicates theoretical research and psychological and pedagogical practice.

Preschool age is sensitive for the development of creativity.

Creativity of preschool children develops under the influence of factors: heredity, environment, upbringing.

In the course of the conducted empirical research, the peculiarities of creativity of 5-6-year-old children were revealed: the greatest expression of the factor "fluency", the least - "originality".

Of course, the data obtained need to be checked on a larger sample of subjects. It is also necessary to study the verbal aspect of creativity.

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