

## THE DEVELOPMENT OF CREATIVE COMPETENCE DURING THE CRAFT LESSONS IN PRIMARY SCHOOL

## ROZWÓJ KOMPETENCJI TWÓRCZEJ NA LEKCJACH Z TECHNIKI W KLASACH PODSTAWOWYCH

The idea development is not new, it originates, when people began deliberately direct their forces on the preparation of children for survival. One of first who realized this idea in the process of learning was a Chinese sophist Confucius, who thought that the main thing was not to give pupils concrete knowledge, but their general development moral and spiritual rising<sup>1</sup>.

The formation of integral technology of developmental teaching theory of learning theory was caused by L. Vygotsky's idea of possibility and practicability of teaching, which is oriented on the development of the personality.

The new didactic conception of developmental teaching in primary school was offered by L. Zankov. The author proved the basic didactic principles of developmental teaching: at the high level of difficulties, teaching at a quick rate, learning, the principle of the leading role of theoretical knowledge, awakening by pupils of the process of teaching, the principle of stable and methodic work at the development of all pupils<sup>2</sup>.

Ideas of L. Vygotsky about the abilities and learning practicability, which are oriented on the development of personality where deepened D. Elkonin and V. Davydov.

The age of primary school is considered to be the peak of development of imagination and fancy, that is why arises the necessity to use these concealed abilities of childhood. The educational activity of primary school pupils is impossible without developed attention, but the short span of attention of pupils determines the practicability of injection into textbooks the special questions and exercises that cause the formation of cognitive process, the tasks that cause the development of observation, analyses of objects and the phenomena of outward things based on the comparison of the text and illustrations, special indications to pay attention on something concrete, solving of the problems of the type „pay attention on”, „have you read attentively?”. It is appropriate to use such headings as

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<sup>2</sup> Дичківська І. М. *Інноваційні педагогічні технології*: Навчальний посібник. – К.: Академ-видав, 2004. – 352 с.

„remember”, „keep in mind”, which are already used in contemporary primary school textbooks.

The full training of primary school pupils' is impossible without purposeful development of processes of calculus (analysis, comparison, generalization, etc.) and speech. The formation of primary school pupils' the creative abilities was acknowledged as an important component of developing teaching, and the basis of creative activity is considered to be flexibility of thinking, developed imagination and fantasy, originality of thought.

Speaking about developmental components of the lesson, we should first of all distinguish its main components. It should be noted that all the trends of this multidimensional work are interconnected. If a child was not taught to listen carefully, to reproduce everything exactly, to observe, to orient himself in space, to differentiate the various features, it he would not achieve the high level of development of cognitive skills. If the pupil remains from lesson to lesson an ordinary executor and he can not feel the pleasure from creative work, how many chances does he have to form stable cognitive needs? Another important aspect of developmental lesson is creation of conditions for a gradual transition from acting in collaboration with the teacher and students to independent work.

The last point is particularly valuable because it is a general law of transition of any action from adult to child: the things that the teacher does at first in relation to the student (sets the goals, plans, supervises, evaluates), the pupil then begins to do the same relatively to the other person, and only after that relatively to himself. Ignoring of any of these directions of work narrows developmental influence on the content of education, so the full assimilation of the material is provided by:

- formation in students rational modes of action;
- performance by children all conditions of the correct application of this or that ways of activities;
- striving for academic dialogue with the teacher and pupils during the lesson;
- conclusive settling of independence of thought and personal relationships;
- transfer of the assimilated information into educational situation.

Crucial role for understanding of the process learning plays to usage of all sorts of schemes and supports, especially those that are created in collaboration with the teacher as a result of independent reasoning of pupils. In this case, a student moves quickly from action to the generalization of action.

Consequently, studying develops the pupils not only by means of it's content. Knowledge can be assimilated in a different way and they can have different effects on their development, depending on the management of educational activities. It causes the conclusion that the developmental influence of lesson is determined mostly by the procedural side, i.e. how it is organized. Therefore, in the restructuring of the lesson it is important that a high learning result should be achieved by any means, and it should be combined with the development of cognitive abilities and child's needs, in order to subdue performing activity to the creative.

Teachers should develop and improve in primary school children the ability to see, observe, listen. As you know, in the cognitive activity interact the perception

and thinking. Both of them have different functions. The first basically provides the knowledge of external characteristics and properties of objects (color, shape, size, resistance of the material, the location of objects etc.), and the second – in the solution of problems allows to know the inner properties and features of a single subject, the phenomena and relations between them.

In order to move successfully forward at all stages of learning activities, younger pupils, in collaboration with the teacher should master the full range of general skills.

The required qualities of a creative person are: the ability to transfer the knowledge and skills to new situations, flexibility of thinking, developed imagination, the ability to create new images, to see the new features of objects, easily get rid of stereotypes, to find multiplicity of solutions. All these qualities, even in the elementary form, we should identify, develop and retain from the first years of teaching. The researches have shown that the criteria for selection of educational material, which is planned for organization of research activity of junior pupils during the lesson should be the following:

- 1) the relationship with the assimilation of new material;
- 2) the possibility of the logical partitioning of educational material on the concrete steps and basic tasks;
- 3) the existence of contradictions between the support and the new knowledge;
- 4) willingness of pupils to participate in the search operations.

Each form of organization has its own function in the acquisition of pupils' experience of creative activity. Through the system of cognitive tasks with the help of by using techniques of mental activity the children improve the ability to analyze, differentiate, summarize, categorize, to prove. This is the executive instrument, without which we can not organize any creative work.

A great opportunity for the formation of experience in creative activities is a research method. Often teachers think that it is inaccessible to younger students. As it is really difficult in the process management of cognitive activity of students, requires from them developed research skills. Studies of the teacher T. Baybara showed that the performance by students of the third and fourth grades of elementary research tasks – not only possible, but also effective for their development.

In order to interest pupils in research work, it is desirable to instill in them the desire for thoughtful accumulation and comprehension of observations, realization of short-term experiments with already known objects, which open some new properties. It is also useful to connect the whole class into research tasks in group, that last for 2–3 weeks or a month. It is known that a necessary feature of creative thinking is developed imagination – the ability to represent something that one has never seen before, the ability to transfer a verbal description into the world of objects, create new images. The peculiarity of the human imagination is the ability easily and flexibly combine the elements of past experience and learned knowledge in the new situation. The inquisitive child lives in a situation of constant lack of information, but he has the domination of positive emotions,

joyful mood. In many ways, this is due to the ability of his mind to dream, to compensate the lack of accurate and complete knowledge.

Unfortunately, in the traditional methodology we underestimated the development of the imagination of younger pupils, although they are particularly susceptible to the creation of fantastic images by different means: painting, sculpting, making fairy tales, poems, stories, inventing games and so on.

This increased sensitivity is one of the features of their age. Children of this age are characterized by visual-creative thinking. It is essential that the child has bright dreams in one activity, so he can easily transfer this quality on the other activities. Very favorable effect on the development of children's fantasy has the focus of their attention on something unusual.

Another important means of stimulating the imagination is to encourage children's creativity and constant interaction of students in different types of creative tasks on all the lessons that allows them to master the individual experience of fantasizing.

While carrying out creative work during the craft lessons child solves the problem by relating it to the intended purpose: compares, analyzes, estimates, forecasts and looking for the ways to achieve the goal. During the reproductive work on the model the child may, for example, to change on his taste the number of flowers in a bouquet or their colors.

Hand work is an effective „gymnastic equipment” for the development of intellect and the psyche of the child. The practical activity, in particular, allows him to „transfer” complex abstract actions of the inner (invisible) plan to the outer (visible) and make them more understandable.

The craft lessons at school are traditionally considered to be specific. Craft lessons as part of schooling perform a number of functions:

- 1) creates a practical contrast to 'theoretical' schooling, increases self-esteem and mutual estimation of students, renewal of forces by means of changing of the type of activity;
- 2) helps students develop in their overall ability to work, to determine the purpose of a case, cover the entire volume of the work, sustain its sequence, and so on;
- 3) develops psychophysical, intellectual, and moral strength of students (cognitive processes, independence, diligence and perseverance, self-esteem);
- 4) enriches the immediate „alive” experience of students;
- 5) materials, various tools, instruments, teaches to do diligent work.

Craft lessons is an important means of mental, physical, aesthetic and creative development of junior pupils.

Physiologists have determined that our fingers are organically connected with the word and internal organs. Therefore, exercising of the hands stimulates self-regulation of the organism, increases the functional activity of the brain and other organs.

It has been known for a long time that the development of hands and brain are interconnected. Even the simplest manual work requires constant attention

and makes a child to think. Operating with objects, one can more clearly „see” many abstract concepts and notions. Moreover, according to psychological and educational researches, on the initial stages of perception motor learning and subject – manipulative activities are predominant.

Craft lessons in primary school favour the development of creative competence of children. The creative competence is knowledge, abilities, skills, attitudes required for successful creativity and the ability to use them in life and practice. It is defined as a person’s ability to generate ideas, put forward hypotheses; the ability to dream; associative thinking; the ability to see the contradictions; ability to transfer knowledge and skills into new situations; ability to abandon the obsession to overcome the inertia of thinking; independence of judgment; critical thinking, ability to express judgments.

Individual approach to develop creative competence of students: involves the different levels of supply of new material; speed regulation of new material and tasks; the usage of four levels of tasks according to the degree of complexity and independent student’s choice; computer testing of individual children’s capabilities; supply of educational material and tasks in two forms: with reference schemes and taking into account the leading type of student’s thinking.

The need to provide appropriate psychological background of lessons that develop creative competence of students is obvious. It involves the creation of conditions for free expression of emotional state of students, learning in the proses of group interaction, creating conditions for free choice of means of training activities and learning objectives, development of skills using existing knowledge in new conditions.

To implement such conditions the teacher needs:

- to admire ideas of each child;
- positively evaluate all child’s ideas and answers;
- use error as an opportunity to look at something familiar as something new and unexpected;
- maximally adapt to all students’ statements and actions;
- create an atmosphere of mutual trust;
- ensure independence in the selection and decision-making with the ability control to independently their own achievements.

The perspective ways to develop students’ creative competence and to form features of innovative personality are creative developmental games, solving of creative problems.

On the craft lessons labor training organization provides live students’ communication through their inclusion in meaningful and detailed discussion on the problems of the lesson. How is it done?

The lesson’s material, in addition to some visual and verbal information, usually includes and issues an appeal to the students. Sometimes they require from student, considering the whole proposed in the pages of the textbook and workbook information, to try to imagine and to make design of the future work. Moreover, the questions are asked in such a way that the student must see not only separate actions, but understand their content and peculiarities of construc-

tion. This means that it is necessary to build a system of mental action. Issues and problems require reflection and therefore meaningful, independent answers.

But if the question has reproductive nature, it is usually accompanied by an invitation to explain the response ("Why?").

For the children's language development it is desirable to use any other opportunities in class. It is very good, for example, for students to tell after the end of the work how they planned it. This allows to systematize the actions, clearly see their relationship, and better assess the content of what was done in the process.

The described methods are also valuable because they allow to draw students' attention to each other. If you teach them to listen carefully the answers and arguments of their comrades, think them over and included in the conversation (not just give the answer to the teacher), it generates mutual interest and the corresponding climate in the classroom.

In the course of practical work teacher also has opportunities for development of students' value judgments about the quality of their own work and the work performed by their comrades. When the teacher shows the class separate crafts and interesting ideas, good quality or typical disadvantages, thereby simultaneously directs not only students' activities, but also shows them an example of reasoned estimates and correct and friendly attitude.

The craft lessons studies involve combination of reproductive and creative methods. I would like to draw the attention of teachers that tasks should be selected in order to program children's „internal" creative activities during the lessons in the process of making crafts, not just external, mechanical, performing actions.

Reproductive management methods most appropriate for working with children in those cases that require to master in a relatively short period of time a big amount of knowledge or ways of action. These lessons are usually built on reproductive method (and more often – individual stages of the lesson), during which we need as clearly as possible to learn new methods of processing materials and how to work with them. During them the teacher demonstrates and explains in details, and students should repeat as closely as possible, recreate his actions and remember them. This usually means frontal work admission and provision of individual assistance when it is needed. A new method of processing material or mode of action serves as a basis for practical work – making crafts.

The teacher can relate the demonstration of the instructions given in the textbook. In this case, reproductive activity organization aims both working on methods, and training to work with the textbook. To consolidate the new mode of action it is usually offered to do the part of work independently. Of course, all this is only a part of the reproductive method, but in certain circumstances it will contribute to the development of the child. After all, for a first grader, for example, even the simplest operation such as bending paper is new. To do it in strict accordance with the order (even simply repeat), the child should carefully perceive what a teacher shows, analyze the procedure and method of performing certain actions, memorize and etc. In addition, the child learns to coordinate his actions and movements develops fine motor skills and eye hand. It is clear that for the child these are „activities in the zone of proximal development."

Reproductive techniques occupy a relatively much space in the classroom because they can easily equip children with the practical diploma, without which it is impossible to have cognitive activity during these lessons.

In the process of creative work child solves the problem, adjusts to the intended purpose, compares, analyzes, estimates, forecasts and looks for ways to achieve the goal. During the reproductive work according to the model the child may, for example, change, according to his taste the number of flowers in a bouquet or their color. However, if these changes were made without a purpose and a specific meaning (just „I like it better”), they, although not prohibited, but do not deserve the high status of this creative work. But if the student has used these tools, knowing what for he does it, then, of course, the educational value of his activity will be different.

In order that practical activities have educational and developmental sense, practical exercises for pupils should contain tasks that require a certain intellectual and emotional effort. Thinking – it is always a search and discovery of substantially new. Consequently, the fact that children get knowledge that are already known to mankind with the help of adults, does not exclude, but, on the contrary, requires children genuine, independent thinking. Otherwise, the assimilation of knowledge is purely formal, superficial, thoughtless, mechanical.

Only innovative personality is able to bring up innovative personality, only a creative teacher can develop creative competence of students. Therefore, the leading role in the implementation of educational tasks belongs to the teacher, and awareness of the role is an indispensable condition for solving both the present and future challenges of training and education of students.

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## **ABSTRACT**

Crafts lessons have general trend and are aimed to develop students' basic psychological processes (perception, voluntary attention, memory, imagination, thinking and language) as well as techniques of mental activities (analysis and synthesis, comparison, classification), creative competence. Artistic competence is knowledge, abilities, skills, attitudes required for successful creativity and the ability to use them in life, practice. Development of innovative potential of students through the development of creative competences should be scientific, systematic, comprehensive.

**Keywords:** development, creative competence, craft lesson, primary school.

## **STRESZCZENIE**

Lekcje techniki są skierowane na rozwój podstawowych procesów psychologicznych uczących się (spostrzeganie, uwaga mimowolna, pamięć, wyobraźnia, myślenie i język) oraz sposobów działalności umysłowej (analiza i synteza, porównanie, klasyfikacja) kompetencji twórczej. Kompetencja twórcza zawiera wiedzę, umiejętności, nawyki, stosunki, niezbędne do pomyślnej działalności twórczej i możliwość wykorzystania ich w życiu i praktyce. Rozwój potencjału innowacyjnego uczących się drogą formowania kompetencji twórczej powinien mieć charakter naukowy, systemowy, całościowy.

**Słowa kluczowe:** rozwój, kompetencja twórcza, lekcje techniki, szkoła podstawowa.