

DEVELOPING THE CREATIVITY OF YOUNGER STUDENTS IN THE CONTEXT OF INNOVATIVE LEARNING

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The relevance of studying the psychological and pedagogical conditions conducive to fostering creativity in schoolchildren is determined by contemporary changes occurring in Russia, both in socio-economic and ideological spheres. These changes pose the task of shaping creative personalities to the educational system and require a reconsideration of existing teaching and upbringing methods. In response to these challenges, new types of educational institutions emerge, such as gymnasiums, lyceums, and colleges, oriented towards innovative approaches in education. Consequently, the development of students' creativity becomes an important component of innovative learning, which adapts to its specificity.

The term «creativity», borrowed from English literature and stemming from the Latin word «creation», refers to the ability for creative thinking and problem-solving. It describes the capacity to generate new ideas, find unconventional approaches, and create something unique. [1].

Creativity continues to remain a crucial aspect of creative activity in various spheres of human life. Despite research conducted both in Russia and abroad in the field of creativity psychology, special abilities, genetic bases of individual differences, and the psychology of creative learning, there is still an insufficient understanding of the issues surrounding creativity development in the educational process within national science.

Experiments indicate that exercises solely aimed at developing intellectual functions without considering the individual characteristics of the student do not yield desired results in stimulating creativity. At the same time, educational programs often lack sufficient attention to the development of creative potential, focusing primarily on knowledge transfer and skill formation.

The research is conducted taking into account several objective factors:

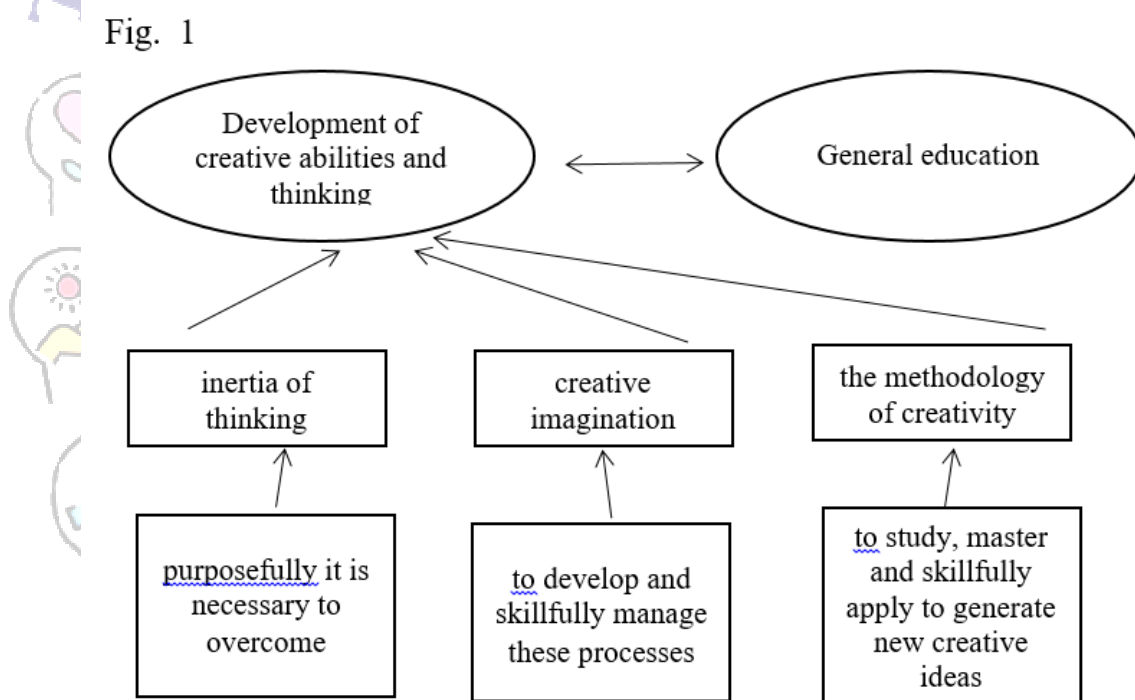
1. The characteristics of an educational institution oriented towards the development of a creative personality.

2. The absence of a clear normative model conducive to the development of students' creativity, creating an opportunity to explore the creativity and creative potential of younger students based on an innovative educational institution.

Research by T.N. Galich [2] indicates that the development of creativity in an innovative educational institution is determined by three main factors: the content and methods of teaching, the system of personality upbringing and socialization, and the psychological support of the educational process. Innovative learning contributes to the formation of new psychological structures in the cognitive and emotional spheres of personality, which foster creative activity, such as analytical thinking, reflection, planning, divergent and evaluative thinking, as well as adequate self-assessment, cooperation, and tolerance.

Innovative educational systems integrate various aspects of creativity into the fabric of personality, possessing a multifaceted structure. Additionally, there is a close relationship between creativity and moral-emotional aspects of personality. [3].

Figure 1. Theoretical foundations of the development of creativity of preschoolers in the process of visual activity



Based on the analysis of theory and previous research, a theoretical model for the development of creativity in primary school students in the context of environmental education in an innovative educational institution has been developed. Within the framework of experimental work, emphasis was placed on actively engaging students in cognitive, emotional, and communicative activities. By creating a stimulating environment for interaction, maintaining interest in learning, and encouraging active participation in communication, students' creativity was fostered in the process of environmental education [4, 5].

In conclusion, T.N. Galich's research underscores the importance of developing creativity in primary school students in innovative educational institutions. It is demonstrated that successful creativity formation requires a comprehensive approach, encompassing not only the content of education but also the system of upbringing and psychological support. Innovative teaching methods contribute to the emergence of new aspects related to creative thinking. Experimental evidence suggests a higher effectiveness of innovative educational environments in developing students' creativity compared to traditional schools. Thus, Galich's research highlights key factors contributing to the successful development of creativity in primary school students and holds significant value for contemporary educational practice.

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