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CREATIVE DEVELOPMENT OF JUNIOR HIGH SCHOOL STUDENTS IN THE FINE ART ACTIVITY

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Abstract

In article the essence and the content of creativity, creative activity of the personality is considered, on the basis of the analysis of psychology and pedagogical literature the problem of development of creative activity of younger pupils of school is studied during training in the fine arts

Key words: *art creativity, activity, fine arts, learning, primary school, training, perception, development*

Stimulation of creative activity of personality is one of the urgent tasks of art education and upbringing. Artistic education in all its forms and forms can and must be an essential means of developing the creative potential of the person. Development of creative activity and staging such an educational task at the level of elementary school, or starting with class 1, it is expedient that a modern educational process and forms of educational work under certain conditions, by means of art can be successfully targeted to its further decision.

Analyses of psychological and educational literature on the problems of formation and development of creativity of junior high school students in various activities, in particular, the graphic work shows that for a given age are only elements of creativity, although it is believed that creativity to children from pre-school age.

A pilot study carried out by republican scientists in teaching with students starting school has identified common features of this social and age group of the educational leadership essential for their aesthetic and artistic education and creative development. Analyzing children's fine art, children's perception of the works of fine arts and the natural phenomena, researchers S. Amanzholov, Zh.Balkenov, S. Zholdasbekova, A. Kamak and others concluded that the emotional perception and reproduction of the emotional tone of the image in your own creativity, within certain limits, available to the children of junior ages. It can be argued that all the children attached elementary aesthetic taste, interest and perceptions of art, and in the framework of which the researchers said some sensory-harmonic capacity inherent already in the early periods of the development of the child.

The future of a creative person, as it is known, is formed in pre-school, school, and continues to take shape for life. At the present stage of scientific and technological progress, we have a large material and spiritual opportunities for the full development of the individual. But it is important instead to each individual skill and wisely use these spiritually-material values. And this, in the final total, depends on what interests, the needs of the individual. However, this process is not simple; there is still a lot of outstanding tasks. One of them is studying of the nature of creative activity, formation of the creative person, creativity of younger school students in particular fine art activity.

For lighting some psycho-pedagogical features of the development of the creativity of junior high school students, it is necessary to focus on the following issues:

1. What is creativity with the scientific point of view?
2. What are the psychological characteristics of junior high school students' creativity?
3. What are the characteristics of junior high school students and how they are manifested in different kinds of their activities, particularly training?

The answer to the first question is necessary in order to give a presentation about the terminology, which will operate in a statement of the material. Human activity, including schoolchildren, many devoted to scientific research, and the term «art» is used in them. In the strict sense the term creativity means activities which gave rise to something completely new, never before used. Referring to the philosophical understanding of creativity is the human activity that transforms the natural and social world in accordance with the objectives and needs of the individual and mankind on the basis of objective laws of reality. Artistic creation is a manifestation of the productive activity of human consciousness, which «not only reflects an objective world, but also creates» [1, p. 449]. Further it is said that along with objective conditionality of creative process subjective factors are of

great importance also: internal motivation of the personality, existence of the productive imagination, the developed imagination, in education which the essential role is played by art.

Psychologist M.G. Yaroshevskii said that «in the psychology of creativity is studied primarily in two ways: as the psychological process of creating a new, and as a set of personality traits that ensure its involvement in the process» (Big Soviet encyclopedia. Volume 25. p. 331). Such opportunities are based on the principle of consciousness and activity, active approach, which is one of the most important principles of Psychology (A.N. Leontiev, S.L. Rubinshtein, B.F. Lomov, B.P.Jusov and others). Proceeding from M. Yaroshevsky's definition, it was necessary to show:

1. The most old views creativity in school.

2. Possibility of the use of the term or concept relating to the work of junior pupils, especially their training activities.

Proceeding from psychological features of creativity of younger school students, we will mean existence in their activity of elements of creativity as creativity true characterizes game, labor, material and practical and spiritual and practical (science, art) activity. Creativity characterizes the created personality and her activity while we will consider forming at a certain stage of the personality and educational activity at which the identity of the school student is formed as educational activities as a form of cognitive activities can also be creative and reproductive.

It should also be noted that the term «activities» in psychology is also used ambiguously. L.S. Vygotskii and S.l. Rubinshtein identified game, teaching and work. V.G. Ananiev, without denying the concept of leading activities, at all ages, including childhood, adolescence, allocates work. It was approved along with the game, teaching should take place in the form of self-service and community service. The B.G. Ananiev as the three main social activities is: work, communication and cognition [2, p.21-22]. M.S. Kagan distinguishes converting, cognitive, valuable and orientation, communicative activity physically and as a special kind of artistic creativity [3, p.47]. A.N. Leontiev mainly dealt with - work and communication [4]. A.N. Leontiev wrote: «Leading we call such activities of the child, which is characterized by the following three characteristics:

First,this is the form which arise and which are differentiated by other, new activities…

Secondly,it is these activities which are shaped and rebuilt private mental processes.

Thirdly, this is the closest this way are observed during the period of the development of the basic psychological change in the person of the child». Further he specifies, "... that stages of development of mentality of the child are characterized not only the content of leading activity of the child, but also a certain sequence in time... ", however, "... neither the maintenance of stages, nor their sequence in time aren't constant criterion for ever this" [4, p. 514-515].

Most depends on how each generation finds known social living conditions that determine the content of the work, in other words the child development cannot be considered outside of the specific historical conditions. Continuing A.N Leontiev's idea concerning of inexpediency of study of child's development out of certain historical conditions, psychologist D.B Elkonin writes: "Scientific judgments about motive forces of psychological development of children, about its sources, forms and rates it is possible to produce only taking into account historically accordion conformities to law... childhoods of the nearest future" [5]. It follows from this that actually observed childhood should be analyzed and assessed in those aspects that relate it to the present and future.

The modern younger pupil of school, the teenager and the senior differ from contemporaries 80-90 years of the 20th eyelid. If earlier younger school students (1-4 grades) made the separate block of an education system, now, during transition to 12 summer educational systems, they are included in systems of the general education and respectively have to prepare for performance of those kinds of activity which are characteristic for teenagers. In this educational system, as the leading addresses the following activities, successive and characterizing a certain age: the game (at pre-school age), communication and public-utility (adolescence), teaching with the choice of occupations (preprofile and profile), vocational training (student, youth age), labour (mature age).

Consider optimal in the writings of Russian psychologist's theory teachings as a specific type of activity. According to M.M. Davydov, A. Markova, Y.A.Ponamarjev teachings, a leading activity in the junior high school age, are characterized by the fact that it arises and develops the foundations of the theoretical creative attitude to reality. The teachings are formed and more private new education: an internal action plan arbitrariness of mental processes, etc. Y.A.Ponamarev, proceeding from the theory of the doctrine of A.K.Markova, defines the following structural components of educational activity*:*

- educational situation (or tasks);
- training actions;
- control;
- Score [6, 76].

Each of these components, mutually supplementing each other, gives the relation of children to educational activity to activization, forms positive motives of the doctrine and opportunity and need of use of elements of creativity that causes active the relation of children to study, forms positive motives of the doctrine.

V.A.Suhomlinsky attached great importance to the creation of younger schoolboys. He pointed out that "Children should live in a world of beauty, games, fairy-tale, stories, music, drawing, imagination and creativity. This world must always surround the child, and when we want to teach him to read and write. From that, how will feel child, that he will experience, all his further way depends to knowledge" [7, 79]. These words of teacher became a precept for psychologists-researchers and practical teachers-workers.

And so, the elements of work must permeate various types of activity, and foremost in an educational process, in that personality is formed and manifested in junior, juvenile and senior school age.

What is the psychological characteristic of personality in primary school age?

Each age as peculiar and specific period of human life, corresponds to a specific type of leadership activities. Considering the problem of preservation and development of the creative ability and activity of children 7-10 years in terms of aesthetic educational process in schools, a new type is characterized first of all changes in the quality of the individual within the said age limit.

On the works of L.S. Vygotsky, N.A. Vetluchinyi and other researchers, we know high marks the development of creative expressions of senior preschool children, especially in the aesthetic, artistic forms, in particular, the image of their activities. The researchers note, both feature children of preschool and school children start schooling inherent or bright, sensual-emotional reactions associated with general weakness, poor balance of mental processes. These features accompany their creative activity. Till a certain period to them are also peculiar so -called "the eydetichesky phenomena", entering as "footprints" images of perceptions, bright impressions [8-9].

In addition, draws the attention of many aspects of sensory-harmonic responses of the child involved and approximate needs knowledge of the environment. This involved all sensual perception, motor-engine processes, and the whole being of the child, all his mental and physical existence. Against this background are the aesthetic and the basic aesthetic reactions of the child, based his sensory-harmonic sense, aimed primarily at development of aesthetically appealing and expressive characteristics of its surrounding (toys, clothes, household items, etc.), as well as not difference and even in their entity properties of the artistic objects and phenomena (art pictures, music, art, theatre, images etc.). But, only the specifically targeted older children reveal the artistic activity of some essential features of artistic objects and phenomena, methods for mastering skills.

All other types of children's activities has items they extra mental aesthetic mastering of the outside world is through perception, image, playing with imitation assessment of adults.

A variety of creative activity, free fantasy and imagination and the like, in General, creative aspiration to express his sentiments, impressions in movements, pictures, activities, peculiar to preschool children of older age are in a narrow zone of leisure (on walks, watch lessons pictorial activities or games) in schools and at this stage of development of the child social student, the child abruptly gives way to a leading activity of the game being replaced by training (teaching) activities. And just as abruptly changing forms of child activity. At the same time are changing and narrow area and forms of cognitive activity. Accordingly, there is an assumption that the fading of the creative potential of children (junior high school students) associated with impoverished range of creative action, as well as a sharp reduction in the number of sensory impressions and sensory-harmonic activity. This appears to be quite significantly the role of saving the game of children's activities in General, as a major way to the creative development of the world and relationships in a team spirit that is needed, the task of building the system of art education and aesthetic educational process in which the pedagogically, in which it is pedagogically expedient to realize the following requirements:

a) conservation potential of creative game, playing flexible perception of objects and situations by children

b) Increased luggage experience earlier impressions, perceptions and evaluations of surrounding objects and situations and correlation with adult standards from assessments and ways of learning objects;

c) On this basis the elements of aesthetic manifestations of child in unity and complementarily of activities, as well as their creative products [10].

These requirements were taken into account at planning of the system of the special employments on a fine art in 1-2 classes related to the certain, near to the junior schoolboy objects, esthetically and creatively arousal his perception, visual and artistically-graphic actions. As objects the natural phenomena were chosen, coming from that at initial school, the educational process is saturated by materials of "nature". It is materials of lessons at educating to read, characters of nature in the works of poetry, music and in graphic activity. On lessons of nature cognition children hear about nature much, but does not cause for the children of interest in the studied theme, because there is not living perception of nature. On a lesson nature is absent - there is only natural history.

Analyzing artworks students grades 1-3, specially executed after experiment-teachers conducted lessons directly perception of nature (pictures, applications, modeling) in the drawings of children can be seen as a joyful, creative, personal and sensual relationship to nature and its phenomena, causing admiration , delight, joy, surprise (in relation to the whole phenomenon or to its individual features).

Thus, artistic and aesthetic vision of the world must include the perception and assessment of the individual characteristics of expressive and aesthetically valued sensually perceived holistic properties of objects and phenomena in their mutual combination into a single view of the objects of sensual appearance. When this is significant reliance on the original model of vision on plastic images and the nature of things that give art and its creators - artist.

Thus, the creative development of younger students in learning the fine art requires purposeful pedagogical influence to intensify the aesthetic vision of objects (shape, design, texture, color, character, emotional mood of nature, etc.) and aesthetic judgments of children, as well as subsequent playback perceptions, their comparison, analysis and artistic images in the creative artistic activity of the child.

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