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## PEDAGOGICAL SUPPORT FOR THE DEVELOPMENT OF CREATIVITY OF STUDENTS OF PRIMARY SCHOOL AGE IN AN AFTER-SCHOOL EDUCATIONAL INSTITUTION

*The research determines and characterizes content and features of pedagogical support for the development of creativity of students of primary school age in an after-school educational institution. It is emphasized that the priority vector of modern education system is comprehensive development of a person as an individual and the highest value of society, their talents, intellectual, creative and physical abilities, the formation of values that are necessary for the successful self-realization.*

*In the research is emphasized that the responsibilities for the implementation of the specified public demand is also entrusted to after-school educational institutions, that meet the needs of children in creative self-realization and intellectual, spiritual and physical development, preparation for the active professional and social activity, creates conditions for social protection and organization of meaningful leisure according to abilities. So, an after-school institution plays role of the epicenter of development of intellectual abilities, rational thinking, creative students, and stimulation of their searching activity, which is aimed to education of a comprehensive developed creative individual in after-school educational process.*

*Content of such activity is based on the individual interests and needs of a child, that is why educational process involves the implementation of child-centered approach on the principles of humanization of educational process (concentration of attention on a child as the highest value, taking into account their age and individual features and abilities); cultural conformity (moral culture is a source of self-development of a child, is a condition of appropriation of general cultural heritage when education is carried out as a cultural process aimed at forming of the basis of culture of an individual), subject-subject interaction (participants of educational process are equal in the interaction, take into account thoughts of their partners, recognize the right to distinguish them from their own, coordinate their positions); integrity (educational process is organized as a holistic pedagogical process, is aimed to harmonic and comprehensive development of an individual, covers all spheres of children's life).*

*According to our conception, pedagogical support for the development of creativity of students of primary school age in an after-school educational institution is a complex system of events of organization of after-school educational process and development of a child, which is aimed to the stimulation of creative activity, ensuring its needs for creative self-realization and intellectual, spiritual and physical development, creating conditions for social protection and organization of meaningful leisure according to abilities of every individual.*

**Key words:** *pedagogical support, personally-oriented educational process, creativity, students of primary school age, after-school educational institution.*

**Problem statement.** Ukrainian education, in fact, like all European education, is now in the plane of large-scale changes caused by the challenges of today's turbulent world. The problems of development and modernization of education are deeply discussed in modern domestic and scientific literature.

The priority vector of the modern education system is comprehensive development of a person as an individual and the highest value of society, their talents, intellectual, creative and physical abilities, formation of necessary values for successful self-realization of competences.

It is obvious that the responsibilities for the implementation of the specified public demand is also entrusted to after-school educational institutions, that meet the needs of children in creative self-realization and intellectual, spiritual and physical development,

preparation for the active professional and social activity, creates conditions for social protection and organization of meaningful leisure according to abilities.

**Analysis of the latest researches and publications.** Fundamental basis of the research are works in which the history of the formation and development of after-school education is presented (V. Bereka, N. Kharinko, T. Tsvirova); theoretical and methodological basis of development of after-school education (O. Bykovska, V. Verbytskyi, G. Pustosvit, T. Sushchenko); formation of creative abilities of children in the process of experimental activity in The Junior Academy of Sciences of Ukraine (L. Kovbasenko, L. Tykhenko); management in the field of after-school education (R. Naumenko); development of creative individual in an after-school

educational institution (L. Litvinova, O. Raskazova, T. Tsvirova, L. Yakymenko) etc.

Analysis of scientific and methodological works on various aspects of the studied problem shows that in the modern science and practice only some aspects are presented.

The purpose of the article is to reveal the features of pedagogical support of development of creativity of students of primary school age in an after-school educational institution.

**Presentation of the main material.** Changing the educational paradigm in conditions of today's realities primarily require meeting the needs of children.

As a result, the importance of various types of non-formal education of applicants is growing. One of these types is after-school education, which is designed to contribute to the formation of a comprehensively developed personality of the child, their creative expression.

In solving these problems, the leading place belongs to after-school educational institutions, which are designed to respond quickly to rapid changes in society, give children the opportunity to go beyond the usual in life, culture, nature, science, and economics in order to fully realize their art potential in the future in the field which is natural for them.

To this end, more than 1350 after-school educational institutions operate in the education system of Ukraine, in which more than 1 million 200 children study, which is 41,5% of school age children, the network of institutions of a new type is expanding, in addition to after-school educational institutions, operate: other educational institutions as centers of after-school education, which include: general secondary educational institutions, regardless of subordination, types and forms of ownership, including schools of social rehabilitation, interschool educational and production institutions, institutions of professional and professional pre-higher education, extracurricular clubs, cultural, educational, sports and recreational, scientific associations on the basis of general secondary educational institutions, interschool educational and production institutions, institutions of professional and professional pre-higher education; clubs and associations at the place of residence regardless of subordination, types and forms of ownership; cultural and educational, sports and recreational, and other educational institutions; funds, associations whose activities are related to the functioning of after-school education.

As a result, the importance of after-school education for the individual and society is growing, therefore, the main purpose of after-school education is to solve individual, social and cultural, educational needs of children and youth, which are constantly changing these days.

An important feature of innovation processes that cover all areas of activities of after-school educational

institutions are based on the principles of child-centeredness, humane attitude towards every child, voluntary participation, development of the motivational sphere of the individual, which is able to realize creativity, creative abilities, inclinations, develop talent, their potential abilities.

Based on the analysis of scientific and pedagogical literature, it has been found that the concept of «creativity» according to the main concept is considered from different positions, in particular, as: ability that reflects the deep ability of people to create original values, make non-standard decisions (V. Moliako); fundament of creative personality (S. Sysoieva); intellectual activity of a personality (D. Bohoiavlenska); stage of inspired creativity, the process of detailing a creative product and giving it a subject from (A. Maslou); the process of reconstructing elements in new combinations that meet utility requirements (S. Mednick); the ability to bring something new to the experience (F. Barron).

We have established that the semantic core of creativity of the individual from creative abilities, which are a special kind of general abilities and are expressed in the ability of a person to generate unusual ideas, original solutions, deviate from traditional thinking schemes (Y. Ilin); implementation of successful creative activity, directing all efforts to optimize the pedagogical process, finding an unlimited number of solutions of problems (I. Polyakova); the ability to generate a large number of ideas, the ability to respond to stimuli outside the box (J. Guilford); originality, consistency, validity (F. Barron); sensitivity to problems, lack of knowledge, their disharmony, inconsistency, fixation of these problems, search for their solutions, hypothesis, checking and formulating the results of solving the problem (E. Torrance); inspiration (V. Romenets); possession of creativity techniques (G. Terekhova, T. Sydorчук); combination of multidimensional and multi-level structure of different personality traits: motivation, self-esteem and level of claims, cultural and moral development, tolerance (A. Sylversan, N. Abolina) etc.

So, creativity is a personal trait. We identify creativity with the realization of a person's own individuality, so the creative process is a manifestation of this individuality. The characteristics of creativity are procedural, since they do not imply the availability of a material or ideal product. Creativity is revealed in the process of subject-subject interaction and is always addressed to another person and acts as a powerful factor in personal development and determines its willingness to change, abandon stereotypes, at the same time, creativity is to one degree or another inherent in each person can develop.

As a result of generalization of existing approaches to category interpretation «creativity» is appropriate to understand it as some hypothetical ability to creating something completely new, which is rooted the

unconscious processes, can manifest itself in any sphere of human activity and be described in terms of non-standard, flexibility, spontaneity.

According to our theory, the development of creativity of students of primary school age in the after-school educational process is a psychological and pedagogical process of combination of creative motivation, creative cognitive processes, activity and personal components of the personality of a younger student that are able to ensure the activity and effectiveness of the creative process of educational activities in the after-school educational institution.

Thus, T. Sushchenko considers after-school education as a special field of pedagogy, designed to determine the patterns of formation of a harmoniously developed personality by means of extracurricular work that will be ahead of the changes taking place in society; the focus of extracurricular pedagogy is the personality of the child, their needs and interests, not the subject, not the content and not the method, that is how it differs significantly from school pedagogy. And adds: «The sooner and more often children are involved in practical creative activities that interest and excite them, the sooner their natural desire for activity and knowledge is revealed, the deeper they understand life, the spiritual meaning of future work that leads to a more conscious manifestation of an active attitude to the improvement of the world around us» [1].

According to A. Boyko, the use of art pedagogical technologies in the educational process of after-school educational institutions will allow the teacher realize the main task of after-school education development of creativity as an ability to creativity and the need for creative self-expression; ... this will contribute to the formation of a positive «self-conception» of a younger student based on self-knowledge and self-perception, effective assimilation of socially acceptable patterns of behavior and communication, skills of emotional self-regulation, etc. [2, p. 44–45].

Really, the optimality of pedagogical influence of after-school educational institutions of any profile on the comprehensive development of children is ensured through mutual spiritual enrichment of teachers and children, creation of a psychologically favorable climate, a high level of dialogic culture and intellectual co-creation. Hence our most important conceptual position: providing every child in Ukraine with equal rights to additional education and comprehensive development, at their request, we consider the most important mechanism of humanization of education and realization of personal approach to education.

For the effective development of creative abilities of children of primary school age in an after-school educational institution, it is necessary to create comfortable pedagogical and organizational conditions, in particular: ensuring a personally-oriented approach,

the principle of child-centeredness in the organization of meaningful leisure; material and technical base; qualified teaching staff, creating an environment of cooperation, co-creation between all participants in the educational process; implementation of in-depth individualization of the educational process; partnership interaction between all participants of the educational space; pedagogical support, patronage of self-expression, self-development of the creative personality of a child of primary school age [3].

Therefore, pedagogy that reveals the potential of the child, stimulates the development of their creative abilities, interests, aspirations, beliefs is needed.

Extracurricular pedagogy should be based on a deep knowledge of children's interests and needs, the development of which is based on the laws of creativity, which implies: involvement of children in real co-creation, intellectual dialogue; harmonization of communication, success, the ability to feel free in case of failure, even to have the right to fail.

The peculiarity of leisure influence on the development of personality is that the child here does not reproduce what they learn, – they do not work for grades. Because of their uniqueness and originality, students, together with the teacher, develop the acquired knowledge and social experience, complement it and improves it. This is the law of creative behavior, which denies the functional approach to the child, fragmentation, intellectual overload.

Co-creation is based on the principles of spiritual unity of the individual and the team, community, children's attraction to creativity, love for business; on free will and imagination, independence of thought; on the approval and implementation in practice of ideas that come from each child (children's developments and inventions are an important element of after-school education).

At the same time, our study of the consequences of student's creative work in after-school educational institutions shows that their creative activity has a number of features. Firstly, with a few exceptions, students create new products that have no social significance, that is, they create something new for themselves, meanwhile, society already knows this new. Consequently, such a new one is subjective in nature. However, from the point of view of psychology, the work of students does not lose its creative character, since in its process they make discoveries for themselves. For the development of students' abilities, for teaching their creativity the nature of novelty (objective or subjective) does not matter.

Secondly, the educational nature of creativity highlights not the results of creative activity, but preparation for it in the future in production conditions. The main source of students' creative activity should be the experience accumulated in this area and transmitted in an accessible form in the learning

process. Thirdly, the creative activity of students is marked by a lower level of independence.

The content of such activities is based on personal interests and needs of a child, therefore, the educational process involves the implementation of child-centered approach on the principles of humanization of the educational process (focusing on the child as the highest value, taking into account their age and individual characteristics and capabilities); cultural conformity (moral culture is the source of the child's personal development, the condition for appropriating general cultural heritage, when education is carried out as a cultural process aimed at forming the basis of the culture of the individual); subject-subject interaction (participants of educational process are equal in the interaction, take into account thoughts of their partners, recognize the right to distinguish them from their own, coordinate their positions); integrity (educational process is organized as a holistic pedagogical process, is aimed to harmonic and comprehensive development of an individual, covers all spheres of children's life).

From the above mentioned features of creative activity it is clear that it is possible only with systematic and purposeful pedagogical leadership, and in order for it to reach the goal, certain conditions are needed.

According to our concept, pedagogical support for the development of creativity in students of primary school age in an after-school educational institution is a complex system of measures for the organization of after-school educational process and child development, aimed at stimulating creative activity, ensuring its needs for creative self-realization and intellectual, spiritual and physical development, creating conditions for social protection and organization of meaningful leisure in accordance with the abilities of each person.

Carrying out certain types of intellectual work, the child chooses different tasks with different purposes. So, in activities, students master training exercises in order to master some skill, to master one or another rule; in creative – solve search and creative tasks in order to expand abilities. Therefore, if in the process of learning activities a general ability to learn is formed, within the creative process a general ability to search and find new solutions is created, unusual ways to achieve the desired result, new approaches to considering the proposed situation, that is, the creative abilities of younger schoolchildren develop.

The personality of the teacher and the personality of the student of an after-school institution act as equal participants in the educational process with equal responsibility for the final result of their cooperation and co-creation. We proceeded from the assumption that full-fledged harmonious education should not be associated with the level of formation of individual diverse abilities of a child, but with the fullness of development of all aspects of life and life creativity of

the individual, guided by the fact that a person must be ready for all spheres of life: spiritual, family and household, labor, social, cultural and aesthetic, etc.

Therefore, taking into account these provisions, it is advisable to determine the forces that determine the effective process of harmonious development of children of primary school age according to their age and individual features. First of all, it is the creation of a creative environment which is optimal for subject-subject interaction; awakening a sense of success (self-importance) as an indicator of a creative personality; the ability of the teacher to captivate students with a model of extraordinary performance of educational tasks, to convince them; daily fill their hearts with the desire to create, in the end, to form a deep awareness by younger students of a sense of satisfaction with the knowledge gained and results of their work.

Our research has shown that the educational potential of after-school educational institutions under certain pedagogical conditions can guarantee the harmonious development of personality, maximize the free choice of activities for the satisfaction and self-development of diverse interests and abilities, full creative expression and personal self-improvement. Harmonization of the extracurricular pedagogical process implies comprehensive development as the formation of the ideological, spiritual and moral positions of the individual on the basis of socialization and the transformation of social values into its own, harmonious combination of national and cultural identity with universal culture.

So, we can conclude: in the after-school educational process, positive emotional development of the individual most actively contributes to the comprehensive development of the child. However, it was revealed that under any conditions there is no direct connection between the intellectual, volitional and emotional spheres. Even elementary empirical observations show that a high level of creativity is realized not only at the volitional level.

Therefore, the organization of a personally oriented after-school pedagogical process according to our conceptual approach should be carried out in several directions.

1. This is the creation of an extensive system of creative self-expression, maximum conditions for the purposeful development of creative capabilities of primary school age students which implies, first of all, the removal of barriers that hinder the intellectual initiative of the child, their creative self-expression. In such pedagogical process, the productive activity of children necessarily includes elements of creativity.

2. The teacher in the personally-oriented extracurricular pedagogical process does not act according to the program, but according to the child, their mood and internal state, creating conditions for full disclosure and self-development of internal forces and abilities of children.

3. This is a process in which the activity of a teacher is organically combined with activities of children in a single active cognitive process in conditions of cooperation and spiritual interaction.

4. The basis of the integrity of the pedagogical process is the life of a child, developing in various forms in full accordance with the formation of all their vitality.

**Conclusions.** Consequently, in modern conditions, the creative activity of students of primary school age in after-school educational institutions is becoming important both for the development of the individual and for society in general.

Establishing themselves as a full-fledged link in a chain of continuous educational process, after-school institutions provide children with wide and unconventional opportunities to improve the meaningfulness of their lives, intensive formation of such important qualities as: positive attitude to one's own life and self-realization as a person in favorite activities, which corresponds to natural data, the capacity for continuous spiritual and creative self-improvement, social responsibility which is

manifested in caring for the welfare and well-being of close and distant people, the nature of the native land. All this gives grounds to assert that after-school institutions in the general system of continuing education and upbringing perform not an additional, but (under certain conditions) proactive function.

#### References:

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#### **Сущенко Л. О. Педагогічний супровід розвитку креативності у вихованців молодшого шкільного віку у закладі позашкільної освіти**

*У дослідженні визначено й охарактеризовано зміст та особливості педагогічного супроводу розвитку креативності у вихованців молодшого шкільного віку в закладі позашкільної освіти. Акцентовано на тому, що пріоритетним вектором сучасної системи освіти є всебічний розвиток людини як особистості та найвищої цінності суспільства, її талантів, інтелектуальних, творчих і фізичних здібностей, формування цінностей, необхідних для успішної самореалізації.*

*У статті наголошено на тому, що обов'язки з виконання зазначеного суспільного запиту покладено і на заклади позашкільної освіти, які забезпечують потреби дітей у творчій самореалізації та інтелектуальному, духовному і фізичному розвитку, підготовку до активної професійної та громадської діяльності, створюючи умови для соціального захисту й організації змістовного дозвілля відповідно до здібностей. Тобто, заклад позашкільної освіти виступає епіцентром розвитку інтелектуальних здібностей, раціонального мислення, креативності вихованців, стимулювання їхньої пошуково-дослідницької діяльності, діяльність якого спрямована на виховання всебічно розвиненої творчої особистості у позашкільному педагогічному процесі.*

*Зміст такої діяльності ґрунтується на особистісних інтересах і потребах дитини, тому освітній процес передбачає реалізацію дитиноцентричного підходу на принципах гуманізації освітнього процесу (зосередження уваги на дитині, як найвищій цінності, враховуючи її вікові та індивідуальні особливості та можливості); культуровідповідності (моральна культура є джерелом особистісного розвитку дитини, умовою привласнення нею загальнокультурних надбань, коли виховання здійснюється як культурологічний процес, спрямований на формування базису культури особистості); суб'єкт-суб'єктної взаємодії (учасники освітнього процесу є рівноправними у спілкуванні, враховують міркування партнерів, визнають право на їх відмінність від власних, узгоджують свої позиції); цілісності (освітній процес організовується як цілісний педагогічний процес, спрямовується на гармонійний і всебічний розвиток особистості, охоплює всі сфери життєдіяльності дітей).*

*За нашою концепцією, педагогічний супровід розвитку креативності у вихованців молодшого шкільного віку в закладі позашкільної освіти – це комплексна система заходів з організації позашкільного освітнього процесу та розвитку дитини, спрямована на стимулювання творчої активності, забезпечуючи її потреби у творчій самореалізації та інтелектуальному, духовному і фізичному розвитку, створюючи умови для соціального захисту та організації змістовного дозвілля відповідно до здібностей кожної особистості.*

**Ключові слова:** педагогічний супровід, особистісно орієнтований освітній процес, креативність, вихованці молодшого шкільного віку, заклад позашкільної освіти.