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Taking Into Account Age Characteristics in the Formation of Intellectual and Creative Abilities of Elementary School Students

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Annotation: this article focuses on taking into account the age characteristics of a younger student in the formation of his ability for intellectual creativity. The article describes the psychologist - pedagogical views of the development of creative abilities.
Keywords: creativity, intellectual creativity, the formation of abilities for intellectual creativity, primary school age.

I. INTRODUCTION

In order to adequately respond to modern requirements and changes, a person must activate his creative abilities, develop creativity in himself. The most important place in the school education system is given to the initial stage of education as a basic link in the development of an intellectual and creative personality. The desire for creativity is optimally characteristic of primary school, for a younger student, since primary school is a diverse, active world of childhood, where the basis for creative activity is the most diverse. Creative activities help to develop artistic taste and logic, contribute to the formation of spatial imagination and fantasy.

Along with this, the younger student improves not only the motor skills of the hands, but also, very importantly, for younger students - a lot of practical skills. V.L. Bazhevich writes that "the creative activity of younger students is a productive form of activity that is aimed at mastering the creative experience of cognition, design, transformation, with active use objects of material and spiritual culture in the process of cognitive activity organized in close cooperation with the teacher.

It is known that the maturation of the personality of a junior schoolboy as a creative personality, the formation of his ability to intellectual creativity is possible only in the presence of certain conditions: external and internal. The internal, subjective conditions include the readiness of the youngest student for intellectual creativity, his ability to go and follow from the traditional solution and type of tasks to non-standard, original, having a different algorithm of evidence, a tendency to intuition, prediction of actions, the ability to anticipate the future state of the object under study, as well as his personal qualities - perceptiveness, attentiveness, savvy, flair, intuition, the ability to fantasize, to analyze, the ability to highlight the main thing, to "see" the non-obvious. Taking into account the specifics of this age and the need for pedagogical support in the formation of a younger student's ability to intellectual creativity, it is impossible not to say about the readiness of the teacher himself for creative activity, for the effective organization of intellectual creativity among elementary school students in the process of cognitive activity, since only "a creative mentor is able to form a creative personality of a student."

Let's turn to the youngest student and to what the teacher himself should take into account when organizing the process of forming his ability to intellectual creativity. Academician, specialist in primary school age, Shalva Alexandrovich Amonashvili wrote that "if you want to bring up in children courage of mind, interest in serious intellectual work, independence as a personal trait, instill in them the joy of co-creation, then create such conditions that the sparks of their thoughts form the kingdom of thoughts, give them the opportunity to feel in it the lords."

The activation of a younger student in creativity, in the qualitative transformation of the surrounding world, as a rule, can be realized either in intellectual - elementary research, project creation, writing essays, designing original tasks, solving problems in non-standard ways or in motor value – sports achievements, tourism, travel, as well as in social activities - helping seniors, volunteering, which further determines his own kind of creativity, the nature of his activity. At the same time, the mental activity of a younger student differs significantly from just activity and initiative, which presupposes other aspects of this phenomenon: obtaining a certain result, a creative product, personal achievements (own records); a system of moral and intellectual initiations of the individual, his own interests, needs, motives that initiate goal-setting and the desire to commit acts and actions; a mobile component, which often involves a formal assessment of the activity carried out by a person (the speed of performing a creative task, the result and its quality, etc.).

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The understanding of initiative, activity of a person includes a whole complex of human qualities that determine internal initiation, activity and the need for a qualitative transformation of the surrounding external world.

Creative pursuits are not only the desire and desire not only to qualitatively change the world and the surrounding reality, but also the desire to change one's own inner world, which determines in the future his initiative and activity as important features of a reasonable person and further creative search, success. A person is constantly forced to resolve emerging contradictions, which is the essence of the dialectic of development. The need for self-development and self-realization is objective, and it is this need that is the basis of a person's creative activity. From a psychological and pedagogical point of view, primary school age is a favorable stage for the development of creative abilities, since it is at this age that children are quite inquisitive with a great desire to learn something new and to know the surrounding reality. Adults surrounding a younger student, encouraging their curiosity, communicating new fascinating knowledge, involving them in various types of creativity, contribute to the expansion of children's experience, which, in turn, serves as a prerequisite for future creative activity.

It is known that the thinking of younger schoolchildren is more free, unlimited by any framework than the thinking of adults, therefore it must be developed in every possible way. A junior high school student is a sensitive period for the development of creative thinking and imagination, which means that primary school provides great opportunities for the development of creative abilities.

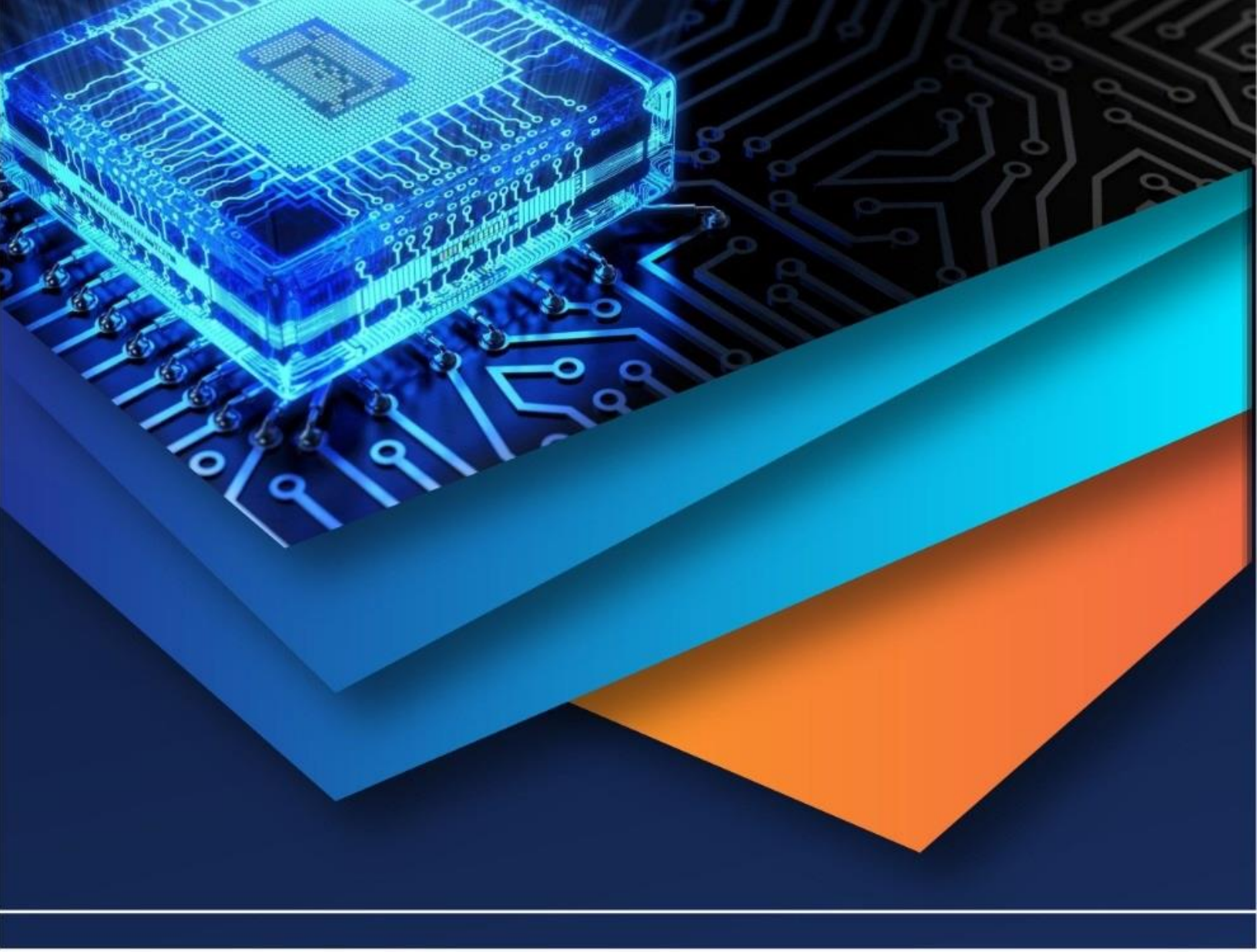
In primary school age, fantasy and imagination play an important role, in the development of which intellectual creativity plays an important role. Imagination and fantasy help the younger student in relationships, in studies, help to express their individuality, which helps to achieve success in further development. Therefore, even if the child does not show the ability to imagine, the surrounding adults, parents, older brothers and sisters should pay due attention to the development of his creative abilities. The creativity of younger schoolchildren is a productive form of student activity, which is aimed at mastering creative experience, creating an original product. The creative activity of a junior school student should be associated with the discovery of something new, the acquisition of new fascinating knowledge, which in the future will provide interest and motivation for creativity. In the daily life of a junior schoolboy, the main formation of intellectual creativity abilities is carried out mainly in the form of a game, where the junior schoolboy most of all shows his inclinations. It is known that it is most difficult for students of primary school age to come into contact with people around them, at the moment when they enter a new school stage. At school, a significant place is given to such forms of classes that ensure their active participation in the lesson, increase the authority of knowledge and individual responsibility of the student for the results of educational work. But these tasks can be successfully solved through the technology of game forms of learning, since the game for a child at the initial school stage is a school of cognition, creativity, intellectual and spiritual development. The game reveals an endless world, without which it is impossible to have a full-fledged mental, intellectual development. And the preferences of the student for one or another game, the game can also be judged by favorite games about which field of activity is most interesting to the child. Therefore, the game is one of the main methods of identifying intellectual creativity abilities.

So, the creative activity of a student cannot go beyond the limits of his knowledge, skills, skills, from which we conclude that the effectiveness of the formation and development of the ability of a younger student to intellectual creativity largely depends on the ability of primary school teachers themselves to organize it. Imagination and fantasy help the younger student in relationships, in studies, help to express their individuality, which helps to achieve success in further development. So, even if the child does not suffer from a lack of imagination, parents should pay due attention to the development of his creative abilities.

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