

To The Question on Neuropedagogic Possibilities of Formation of Creative Activity at Children of the Senior Preschool Age

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Abstract - The article provides methods for the development of creative activity of senior preschool children. Distinctive features and possibilities of stimulating activity in children were given. The functions and criteria for the development of child's creative activity are listed.

Keywords - Method, Method, Feature, Opportunity, Function, Criteria, Creative Activity, Child Of Preschool Age.

Formation of creative person - is one of the important problems of the pedagogical theory and practice at the present stage. Its decision should begin already in the preschool childhood. The concept of formation of creative activity at children of preschool age is connected with revealing of some features. Those by all means concern and neuro pedagogics possibilities. They are actual in modern conditions because studying of dynamics of creative activity of the senior preschool children occurs in the course of their participation in the complex integrated employment combining elements of training exercises, informative problems, developing games and exercises which are making active activity of children. Therefore development in children of sensitivity to search activity, applications of alternative decisions of creative problems, independence of thinking in a complex can influence to the development of creative activity of children of preschool age.

Many scientists were engaged in a problem of development of creativity. Psychologists (L.S. Vigotskiy, E.Gaziev, B.M.Teplov, L.S. Rubinshteyin, R.I.Sunnatova) have opened concept of creative abilities, have revealed components, stages of their development, have considered

interrelation of creativity with training, have specified conditions of development of creativity.

In the analysis of this age its accurate communication with the mechanism of associations is especially important. On the base of the associative theory of creativity is the idea that the main base is associations - researcher D.B.Bogoyavlenskaya considers. According to his opinion, it is formed, partially, as a result of new combinations of associations between ideas [1, p. 320]. Hence, the creative thinking is connected with opening of essentially new knowledge; own original ideas, but not evaluate another's thoughts.

The concept creative activity serves as an explanation of creative thinking within the limits of a certain direction. Creativity studies from positions of other explanatory schemes. Ya.A.Ponomarev defines creativity as intellectual activity and investments [2, p. 304].

For development of creative activity of the senior preschool children use following methods and receptions: explanatory-illustrative; reproductive and heuristic; research; practical and game; silent supervision; formation

of consciousness, behavior and feelings; independent work of children on judgment and mastering of a new material.

In the aim of development of creative activity of children- it is expedient to use such neuropedagogic stimulation possibilities, as:

- * maintenance of favorable atmosphere (goodwill from the tutor, refusal of the statement of estimations and criticism to the child promote free display of creative activity);
- * enrichment of environment of the child by various subjects new to his/her and stimulus for the purpose of development of his/her inquisitiveness;
- * encouragement of the statement of original ideas;
- * creation of possibilities for exercises and practice;
- * using of a personal example of performance of problems;
- * possibility granting actively to set questions.

At five years' and six age children can play long time one game, repeatedly come back to his/her separate plots. Mentalities at this age extremely bright, live, closely connected with feelings [3, 246]. Transfer to children of creative experience and formation of the emotionally-valuable relation to the world assumes transfer of knowledge, skills. As the creative beginning of the person – is ability to put the humane aims and to find ways of their realization - it is inherent only in creatively developed person. And ability to creativity - distinctive line of the person owing to which he can live in unity with the nature. That is why today there was even more actual problem connected with formation of creative activity at children. Creativity of the person is impossible out of society, therefore now actual problems of education of rising generation are formation of culture of dialogue and collective creativity. This problem can dare, first of all, with the account neuropedagogical possibilities of children.

If to consider the senior preschool age as optimum to start formation of bases of creative activity of children of the senior preschool age it is necessary to note following distinctive features of the given period of childhood:

- * on the fifth-sixth year of a life children have a requirement to association in collective, roughly develop and get collective character leading forms of activity;
- * expressive means of the image accustom to the same age children, ability to create and embody plans develops, manual skill is formed;

* this period of the preschool childhood, from the point of view of modern psychologists, is "stables", that is characterized by absence of crises.

Creative activity provides productive dialogue and allocates its functions:

- * information - is an exchange of the sensual and informative information;
- * contact - is readiness for reception and an information transfer;
- * coordination - is the coordination of actions and the interaction organization;
- * perception - is perception and understanding each other;
- * developing - is a change of personal qualities of participants of activity »[2, p. 7].

At joint action at children of the senior preschool age skills of collective activity - ability to consider opinion of the partner in work are acquired, ability to agree if it is necessary - to concede, make a compromise, ability to adjust cooperation to co-ordinate the actions for purpose achievement, as makes the maintenance of requirement for dialogue. The original comprised creative activity assumes presence not only organizational communications and effective productive activity, but also moral requirement for other person which is based on the general consciousness.

Criteria of creative activity the trust, mutual aid, generality of interests and sensibleness of the purpose of work as each child, presence of conditions of self-expression and self-realization of children, humanistic character of dialogue, drawing up of groups on the basis of voluntariness and mutual liking, a combination of role and personal interaction act.

The decision of tasks is promoted by creation of a situation of success and encouragement of creative activity of preschool children. Using of various forms of educational activity (creative tasks, experimenting, collecting) with a support on fascination and variability of forms of creative activity of children allows to keep their interest in results of activity.

Thus, *the preschool childhood* is a special age when the child opens for himself/herself the world when there are considerable changes in all spheres of his/her mentality and physiology which are shown in various kinds of activity. It is age when there is ability to the creative decision of problems facing to the child that, by all means, will promote display of its activity.

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