

DEVELOPMENT OF THE CREATIVITY OF A PRIMARY SCHOOL STUDENT BY MEANS OF FAMILY TRADITIONS

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The hypothesis of the research is the assumption that family traditions will influence the development of the creativity of a younger student if the family values are types of creative activities, collective creativity in the family, communication and dialogue between generations, provided the traditional continuity of family creativity, developed intrafamily relations, and creative interaction of members families under the influence of psychological factors: the ability for creative activity, the need for creative self-expression, personally significant results of family creativity. The methodological basis of the study was made up of theoretical studies of mental phenomena based on a systematic approach to their understanding (V.P. Zinchenko, B.F. Lomov, S.D.Smirnov, etc.), fundamental works in the field of psychology of personal creativity (D.B. Bogoyavlenskaya, L.S.Vygotsky, Ya.A. Ponomarev and others), the theory of reflection in psychological science (K.A. Abulkhanova-Slavskaya, S.L. Rubinstein, E.V. Shorokhova, etc.), theoretical provisions on the unity of consciousness and activity (A.G. Asmolov, A.N. Leont'ev, V.A.Petrovsky and others), the main provisions of the theory of personality subjectivity (EH Volkova, S.L. Rubinstein, E.A. Uvarov, etc.) , theory of personality and collective development (B.G. Ananiev, A.G. Asmolov, S.N. Konyshkova, etc.).

The theoretical basis of the research was the theoretical provisions on the development of the family and intrafamily relations (T.V. Andreeva, L.B.Schneider, E.G. Eidemiller, etc.), research in the field of creative giftedness of the individual (L.B. Ermolaeva-Tomina, AA Melik-Pashaev, AM Matyushkin and others), works revealing the influence of the family on the development of the cognitive abilities and creativity of the child (L.I. Larionova, OA Khalifaeva, BC Yurkevich and others), publications on the family subculture, creative family traditions (L. S. Khidirova, N. A. Tsvetkova, M. N. Chomaeva, etc.). Research methods: theoretical analysis of scientific and methodological literature; generalization; observation; questioning; analysis of products of activity; testing: test of Williams' divergent (creative) thinking, P.E. Torrance, Williams' personal creativity test (questionnaire for children); survey: Williams' questionnaire for parents and teachers to assess the creativity (creativity) of a child, Johnson's creativity questionnaire, Renzulli's creativity questionnaire for parents.

Scientific novelty of the research. The structure of creativity of a junior schoolchild has been revealed, including a new vision of the goal of creative activity, non-standard achievement of a new goal, mastering new roles in collective creativity, innovative organization of the creative process, heuristic ways of solving a creative problem.

The influence of family traditions on the development of the creativity of the younger schoolchild was revealed, manifested in the introduction of the child to family creativity, the development of the child's creative leisure activities, the formation of aesthetic preferences and taste of the child, the strengthening of the child's interest in family traditions, in the active inclusion of the child in the system of intrafamily relations on the basis of collective family relations. creativit

The principles of organizing the developmental interaction of the family and the younger schoolchild in joint creative activity are found: developing creative interaction, the realization of family values, the preservation of family traditions, heuristic methods of activity and collective creative self-expression.

The theoretical significance of the study. The dependence of the development of the creativity of a primary school student on intrafamily traditions under the influence of family values (types of creative activity, collective creativity in the family, communication and dialogue between generations), under the influence of psychological factors (the ability to creative activity, the need for creative self-expression, personally significant results of family creativity).

The definition of the creativity of a younger student in family creativity as an ability for a non-standard way of organizing and carrying out activities with the setting of new goals, the use of elements of originality in the methods of its implementation, as well as a new distribution of roles and updating the existing experience of participation in collective family creativity has been clarified.

Family values are structured that influence the development of creativity of a primary school student by means of family traditions, which include types of collective creative activities in the family, the process of interaction in a creative family team, uniting family members of different ages in a creative family team

and a dialogue between generations in traditional family creativity. The practical significance of the study. The paper proposes a methodology for consulting participants in collective family creativity, including such stages as ascertaining, projecting, functional, innovative and demonstrating. We are ready to implement developing creative tasks that contribute to the formation of the creativity of a younger student by means of the traditions of collective family creativity.

A package of diagnostic techniques for studying the development of creativity of a primary school student by means of family creative traditions is proposed.

The dissertation materials can be used in theoretical courses in family psychology, developmental and educational psychology, psychology of a creative person, as well as in the system of advanced training for school psychologists and teachers of additional education.

The credibility and reliability of scientific research results are due to the reliance on the achievements of modern psychology; the use of valid and reliable methods that are adequate to the subject, objectives and hypothesis of the research; empirical verification of the main provisions; representative sample of subjects; correct carrying out of qualitative analysis and statistical processing of the initial data.

The development of the creativity of primary schoolchildren under the influence of family traditions occurs in close connection with what values the family is guided by as a social structure, what content is taken by universal human values in family relations. Traditions convey not only knowledge, but also values, not only informing new generations, but also educating them. The value content of the family tradition lies in the transfer of the experience of life and the organization of the economy, on the one hand, and in the transfer of knowledge about the meaning of life, on the other. The value-based dependence of the influence of family traditions on the development of the creativity of the personality of a younger student is that psychological factors influence the development of creativity: the ability for creative activity, the need for creative self-expression, personally significant results of family creativity. The content of the identified factors is psychological characteristics that act as values associated with creativity. The implementation of these values in family traditions will contribute to the harmonious development of creativity in children of primary school age.

The development of the creativity of primary schoolchildren by means of family traditions will be successful if, in the course of family counseling, elements of creative activity are applied, taking into account such conditions as value self-determination in relation to the actualization of family traditions as a means of developing creativity; mastering the psychological and pedagogical technology of familiarization and integration into the active life of the modern sekhmya of these traditions; expanding the boundaries of value interaction with children and parents.

Family counseling with elements of creative activity, solving the problem of optimizing family traditions based on family values in the process of cooperation between the family and the home of creativity; implementation of the development of the content of family traditions by a child of primary school age; the formation of motivation for creative activity as a dominant; stimulation for the most creative activity: an independent statement of the problem, the search for non-standard solutions, activities outside the task; the development of the ability to transform and symbolize and induce self-expression, will be successful provided that the ascertaining, projecting, functional, innovative, demonstrating stages are passed, taking into account the principles of developing creative interaction, the realization of family values, the preservation of family traditions, heuristic methods of activity, collective creative expression; creating an atmosphere of creativity by fulfilling the laws of humanity, self-development and creating a situation of success.

The results of testing children and a survey of parents allow us to draw a conclusion about the development of creativity in younger students by means of family traditions, since a comparison of indicators in the experimental and control groups demonstrates positive dynamics, which in the experimental group is comparatively higher than in the control: the growth in the course of experimental work of such characteristics of creativity how fluency, flexibility, originality, elaboration, curiosity, imagination, complexity, make it possible to judge its effectiveness.

In the experimental sample, the trend towards an increase in the level of creativity (in terms of the total index of creativity and the total value of creativity) has a positive trend, in the control sample the changes that have occurred are insignificant, which allows us to draw a general conclusion about the effectiveness of the program of experimental work developed by us and the complex of conditions for the development of creativity in younger students.

Of course, this study does not claim to provide a comprehensive coverage of such a complex problem. Such interesting and significant aspects as the diagnosis of the creativity of the parents themselves were left outside the scope of the subject; the study of correlations between the levels of development of this ability in

parents and children, as well as the dependence / independence of the creativity of children from the prevailing modality in the personality structure of the parents themselves.

The study of the applied aspects of the problem is seen as promising, in particular, the search for effective methods, forms, and technologies for the development of the ability to create. Since recessions and regress are observed in the development of creativity, in our opinion, scientific work in the direction of supporting and accompanying a creative personality is relevant.

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