

## **PSYCHOLOGICAL BASIS OF CREATIVE PERSONALITY DEVELOPMENT AT THE STAGE OF CHILDHOOD**

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### **INTRODUCTION**

The problem of children's creativity, the nature of its origin and development over several decades has been the subject of research by a number of scientists. The source of creativity is often considered as the result of solely internal forces and the potencies of a child. The formation of creative abilities in this case is reduced to a spontaneous moment which is uncontrollable. The most balanced, in our opinion, is the point of view on the existence of a source of children's creativity in life itself and the possibility of an active influence on its development.

Preschool age, without a doubt, is a favourable period for the development of an individual's creative inclinations, their manifestations in the fields of knowledge and artistic activity. After all, it is well known that most of the mental characteristics and processes, in particular, memory, thinking, perception, attention, imagination are in the stage of formation, change and development in children of this age. The creative potential of a child, his or her creative abilities are revealed and developed in the process of specially organized training and upbringing of a child, when the child is accepted and respected, and he or she, by acquiring and using own creative experience, is attracted to real creative affairs. Thanks to this, a kid learns to properly navigate the environment, increases creative abilities in various activities (playing, design, art, speech, etc.). It is amplification, and not forcing, of the child's mental development in the leading activities accompanied by an adult that contributes to the formation of the basis of a creative personality. It is important to believe in the child's abilities and capabilities and provide him or her with a developing living space.

### **1. Prenatal period the world cognition**

Prenatal psychology (lat. pre – before, lat. peri – about, around, lat. natalis – referring to birth) – the science of the mental life of an unborn child or a just born one, studies the circumstances and patterns of human development in the early stages: prenatal, perinatal and neonatal phases

of development, and their influence on all subsequent life. The prenatal period of development in the formation of an individual's personality, according to A. Bertin, is a period of both “missed opportunities” and a period of “great opportunities”<sup>1</sup>.

Today in prenatal psychology in our country the most intensively studied are individual areas, in particular, the psychology of maternity (O.P. Proskurnyak, O.V. Tyunova, V.I. Shcherbanova, T.A. Sheludchenko, G.G. Phillipova, N.V. Yaremchuk, S.Y. Meshcheryakova) and the state of pregnancy, its physiological and psychological aspects (E.A. Sergiyenko, O.A. Sokolova, V.I. Kuznetsova, O.S. Kocharyan, G.N. Chumakova, Ye.G. Shchukina).

It is known that prenatal (intrauterine) development of a fetus includes its mental development, at this stage susceptibility, temperature and sensory sensitivity, perceptual and sensory-motor processes develop which underlie a child's psychics development. In the last months of pregnancy reception and motility are at a sufficient level of physiological and functional maturity to ensure adequate use of exteroceptive information and motor response after the moment of birth. The achievements of the last decades of raising premature babies indicate that, starting from 22 weeks, a child can successfully develop outside mother's body; all the forms of a baby's sensitivity and emotional experience of stimulation are formed.

These facts, as well as the success of genetics, allow us to discard the Aristotelian position about the new-born child as a *tabula rasa* (“clean board”), which was inculcated in the past<sup>2</sup>. The theory of prenatal evolution proclaims that the presence of neurons in the period of prenatal development is a kind of reserve that will be needed at subsequent stages of the development of civilization. If after birth the information received by neurons is simply remembered, then during the prenatal period it literally forms these cells. Experts believe that prenatal development should be stimulated by increasing the intensity of the flow of information that will “wake up” neurons and prevent them from atrophying. The earlier a child learns to use his or her neural reserves, the easier it will be for the child to get used to, adapt to the environment in which he or she will live<sup>3</sup>.

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<sup>1</sup> Бертин Андрэ Воспитание в утробе матери, или рассказ об упущенных возможностях / А. Бертин – Жизнь, Санкт-Петербург, 1991.

<sup>2</sup> Батуев А.С. Возникновение психики в дородовой период: краткий обзор современных исследований / А.С. Батуев // Психол. журн. 2000. – Т.21. – № 6. – С. 51-56.

<sup>3</sup> Бертин Андрэ Воспитание в утробе матери, или рассказ об упущенных возможностях / А. Бертин – Жизнь, Санкт-Петербург, 1991.

The new-born baby has inborn perceptual equipment – not only the sense organs, but also neural circuits for their regulation, starting from the third month of life, when most of the embryo's body begins to feel tactile touches. By the third month of pregnancy also arises a taste perception. Every day, a baby drinks a certain amount of amniotic fluid in which he or she floats. When sweet glucose was added to its composition, the foetus drank more than usually, and when the solution was bitter – less. By the time of birth, the organs of taste and smell work to perfection. The ability to perceive odours is also important for the adaptation of new-borns to new, unusual conditions. It is proved that a new-born can distinguish the smell of breast milk from his mother from the smell of milk of another's woman. The hearing and the sense of equilibrium are also actively developing. At 8 weeks, the baby's inner ear is formed, then the external ear develops and the entire ear system is formed for up to 5 months. Lastly, visual sensations appear. By the end of the sixth month, all the senses function more or less well, they are able to inform the foetus about the things happening in the environment. On the 20–22nd week, the child moves away from the touch of the cold sensor of the ultrasound machine. Based on this, Franz Veldman, a doctor from Denmark, developed a method of communicating with the foetus – haptonomy – a contact through touch, which is used in the practice of prenatal education to improve the interaction of the mother with the child.

To date, scientists have already sufficiently studied the ability of the foetus to auditory perception, sounds differentiation, and even the presence of auditory memory has been proved. It has been noticed that the foetus “prefers” listening to classical music, opera arias, folk songs, ancient romances and does not tolerate loud sounds of rock music. Already at the 32–33rd week of development, a selective reaction to the proposed music program is observed. The works of Brahms, Bach and Beethoven act excitingly, cause foetal movement, while the melodies of Vivaldi and Tchaikovsky, on the contrary, can calm down the child, and Chopin can tune to a quiet, “romantic” mood. The change of mother's emotional state while listening to any music or talking to someone causes a change in heart rate, breathing rhythm, her voice (it becomes tense, sad or, on the contrary, benevolent), as well as corresponding changes in hormonal background, etc. The foetus remembers the reaction of the mother's organism to this or that sound stimulus, and can react accordingly to it (with harsh sounds – to lurk, with loud and unpleasant sounds for the mother – to increase motor activity), and after birth he or she can react to this very sound taking into account the intrauterine experience.

It was experimentally proved that in utero a child is able to learn, and more intensively than any new-born, even in the case of a natural genius. Studies by American scientists have shown that just a ten-minute listening to Mozart's piano music increases the so-called IQ of a kid by 8–9 units on average<sup>4</sup>.

In addition to selective reaction to various musical works, the ability to memorize and recognize music, which arises under the influence of repetitive episodes of musical contexts, is intensively developing. In an interview with television, American conductor Boris Brott answered the question of where he learned to love music, as follows: “This love lived in me before birth.” Familiarizing with certain works for the first time, he already knew the part of the violin before turning the page of the score. Brott could not explain the reason for this phenomenon. Once he mentioned about this in his mother’s presence who was a cellist in the past. She looked at her old programs and found that her son knew by heart exactly those works that she was learning while pregnant<sup>5</sup>.

It is noticed that the most developed children are born in families where mothers dedicate pregnancy months to the disclosure of their own potential, engaging in music, artistic creation, singing, and drawing. At the same time, the child experiences positive emotions. Nothing stimulates the child’s abilities and intelligence more than the pleasure of creative activity that a mother receives in the last stages of pregnancy. It was not by chance that in ancient times pregnant women were recommended to communicate more often with good people and surround themselves with everything beautiful.

Even for ancient civilizations, the significance of the period of pregnancy was absolutely inviolable truth. The Egyptians, Indians, Celts, Africans and many other nations developed a set of laws for mothers, couples and society as a whole, which provided the child with the best conditions for life and development. More than a thousand years ago, prenatal clinics existed in China, where expectant mothers spent a period of pregnancy surrounded by peace and beauty.

The intra-uterine period, according to Stanislav Grof, is the happiest, carefree period in a person's life. In the life of any person there are situations when, as a result of physical or mental distress, the need for security arises. Having taken the “foetal position”, a person calms down,

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<sup>4</sup> Медведева С. Развивающие игры для детей. От 20 недель беременности до года / С. Медведева. – М.: GELEOS Publishing House; Лэпитал Трейд Компани, 2010. – 265 с.

<sup>5</sup> Бертин Андрэ Воспитание в утробе матери, или рассказ об упущенных возможностях / А. Бертин – Жизнь, Санкт-Петербург, 1991.

begins to feel comfortable. Some scientists attribute this behaviour to an unconscious need to return to the intrauterine state – a period when the sense of peace was stable<sup>6</sup>.

It has been proven that the emotional state of mother – positive harmony – has a positive effect on a child. It is achieved primarily while communicating with nature. Enjoying the beauty of nature, inhaling its aromas, rejoicing at the singing of birds, the murmur of the brook, the uniqueness of all natural phenomena, mother contributes to the development of special hormones that are transmitted to the baby by the circulatory system and stimulate his growth and development.

No less useful is reading poems about love, nature, fairy tales, myths, legends aloud and silently, visiting exhibitions, museums, art galleries. Contemplation of portraits, landscapes, still lifes, scenes from the life of people bring the mother, and through her the child, closer to learning the secrets and beauty of the world around. The quality of the emotional connection that exists between the mother and the child, according to psychologists and psychiatrists, is determined by the presence of a significant factor – the Love with which she bears a child; thoughts associated with his or her appearance; the wealth of communication that the mother shares with her child, all this affects the psychics of the foetus.

S. Freud also paid close attention to the events of the period of prenatal ontogenesis which impose a deep imprint on the whole future life of a person. To date, a wealth of evidence has been accumulated indicating that the mother's behaviour during pregnancy is responsible for such postnatal conditions as neurosis, anxiety, various allergies, mental retardation and other forms of pathology<sup>7</sup>.

The role of emotional bond, which plays the most important role along with sensory abilities in the development of the foetus in the womb, is confirmed by modern scientific research conducted by specialists in various fields. It is noticed that from the end of the third month the finger of the foetus is often found in his mouth. Finger sucking can be caused by a prolonged sad or anxious mother's state.

Joy, excitement, fear or anxiety affect the rhythm of her heartbeat, blood circulation and metabolism: when the mother is happy, the blood carries the hormones of joy – endorphins, when she is sad or worried –

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<sup>6</sup> Развитие личности ребенка от рождения до года / Сост. В.Н. Ильина. Екатеринбург: У-Фактория, 2003. – 304 с. (Серия «Психология детства»).

<sup>7</sup> Батуев А.С. Возникновение психики в дородовой период: краткий обзор современных исследований / А. С. Батуев // Психол. журн. 2000. – Т.21. – № 6. – С. 51-56.

stress hormones. The child also experiences the corresponding sensations (safety or danger). The little germ, of course, still unconsciously perceives these signals, but with all its self already feels how it is being treated – with joy or anxiety, calmness or fear. The mother's attitude, the place that the baby occupies in her heart, directly affects his growth, development, sense of his place in the world. The interrogation of five hundred women showed that almost one third of them never thought that she was carrying a child. The children, whom they gave birth, had nervous disorders more often. At an early age these children cried a lot more. They also experienced certain difficulties in the process of adaptation to life<sup>8</sup>.

It is known that even if in the early stages a woman thinks about the possibility of abortion and subsequently refuses from this thought; her child grows up lacking self-confidence. For no apparent reason, he or she feels needless, unloved. In the future, it is quite difficult for the child to find the way in this world, to cope with obstacles and reach some heights. In turn, children who are still in the womb fully receive the attention they need, grow self-confident. At the subconscious level, they have the idea that there are forces in this world that are ready to support them in any situation. They boldly go forward without fear of failure, and have more chances to reach their potential. Conscious, positive attitude to the foetus during pregnancy is necessary for the formation of a child's healthy psychics and optimistic life disposition.

The child focuses on the condition of the mother and subjective experiences through motion activity. This ability of the child suggests that the state of emotional comfort, in accordance with the optimum level, stimulation to maintain the level of excitation of the nervous system, turns to a status of need. Under the condition of insufficiency of this "additional" stimulation from the mother, the child increases his or her own activity. The need for movement is defined by L.I. Bozhovych, K. Rogers, A. Maslow as one of the child's basic needs<sup>9</sup>.

And although the level of stimulation of the child is regulated by his own activity, and the "background sensory world" can be separated from subjective experience with the stimulation that depends on one's own activity, the beneficial effect of contact with the mother on the development of premature babies and selectivity to maternal stimulation

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<sup>8</sup> Развитие личности ребенка от рождения до года / Сост. В.Н. Ильина. Екатеринбург: У-Фактория, 2003. – 304 с. (Серия «Психология детства»).

<sup>9</sup> Филиппова Г.Г. Психология материнства: Учеб. пособие / Г.Г. Филиппова. – М.: Изд-во Института Психотерапии, 2002. – 240 с.

of the new-born allows to suggest that the “sensory world of maternal stimuli” is the basis for the formation of the need for emotional comfort and perceptual activity. Positive maternal emotions cause increased growth, calm and growth of intelligence level of a foetus. Its deprivation and distress lead to low foetal weight, an increase in the percentage of mortality, and a decrease in cognitive development.

Modern views on the study of the foetus led to a series of spectacular studies that showed the decisive role of the enriched environment. It was discovered that prenatal stimulation causes an increase in motor abilities and properties of intelligence, which are preserved for years. A group of pregnant women who took part in prenatal intensive stimulation was studied in parallel with a carefully selected control group that did not participate in antenatal programs. Postnatal evaluation of both groups according to standard developmental tests showed a significant increase in motor development, visual skills, emotional statements and early speech in children with prenatal sensory stimulation<sup>10</sup>.

Early prenatal training plays an important role both in terms of the postnatal deployment of the genetic program and in the early stages of the infant's adaptation to a new environment. In the last trimester, foetal development is characterized by differentiation of phylogenetically new zones of the cortex, growth of the associative systems of the brain. This period is sensitive for the formation of the nervous system individual characteristics, the child's mental characteristics and even his or her capabilities (I.A. Arshavskiy, G.I. Polyakov)<sup>11</sup>. It is noticed that children whose parents speak to them from their birth usually develop speech earlier. In addition to intonation, children are able to assimilate a number of sound combinations unconsciously. Already at the 5th month a baby distinguishes the speech sounds that the mother utters, reacting to each of them with the contraction of certain muscles. Together with the development of hearing before the baby's birth his preparation for speech begins. As it is known, when a person is listening to speech or music, the muscles of his or her vocal apparatus contract absolutely imperceptibly when the heard sounds are repeated soundlessly. For a child preparing for life in the language world, listening to both speech and music is a good training. Modern specialists in prenatal development believe that it is better to start singing lullabies before the baby is born. The game

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<sup>10</sup> Батуев А.С. Возникновение психики в дородовой период: краткий обзор современных исследований / А.С. Батуев // Психол. журн. 2000. – Т.21. – № 6. – С. 51-56.

<sup>11</sup> Филиппова Г.Г. Психология материнства: Учеб. пособие / Г.Г. Филиппова. – М.: Изд-во Института Психотерапии, 2002. – 240 с.

interaction with the child should also include pamphlets and plaything, short rhymed stories that help the child to feel better the melody of the native language and its rhythm<sup>12</sup>. Some experts believe that in the framework of prenatal education, it is useful for children to give even foreign-language recordings to them for listening.

Prenatal development is based on the idea of providing the embryo, and then the fetus, with the best conditions and materials. The prenatal period of development is similar to the process of electroforming. If the expectant mother provides the child with the best physical material and qualitative information available on the sensory, emotional and mental levels, this will become a part of the natural process of developing the full potential, all the abilities laid in the ovicell for the successful socialization of the individual in the future.

## **2. Genesis of a child's world perception**

From the first days of life, consciousness aims to build sensory psychic construction in the process of perception. In the course of subject-manipulative activity a child forms a complex meaningful action that contributes to the emergence of an adequate, holistic image of the subject. "The longer and more productively the child creates, the more diligently her hands work, the more actively her speech, writing, thinking, memory, creative abilities develop," – V. Sukhomlinsky emphasized and affirmed that "the origins of the creative abilities of children are on the tips of their fingers. From the fingers, figuratively speaking, come the finest streams that feed a source of creative thought ... The more skill a child's hand has, the smarter the child is ... Children become researchers, the thought is constantly connected with the most delicate labour operations of hands, and this connection (the hand develops the brain) plays a truly saving role for those who experience big difficulties in learning and who would be doomed if there were not a special focus of training to develop the mind ..." <sup>13</sup>.

It is known that at an early age, children actively use the taste, tactile and olfactory receptors in the development of the world, they pull everything to the mouth, which is phylogenetically determined by an important receptor part of the body. It is designed to interact with the outside world, aimed at replenishing the body's resources, providing it with food. It is the child's mouth that participates in the construction of the first mental images and even of the representational models of the

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<sup>12</sup> Медведева С. Развивающие игры для детей. От 20 недель беременности до года / С. Медведева. – М.: GELEOS Publishing House; Лэпитал Трейд Компани, 2010. – 265 с.

<sup>13</sup> Сухомлинський В.О. Вибрані твори в 5т. – К: Рад.школа, 1997.

objects surrounding him. Not only the taste, tactile and olfactory receptors of the oral cavity and nose are involved in building such representation models, but also complex intrareceptive sensitivity, including kinaesthetic, proprioceptive, and vestibular sensitivity. The object is investigated in various aspects, including its resistance to pressure of the jaws, sucking lips and tongue, rolling in the mouth, etc. As a result, not only gustatory and olfactory sensations are formed, but also understanding of such properties of an object as softness, toughness, smoothness, elasticity, hardness, juiciness or dryness, etc., arises. All of them collectively participate in the formation of the sensory model-representation of the object, which already includes its visual images<sup>14</sup>.

From the moment of birth, a child gains experience in the process of activity, the development situations of which are very diverse and numerous. The diverse experience of private interactions with various aspects of reality is not just copied in the process of its reflection by the child, but is also transformed. There is a selection of experience, its practical interpretation, synthesis, that is, the construction of the “image of the world”<sup>15</sup>. For example, once a child, having burned himself, looks at the light of a candle in a different way, it no longer attracts her, but, on the contrary, literally pushes him or her away. Vision is imbued with some content that determines the function of the object in the picture of the world and the existence of the subject in it. The value of sensory impressions of a preschool child develops in the process of his or her constant interaction with the surrounding reality.

From the first days of life an important factor in this process is represented by adults, who do not only explain the meaning of sensory impressions, but also give the child practical information about the properties of objects, methods of action with them, raise the child’s interest by attraction, interest to actions with objects. Under the guidance of an adult, in the course of the manipulative actions of examining an object, formed are the skills that constitute a system of operations in which various groups of analysers participate. Survey operations are encouraged first by the novelty of the object itself, and then, due to the peculiarities of the orienting reaction, they can arise as a reaction to a change in the object – manipulation is transformed into an action aimed at

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<sup>14</sup> Поляков С.Э. Феноменология психических репрезентаций / С.Э. Поляков – СПб.: Питер, 2011. – С. 273.

<sup>15</sup> Новоселова С.Л. Генетически ранние формы мышления: Учеб. Пособие / С.Л. Новоселова. – 3-е изд. – М.: Издательство Московского психолого-социального института; Воронеж: Издательство НПО «МОДЭК», 2010. – 352 с. – (Серия «Библиотека психолога»).

identifying a new thing in the subject, that is, at an indicative action. The child familiarizes with the properties of the object and begins to act in the light of these properties.

Gradually, the child learns the right (normative) actions with objects: a ball is rolled, a car is pushed, a doll is laid on the bed, the cubes are set, put, arranged or spread, the pyramid is assembled and disassembled, the rings are strung. The child acts with toys to get some interesting effect, to learn new sounds: rattle clattering, ball rolling, toy falling, sparkling, noise, etc. An adult shows the necessary methods of action with objects, the child begins to experiment, placing the object in different positions, combining it with others, that is, investigating them, which contributes to a deeper knowledge of the objects properties<sup>16</sup>.

The experience of the subject activity is not just accumulated; it undergoes quantitative and qualitative changes. The first stage is characterized by subject-specific manipulations that depend on the natural functional capabilities of the infant's hands, which, through survey operations, turn into indicative actions. At the second stage, on the basis of tentative actions, subject-specific operations are formed. The third stage in the development of substantive activities is associated with the emergence of subject-specific actions. The fourth stage – actions become subject-mediated. Toys give an opportunity to establish oneself in the norm of substantive action given by the cultural-historical process, because of the variability of actions, which is an important moment for understanding the unity of the productive norm and the creative moment in the activity.

Gradually adopting perceptual experience through practical use in the course of repeated actions, similar to those proposed by adults, children enrich their cognitive experience through observation, experimentation with objects, their properties and functionality. The result of this child's activity is the formation of his or her vision of the world. The experience of activity is constantly accumulated and enriched, ensuring that the reflection of reality is reflected adequately in the mental image of the world and in the actions of the child mediated by the appropriate level of his or her psychic reflection. Thinking, mediated by the generalized experience of objective activity, becomes a substantive mechanism of its development. That is, the sensory experience of a child (visual, motor, auditory, etc.) is not isolated from the processes of thinking, speech, but is

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<sup>16</sup> Новоселова С.Л. Генетически ранние формы мышления: Учеб. Пособие / С.Л. Новоселова. – 3-е изд. – М.: Издательство Московского психолого-социального института: Воронеж: Издательство НПО «МОДЭК», 2010. – 352 с. – (Серия «Библиотека психолога»).

the step in their formation. The adult's word captures the sensory experience acquired by the child and enriches it; it rationalizes and individualizes the act of examining the subject, directs it to make perceived the parts and sides which are important and less accessible to perception. The word enriches, brings in something that sensory experience does not give and the child himself cannot distinguish in the object or phenomenon. Thus, it raises perceptions to a new, higher level<sup>17</sup>.

Mastering touch standards, developing perceptual actions, creating visual models, imagination images – all this is the basis for developing a child's creativity. L.S Vygotskyi noted that if we want to have sufficiently strong foundations for the child's creative activity, it is necessary to expand his or her experience in every possible way. The more the child saw, heard and experienced, the more he or she knows and learned, the more elements of reality possesses, the more meaningful and productive, with all other things being equal, his or her activity will be. And this demonstrates the need for the development of experience, a system of knowledge and skills, as an important basis for the development of creative activity and creative personality traits.

Formation of children's ideas about the properties of objects: shape, colour, size, position in space is necessary for their full perception of the surrounding world. Gradually, perception turns into an independent cognitive process, and on its basis an important quality is formed – observation skill. Observation skill, in our understanding, is purposeful perception, a fusion of attention and thinking, a complex cognitive process in which the unity of the sensual and rational is manifested. Observation skill includes: the ability to see objects and phenomena from different angles; to notice all the characteristics, to highlight the essential; to recognize typical features in objects; to navigate the environment properly. On the basis of the joint activity of the analysers, thanks to the word of an adult, children form specific knowledge, develop thinking, speech. The child, on his own initiative, notices new aspects and specific features in the subject. His or her perception and attention are analytical in nature – the child does not just fix the object but analyses it, compares, evaluates, and finds things in common with others. Throughout all pre-school period, there are changes, from simple attempts to examine and feel till the desire to examine and describe the subject more systematically and consistently, distinguishing the most noticeable features.

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<sup>17</sup> Мухина В.С. Детская психология / В.С. Мухина – М.: ООО Апрель Пресс, ЗАО Изд-во ЭКСМО-Пресс, 1999. – С. 283-296.

The organization of children's observations of the surrounding life, the finding of what can be reflected in the results of their activities, according to N.O. Vetlugina, is an important pedagogical condition for the formation of creativity. The development of the methods of “attentive listening”, “peering” into the figurative world of art, into the sounds and colours of the natural and objective world is the way in which the child’s creativity develops<sup>18</sup>.

It is proven that in direct communication with nature, along with observation skill cognitive activity develops. The pronounced cognitive need is the most common characteristic of creative potential and the main component which tends to develop<sup>19</sup>.

The development of curiosity in children occurs in connection with their acquisition of the ability to find the essential attributes of objects and establish relationships. The more analysers are involved in perception, the more accurate, richer, brighter and more meaningful is the presentation. In everyday life, during walks, in games and work activities, children accumulate sensory experience from the influence of objects and natural phenomena on them.

According to scientists, observation, the ability to view objects simultaneously from two points of view is a very important component of a child’s mental development. To the main indicators of the development of observation they refer:

1. The child’s ability to focus on the task, follow the instructions.
2. Completeness of observations – the allocation of parts, the characteristic properties, actions and states of the object in accordance with the task.
3. Accuracy of observation, ability to notice inconspicuous components (shades, details of form, parts structure, etc.).
4. Conformity to plan, a determined sequence of viewing objects.
5. Understanding or interpreting previous experience in the light of the previous one and based on the existing knowledge.
6. The degree of independence in the performance of tasks<sup>20</sup>.

The development of observation skill in children is manifested in the improvement of the analysis and synthesis of perceived objects, the identification of their low-profile features, the increase in the accuracy

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<sup>18</sup> Художественное творчество в детском саду / Под ред. Н.А. Ветлугиной. – М. Просвещение, 1974. – 170 с.

<sup>19</sup> Матюшкин А.М. Концепция творческой одаренности // Вопросы психологии. – 1989. № 6. – С. 29-33.

<sup>20</sup> Ратанова Т.А. Диагностика умственных способностей детей. М.: Московский психолого-социальный институт: Флинта, 2003. – С. 92.

of the verbal description, and the formation of the mindset for targeted observation. Observation skill and the various types of sensitivity that compose it, develop successfully when children perform tasks that require an independent knowledge obtaining, controlled by a pedagogue's word, about the appearance of objects, their shape, colours, spatial distribution, and other features. Good exercises for observation are the consideration of objects at a distance, with insufficient light of them, verbal descriptions of natural phenomena, landscapes, the appearance of people, their artistic images. Work in the nature, conducting experiments, excursions, drawing classes provide many opportunities for various observations that enrich the memory of children with specific images needed for the development of various abilities.

For full-scale children's perception of the surrounding world, it is important to form in them an idea of the properties of objects on various grounds using different analysers, namely: colours, shades which are perceived by means of vision; form (sight, motor-muscular actions, touch) size (sight, hearing, touch, motor-muscular actions); sounds, noise (hearing), correlation in space (vision, hearing) weight (vision, motor and muscular actions); surface properties: smoothness, roughness, elasticity; rhythm (sight, hearing, touch); movement of the object: direction, speed, route; name of the details of the object, etc.<sup>21</sup>

Preschool age is a period of rapid accumulation by the child of the experience and knowledge that underlies the creative activity. For the emergence of the pre-schooler's idea, vivid impressions are necessary, certain representations of which originate from the broad objective and natural world, social phenomena, literature, and various activities. But the children's perception of the world is superficial in most cases. That is why it is important to fill the lives of children with impressions, create conditions for a deeper mastering of the surrounding, form the ability to see the characteristic features of objects, phenomena, develop the observation skill of pre-schoolers.

### **3. Phenomenology of children's creativity**

Preschool age is the period of development of the creative inclinations of an individual. A preschool child, realizing a plan in a productive activity, feels free; he or she is not constrained by experience, knowledge, not limited to prohibitions that do not allow operating freely with objects, materials, and the like. A free movement of thought outside

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<sup>21</sup> Біла І.М. Уроки в природі: Методичний посібник. – Кам'янець-Подільський, 2005. Ч. 1. – С. 13.

the known helps to find an unexpected solution. The emergence of children's unexpected comparisons and generalizations, original thoughts, perhaps in a certain way is explained by the lack of assimilated methods of analysis, ready-made stamps, and the novelty of their own mental work. All this, on the one hand, causes significant shortcomings in the nature of children's creativity, on the other – gives it importance and advantages over the creativity of an adult.

While developing the concept of the child's intellectual development, J. Piaget emphasized the role of imitation in the development of intellectual abilities: imitation of an adult is a special form of motivation that is not related to meeting organic needs, and is a source of initiative and development of not only intelligence, but also a creative ability<sup>22</sup>.

The presence of a sample of creative behaviour of a meaningful adult, the importance of examples of imitation for a child was emphasized by R. Sternberg: "Creative abilities do not develop when a teacher or parents tell children about the need for their development, but when adults show them how to do it"<sup>23</sup>.

Creativity, and in particular children's creativity, can hardly exist without models, without imitation, without reference points, without the fact that "it is already frozen once and for all" in certain norms<sup>24</sup>. Thus, the evolution of living organisms in general by the evolution of reproduction is a transformation. Human ontogenesis, like phylogenesis, invariably repeats this path of development – from imitation to transformation, from transformation by trial and error to transformation by the method of forecasting and accurate calculation; otherwise, from reproduction to partial creativity, from partial to full creativity. Therefore, the pedagogical forecast of the development of cognitive activity, the creative activity of children must accurately calculate its transition from the reproductive level to the reproductive-creative level, from the reproductive-creative to the creative level.

On the other hand, considering creativity through the prism of the trajectory of its development, its phylogenesis (general development), one should single out the characteristic features of the creative activity of pre-schoolers: its subjective aspects, product and conditions in which the creative process takes place.

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<sup>22</sup> Пиаже Ж. Речь и мышление ребенка / Ж. Пиаже – СПб.: Речь, 1997. – 256 с.

<sup>23</sup> Диагностика и формирование креативности у детей в процессе учебной деятельности / под ред. Г. В. Ожигановой // Психол. журнал № 2. – 2001. – Т. 22. – С. 75-85.

<sup>24</sup> Кульчицкая Е.И. Сирень одаренности в саду творчества / Е.И. Кульчицкая, В. А. Моляко. – Житомир: Вид-во ЖДУ ім. І. Франка, 2008. – С. 243.

Children make their own discoveries and create an interesting, sometimes original product in the form of a picture, a design, a poem, etc. (N.O. Vetlugina, M.M. Poddyakov, K.I. Chukovsky, etc.). Subjectivity of the novelty of discoveries and product is an important feature of children's creativity.

Children's creativity should be understood as the creation by a child of a subjectively new (significant for him or her) product – drawing, design, games, stories, creation of previously unknown details which characterize the created image in a new way: various versions of images, situations, movements, characteristics of characters, other actions; the use of previously learned methods of depiction or means of expression in a new situation; display of initiative in everything.

When drawing, cutting and constructing, the child creates something that is subjectively valuable, new for him but has no panhuman novelty and value. At the same time, the process of creating a product itself is of paramount importance for the child. The child's activities are characterized by emotionality, the desire to seek and repeatedly test various solutions and receive special pleasure from this, sometimes significantly bigger than from achieving the final result (O.V. Zaporozhets, L.A. Paramonova, M.M. Poddyakov and others).

For an adult, the beginning of solving a problem (its awareness, the search for approaches) is a difficult and painful process, which sometimes leads to despair. The child does not experience such difficulties (unless, of course, an adult puts forward strict requirements). He or she easily and, above all, practically begins to act tentatively, sometimes even not quite meaningfully, and this activity, gradually acquiring a greater focus, captures by the search and even gives a positive result (L.O. Paramonova, M.M. Poddyakov, G.V. Uradovskiy)<sup>25</sup>.

The essential characteristic of children's creativity is the absence of internal barriers that give rise to restraint and make creativity more difficult. It would be wrong to say that children do not have self-control. It exists, but it is aimed at the process of the game – creativity, and not at the quality of the creative product. A pre-schooler does not need an internal critic, since his work is not aimed at creating a social product, it is not focused on the product as an embodiment of the idea<sup>26</sup>.

In general, pre-schoolers' creative activity and creative potential can be analyzed by the following three groups of indicators:

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<sup>25</sup> Парамонова Л.А. Теория и методика творческого конструирования в детском саду: учеб. пособ. / Л.А. Парамонова – М.: Академия, 2002. – С. 8.

<sup>26</sup> Левин А.А. Воспитание творчества / А.А. Левин. – М.: Знание, 1977. – 64 с.

1) The children's attitude to creativity: their passion, the ability to “enter” the imaginary circumstances, conditional situations, sincerity of experiences;

2) The quality of the ways of creative actions: the speed of reactions, resourcefulness, the combination of familiar elements into new combinations, the originality of the methods of actions;

3) The product quality: the selection of characteristic features, objects, life phenomena, their reflection in creative activity<sup>27</sup>.

The child's creativity as his individual property is manifested in the ability to abandon stereotypical ways of thinking in the course of accomplishing any tasks (playing, everyday, educational, social and moral ones), creating a product that is new in content, original, based on non-standard “vision” of new opportunities in the known thing. Such a rejection of stereotypes, in turn, leads to the production of a large number of ideas.

Focusing on the importance of creating conditions for the development of cognitive motives and creative activity it is necessary to emphasize the role of an adult who supports and directs the pre-schooler's need for new impressions and social contacts, the desire to experiment actively, to transform. The implementation of research activity provides the child with the discovery of the world, the transformation of the unknown into the known, gives rise to creative images.

To encourage children to cognitive activity, creative activity, it is important to evaluate properly the children's achievements, not to interrupt the creative process, refrain from negative evaluations, accept the approval of pupils without abusing critical comments; create situations of free communication, exchange of thoughts. The steady positive atmosphere and the emotional appeal of the classroom encourages children to boldly submit their own ideas, to express emotions, and to promote the formation of creativity.

The success of the children's creative activity is associated with the need to create an atmosphere of complete success of each participant according to his or her capabilities and desires. In an environment characterized by a lack of criticism, evaluation, and stress, children are much better able to cope with creative and intellectual tasks. Simultaneously an adult is a senior partner who supports the child, ensures the success of his or her activities. He organizes a learning situation in a special way (multi-option and unassisted formulation of the

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<sup>27</sup> Художественное творчество в детском саду / Под ред. Н.А. Ветлугиной. – М. Просвещение, 1974. – 170 с.

problem by a child in which he or she is interested; support for any creative initiative, absence of criticism of unsuccessful creative attempts; emotional contact with children), which allows the creation of inner motivation in children's creative activities, contributes to their creative self-expression and the development of creative skills.

## **CONCLUSIONS**

Toddler and preschool age is the most sensitive period in the development of creativity, and on the things nurtured in this period will largely depend whether the child, in the perception and evaluation of the events, phenomena of the external world, will be guided with stereotypes and patterns, or will be able to produce his own means of problem setting and resolving and create. A creative child, a creative person are the result of the whole way of life in the prenatal and preschool period of development, the result of communication and joint activity with adults, the result of one's own activity. An important condition for encouraging children's creative activity is the creation of a developing environment, which contributes to the intensification of thinking, the development of sensory experience, perceptual actions, creative observation skill, and serves as a condition for aestheticizing creative activity. Creating a developing living space or environment means providing a set of conditions, an atmosphere which is most favourable for the progressive development of the child's consciousness and behaviour which feeds his or her natural forces, promotes the realization of potential, enriches with knowledge, positively influences the development of personal experience, forms realistic images of the world and of his own "Self" which are useful for harmonious, creative development of the child.

## **SUMMARY**

The chapter analyses the prerequisites for the formation of a personality at the childhood stage. The crucial importance of the prenatal period is noted, and factors that stimulate mental development during all phases of preschool childhood and the genesis of a child's worldview are described. The role of the developing environment, the formation of perceptual experience, the presence of a significant sample of an adult, meaningful communication and socialization are emphasized. The signs of children's creativity and the necessary conditions for its activation are listed.

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