

T.N.FOMINA <sup>1</sup>, P.M.KARIMOVA <sup>1</sup>, I.I. KOSTIKOVA <sup>2</sup>

<sup>1</sup>*Pavlodar Pedagogical University (Pavlodar, Kazakhstan)*

<sup>3</sup>*Kharikov National Pedagogical University named after G.S.Skovorodi (Kharkiv, Ukraine)*  
e-mail\* docent\_t\_n@mail.ru

## DEVELOPMENT OF CHILDREN'S CREATIVE POTENTIAL IN ART CLASSES THROUGH THE CONTINUITY OF AGE LEVELS OF STUDENTS

### *Abstract*

The article reveals the problems of modern education in the development and education of a child's creative potential at different age levels. The working tasks of the research, the system being tested are set and disclosed. Relevance and practical significance of the research work are substantiated. A brief literary review of the problem under study is given. The article reveals the theoretical analysis of methods of teaching creativity in the modern education system, which determined the problematic nature of a number of educational and methodological and educational tasks. If correctly in the system to determine the way of development of creative potential of growing up preschooler - schoolchild - student, it is possible to get the opportunity of professional orientation and, as a result - the achievement of professional higher education with a creative bias - designer, architect. The methods and techniques used in organizing and conducting classes in creative disciplines are revealed. The importance of continuity in the education of creative personality is substantiated. Examples are given on the basis of the work of the school of children's creativity "Өнер". The purpose of the research work is revealed. Its results are analyzed.

*Keywords:* continuity, methodology, pedagogical process, creativity, creative potential.

**Introduction.** The new time of technocratic century puts before the modern system of preschool, school and higher professional education revision and transformation of work in this area. Scientists, pedagogical innovators are searching for new methods and techniques of teaching. Any progress in the development of society is, first, the process of active assimilation and multiplication of cultural values by the learner. Undoubtedly, the moment of revival of patriotism and humanization of society is important. I so art plays a great role in solving all these tasks. It is necessarily important in pre-school and junior school age, when the foundations of children's world understanding and outlook are laid; in middle and senior school students, when professional orientation and skills for entering college and higher educational institution of creative orientation are laid.

However, the analysis of methods in teaching iso-art in the modern allowed determining the problematic nature of a number of teaching, methodological and educational situations

Scientists consider creativity as creation by a person of any new product of practical activity. It is the novelty that determines the result of

creative activity of children, adolescents, and creative youth. When a kid or a schoolboy draws, sculpts, cuts or glues something, he always discovers something new for himself.

Analyzing the pedagogical experience in the practice of modern school, we can conclude that it is an organized mutual understanding between the teacher and students, aimed at achieving the goal and to lead to a change in the personal properties and qualities of the inner world of children, which develop over time and within a certain educational system (Fomina, 2011)

The purpose of the problem considered in the study is highlighted in the article and consists in the following: to justify the system of determining the way of development of the natural creative potential of the younger generation, which will undoubtedly provide an opportunity for professional orientation and, as a result - the achievement of professional higher education with a creative bias - design, architecture.

A number of contradictions have arisen that require analysis of the research and, accordingly, work tasks in this direction have been determined:

- between the social requirement of modern society to prepare a personality working in

the field of creative development, and the apparent insufficient organization of the child's cognitive activity in self-knowledge, his not high motivation for self-learning and self-education. Hence the main working task is to study, analyze and give an analysis of the positions of education in this time stage;

-between the need to organize the educational process of activating children's creative activity at art lessons in preschool and school and insufficient development of this problem in pedagogical practice. Hence, the next working task is to reveal, analyze and justify the system of organizing the educational process by age levels in different-age educational institutions;

- between the need to organize training, providing positive dynamics of creative development of children, and insufficient development of methodological material, providing this process in practice. Hence, the next working task is to analyze and develop a system of development of child's creative potential through continuity, where each previous age level should become the basis for the next (Solpan et al., 2020), (Muksiyeva, 2016).

**Main part.** Teaching visual literacy to children of preschool and all school parallels always requires the search for means and methods of activation of their creative activity laid down by nature, at all stages of development.

It is in the fine arts activity that contains a great potential for activation of children's creativity of preschool and junior schoolchildren, and subsequent parallels of the school. Recently in the theory and practice in education there have been quite a lot of approaches to the problem of visual creativity of students. This is justified, first of all, by the complexity of this phenomenon, the hidden mechanisms of the creative process. The issues of children's development in art classes, their importance in the pedagogical process were considered in the works of E.A. Flerina, K.D. Ushinsky, V.S. Kuzin and others.

Socio-economic changes in modern society have led to a change of value orientation in education. And, now the leading goal in the educational process is not the amount of learned knowledge and skills, but the harmonious multifaceted development of personality, determining the realization of the unique natural

abilities of the child, teenager, preparing them for life, as well as psychological and social adaptation. The task of kindergarten and school is to create such conditions of education and upbringing of a child, in which it is possible to eliminate the disproportion between intellectual – theoretical, artistic – aesthetic, moral and emotional development of the younger generation.

Selection and justification of cognitive interest: mutual understanding of the teacher with students, manifestation of pedagogical optimism, providing feedback between the teacher and students, organization of the competitive process for the best creative works, organization of master classes, organization and support of goodwill in the team.

Therefore, one of the urgent problems at the present stage of pedagogical system development is the activation of creative activity of students through its natural potential.

Pedagogical practice has shown that a high level of learning is in direct correlation with the level of student's activity in this process. What does this activity consist of? Creative cognitive activity is defined as the quality of the learner's activity, which can be seen in his/her attitude to the content and process of creative learning, in the desire to effectively master knowledge and activities (Rybkina, 2010).

**Research materials and methods.** Justifying the investigated problem, we can say that creative activity is, first of all, the result of the work of basic interests and needs, aptitudes and aspirations as a creative individuality that determines the success of the developing personality of a kid - teenager - young man. Artistic creativity requires the development and constant growth of the intellectual level of a person. It is one of the most accessible and effective forms of mastering the world by children, because they are given such qualities as: curiosity, manifestation of will, perseverance in achieving their goals.

The predominant type of art is Iso Art, which has a great developmental and educational impact on preschool children and schoolchildren. Therefore, it is one of the important links in the system of general and aesthetic education, one of the types and means of art education. The habitat is intended to contribute to the formation and improvement of the child both as a subject

and as an object of cognition at all age levels (Lubchenko, 2018).

Creative development of children is ensured by the interrelation of pedagogical conditions:

- The level of aesthetic perception of reality by students;

- Artistic and imaginative thinking of children;

- An environment for the child's creative activity in the ever-changing conditions of modern education.

Pedagogical conditions of child development in the modern education system:

- perception of the environment in terms of aesthetics arises and develops on the basis of the manifestation of feelings in the practical activity of the child. The creative process is one of the main ways of child development, allowing the development of aesthetic understanding of reality, the development of creative, imaginative thinking, visual memory, artistic abilities (Gladysheva et al., 2018).

- Imagination and thinking are primarily mechanisms of the creative process that are shaped by creative tasks. Knowledge from different sources helps children to transform life materials into visual images;

- the emergence of any artistic image is connected with spatial imagination and logical thinking. The teacher needs to teach children to convey sensual emotions by means of artistic means;

- contemplation of works of art, purposeful perception of an artistic image lead children to the emotional and sensual sphere, where each has its own artistic and aesthetic character. The more often a child is at the level of emotional development, the stronger is the need to communicate with art. A child with developed emotional sensorics expresses emotional-value judgments about the world around him, strives to communicate more with art, is ready to show himself in the artistic-creative direction (Dubnitskaya et al., 2017).

In our understanding, the environment is a means of development and education. For the organization of art classes the most important are technologies that are oriented to the creative development of the child. It is necessary to be based on both basic traditional and new sensual knowledge, which have experience through

time. The obligatory condition for improving the quality of children's knowledge is the targeted interaction of traditional and innovative approaches to the creative process of the child.

The modern system of education is an ideological socio-professional orientation, which is based not on the orientation to the choice of a profession for a particular profession, but on the orientation of the individual to the desired for him social situation in society and the search for ways to achieve it through the chosen one. The school of children's creativity "Oner", because of which we conduct research, just - so clearly shows the continuity of the younger pre-school groups of studio classes "Malyshok", the art school itself and the older studio groups, which are already professionally oriented and children consciously chose the creative profession of designer, architect, HUDGRAPH.

Since creative professional development in education is an active process, it is necessary to take as a basis those forms and methods of work that require the direct participation of children in obtaining information and possibly try themselves in a creative profession.

Confidence in their creative abilities is developed through overcoming temporary difficulties: performing creative work, gaining knowledge of graphic literacy, vision of drawing composition (Parfenova, 2017). To guide students to achieve a high level of creativity is the ability to identify creative abilities, to participate and win in exhibitions of children's creativity, as well as to solve the problems of their professional self-development, i.e. conscious and independent choice of creative profession in the future.

Based on the above stated, it is possible to substantiate:

- creative development of the child at the classes on iso-art in preschool institution, school becomes feasible, if it is provided by the system of pedagogical conditions, which show the level of creative perception of reality by students;

- imaginative representation and artistic thinking of children; the condition created by the educational institution for the development of creative learning of students; competence in professional activity under constantly changing conditions; methods of education and development of children in the formation

of creative high development to achieve the learning goal;

- the creative process is one of the important ways in the development of human personality, allowing the formation of aesthetic perception of the environment, the development of imaginative and creative thinking, visual memory, artistic ability, emotional and aesthetic attitude to reality. Imagination and thinking are mechanisms of the creative process, which are formed in the process of performing creative tasks (Sharonova, 2019), (Tsoi et al.,2023).

Artistic and creative activity of students is connected with the acquired theoretical and practical knowledge and skills in graphics and arts and crafts, painting, composition, where at a certain level spatial representations and imagination are formed; creative thinking is developed, acquisition of stylization skills, acquisition of the language of a particular technique at a certain age level (Vakhrameeva, 2021).

The lesson has always been the main organizational stage of transferring knowledge and skills from teacher to students. The teacher needs to organize the learning process in such a way that the student could get the appropriate level of knowledge, which can be implemented in creative activity and should give a good result in the end. The basic condition for high formation of students' creativity in art classes is to raise the

interest of all participants of the learning process to the art (Ruzanova, 2018).

I will conduct research on the development of a child's creative potential on the basis of the children's art school "Oner", where different age groups work: 3-4 years old, 5-6 years old, 7-8 years old; art school from 9 years old; adult studio for teenagers and applicants. Children move from one age level to another and, after graduating from the art school, enter colleges and universities.

I will allow myself a little to show the work of the school - studio, which works in the system of accumulation of knowledge, skills and abilities by levels of different age groups, which undoubtedly gives its high result not only in the development of children, but also directs them as they grow up to creative specialties. Children of toddler groups also participate in competitions and exhibitions and are prize-winners of international contests of children's creativity. Graduates of the school of children's creativity "Oner" are laureates and winners of international competitions and exhibitions, enter colleges and universities not only in Kazakhstan, but also in neighboring republics. Moreover, the knowledge base laid at school is a good basis for them in post-school education in creative specialties. All age stages organized in the school have an initial course and a reflexive one, so the results are well visible at the subsequent stage.



**Figure 1: Creativity of 3-4 years old children**

Figure 1 shows different creative directions of kids - gouache work and plasticine work. The teaching task is the ability of figurative representation through the compositional idea. The techniques of execution are different: this is gouache in the composition "Bunny in the

summer meadow" - here the hare itself was built by children, despite the age of 3 years, and colored in different colors.

The phonation was done following the teacher, but they drew the meadow itself as they imagined it for a moment with their eyes closed.



And the common theme gave a great result of creativity, the drawings were very different from each other. Working in the technique of plasticine painting, the children learn to mix colors of plasticine, stretching it on the cardboard, making a textured composition, in this case, the sea. The name of the composition is "Sailboat in the sea." They learn to make a

differently textured background of the sky and the sea with the help of stretching and stack technique. And the picture "comes to life". This age level has a peculiarity of inattentiveness and increased activity, so the main condition in the organization and conduct of the lesson is the organization of the change of activity when working on the composition.



Figure 2: Creativity of kids 7 and 5 years old

Figure 2 shows the work of kids 7 and 5 years old. As in the first mentioned case, different compositions and techniques of execution are presented here. In the first case - work with gouache, brush and cotton swabs, composition "Hedgehog in the meadow", where again the children build and color the hedgehog following the teacher, who clearly voices and demonstrates the execution of each stage, phonation they already do themselves only on the verbal instruction of the teacher. The composition of the

meadow itself is done by the children themselves, having received a clear instruction - a summer meadow. At this stage the teacher only observes the creative process. The second photo shows a mixed technique: salt dough applique and gouache work. The composition "Semitsvetik Tsvetik". The flower petals are made of salt dough and glued on cardboard. The children do the phonation themselves. Then they color them according to the story they have read and write the stem, leaf and grass with gouache.



Figure 3. Children's creativity at the plain air. Age 5 and 4 years

Figure 3 shows the work of toddler groups at the plein air in the courtyard of the university. Having a basic basis of compositional construction in the classroom, kids, despite their age, are happy to write on the plein air. Here freedom of thought in compositional construction and sculpting with color have no limits. Free possession of the brush, bold color solution, inherent in this age, do their job. They work confidently and creatively,

because they know how to compose on the sheet, what the phrase “fill the whole format” means. And they accomplish this by using the technique of “phonation.” It’s like the art school concept of “underpainting”. Children’s works are alive, filled with air, sunshine, with that beauty, the disclosure of which depends on the disclosure of the inner world of the child, the creative potential inherent in them from the first steps.



Figure 4: Art school, age 9-15 years

Figure 4 shows pictures of art school children coming from the toddler’s studio mentioned above. These groups work all within the framework of the children’s art studio “Öner”.

**Results and discussion.** It is easy to work with children because they have a basic foundation of knowledge, skills and abilities prepared in the system. In art school, of course, they work within the framework of the training program. But at the

lessons of drawing, painting and composition, I often organize cross-cutting themes. The purpose of such direction of work is to analyze the perception of the teacher’s explanation, the solution of educational and creative tasks in accordance with the age level. At summer plein air practice the children practice the knowledge and skills acquired in the classroom.



Figure 5. Work of the adult studio and preparation for university entrance

Figure 5 shows the work of the senior studio, the children of which are engaged in purposefully oriented to a particular university. These are

graduates of the art school “Öner”, who, after its graduation, continue their studies in the adult studio already professionally oriented. Someone

goes for 2, and someone for 3 years. The result of such work gives a very high result. Their works get the highest score at admission.

The technology of teaching fine arts through the development of artistic interests in preschool and primary classes, middle and high school of modern school includes structural - content (block-modular creation of the educational process, as well as - its methodological support), procedural (forms, methods and techniques in education, diagnostics, analysis and corrective actions of the educational process) aspects (Pojaskova et al., 2021).

**Conclusion.** In our study, we have thoroughly substantiated the significance of continuity in the development of the creative potential of the individual - from a child - toddler, to an adult who has decided on the choice of profession, having in his mind a good solid platform of knowledge, skills and abilities.

It is clear from the works and explanation that the base of knowledge accumulation, according to the age category of the audience, should pass the way from the game to seriously set tasks. On the basis of children's studio we have substantiated and by practice confirmed the importance of continuity as a single link of the general system of development and education of the child's creative potential: from a baby to a consciously formed personality (Aspanova, 2018).

Having studied and analyzed the new requirements of the standard, we came to the conclusion that its novelty in the educational area "Art" consists first of all in the fact that the direction of specialized goals of art education is defined, for which the main is the development of both artistic and cultural skills of children, namely - the expansion of their world understanding, development of associative-critical thinking, imaginative, obtaining artistic creative experience, as well as the definition of techniques of all cultural development. Thus - the skills and abilities obtained on the basis of the discipline "Fine Arts" in the working system can become the basis for spiritual, aesthetic and moral, education of the child's personality, its socialization on the basis of universal values (Sharonova, 2019).

Today in preschool and elementary school the basis for the development of a child's learning activity is laid - a system of educational and cognitive forms, the ability to receive, save, perform learning tasks, the ability to plan, analyze and evaluate learning stages and plan the result. This can undoubtedly be a basic foundation for middle and high school, and for some (attending additional classes in art school or studio) after graduation - the first step to the choice of profession and development of the formed platform of basic knowledge of academic drawing, painting, composition.

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*D.E. ASSYLZHANOVA \* , A.K. SADYKOVA*

*Kazakh Ablai Khan University of International Relations and World Languages  
(Almaty, Kazakhstan)  
E-mail: dn01@bk.ru*

## **THE USAGE OF INTERACTIVE METHODS FOR THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL STUDENTS**

### *Abstract*

This article is devoted to the problem of the formation of foreign language communicative competence of primary school students based on interactive methods. The authors use communicative exercises and game tasks, as well as information and communication technologies, interactive electronic book, which can be effectively applied both in the classroom and in extracurricular activities, as the main didactic tools for the formation of the communicative competence of primary school students. The foreign language communicative competence of primary school students is most effectively formed in specially organized group work based on cooperation by using interactive methods and information-communication technologies. The purpose of this article is to determine the effectiveness of interactive methods in forming the foreign language communicative competence of primary school students. Experimental work was carried out in three stages (ascertaining, forming and control)