



ATTRIBUTES OF PRE-YOUNGER STUDENTS' INNOVATIVE ACTION

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ABSTRACT

The article manages the issue of preschool kids' formation of the creative activity. The creator comprehends inventive movement as integrative, subjective attribute of character, which incorporates a complex of persuasive, imaginative, volitional parts. As per the chose markers, an indicative approach for the three principle blocks was constructed. All markers were assessed by a 3-point framework, wherein each score communicated the substance of the current degree of development of analyzed pointers. Four degrees of imaginative movement of more established preschool youngsters are recognized: high, center (research), less than ideal, low. It is set up that the most unformed segments of imaginative action in preschool age are innovative and volitional. It is validated that improvement of speed, adaptability and inventiveness of speculation, just as incitement of kids' drive and freedom will permit to expand the degree of imaginative action.

KEYWORDS: - Imaginative action, more established preschool youngsters, inventiveness, levels, indicators, components.

INTRODUCTION

Formation of an individual with a functioning life position in current conditions is one of the critical issues of instructive hypothesis and practice. Drive, autonomy, interest and imaginative disposition enhance what an individual does. Specific significance of shaping kids' characteristics, for example, innovative action is underscored underway of educators, clinicians, physiologists. The current time of essential changes in the existence of our general public needs from every individual indication of adaptability, horizontal reasoning, drive, the capacity to deliver groundbreaking thoughts, that is, the acknowledgment of the inventive capability of his personality. The substance of instruction ought to be arranged on the association of exercises that invigorate the improvement of reasoning, creative mind, dream

and youngsters' innovativeness, the acknowledgment of kids' imaginative movement. By fostering a center segment of inventiveness - imaginative action, you can accomplish this objective.

Point and goals of the exploration

The reason for the article is to feature the markers and levels of more established preschool children's imaginative movement. The errands are to depict the symptomatic philosophy for surveying the degree of innovative movement of more seasoned preschool youngsters, considering the appearance of the recognized measures and their markers



METHODS

During the composition of the article, the accompanying examination techniques were utilized: hypothetical (investigation, speculation, systematization of logical sources from the viewpoint of the issue); demonstrative (discussions with youngsters, investigation of results of kids' movement); observational (an analysis to decide the degrees of inventive action of more established preschool kids), measurable strategies to test the objectivity and legitimacy of the aftereffects of an educational trial.

Aftereffects of the examination

Dissecting mental and educational exploration of the issues of innovativeness when all is said in done, summing up the experience of researchers and experts on the arrangement of imaginative action, we reached the resolution that the inventive action of more seasoned preschool kids is a functioning condition of character, portrayed by the craving to change something, make something actually huge, some material or profound item. The association of this cycle is unimaginable without dependence on different exercises of preschool youngsters: the improvement of discourse, word-arrangement, visual and valuable action, and so forth

Inventive action of preschool youngsters is showed in the accompanying:

- The want of the youngster to be occupied with innovative exercises;
- Finding your own better approaches to tackle the issue;

- The want to get a fascinating, unique consequence of this action;
- A significant degree of narrating innovativeness.

The innovative part is the establishment of imaginative movement. As one of the essential in the construction of the innovative action of the kid, it includes the capacity to create novel thoughts that stray from customary, rapidly tackle tricky circumstances. Inventiveness in brain research goes about as the capacity of a preschooler to imaginatively tackle different issue circumstances that emerge when performing some action.

The propensity to imagination is the most elevated sign of human action, the capacity to make something unique; it tends to be acted in any field of movement. The size of innovativeness can be unique, yet, as N. Leites notes, in all cases there is another thing. In this manner, regardless of what the oddity of an item is, got during the time spent inventive action, evenhanded or abstract, the imaginative part is available in it similarly.

The imaginative part of inventive movement is reflected through the persuasive segment. Human conduct is stirred by an assortment of requirements and intentions, the entirety of which portrays an individual, shapes their persuasive circle. These are the thought processes that decide the direction of the kid's character, the presence or nonappearance of imaginative action. The development of explicit specialists of conduct, specifically the craving for innovativeness places the individual in a totally new relationship with the encompassing reality.



These connections are described by the way that an individual stops just to adjust to conditions, and starts to mediate in them, "to make them", just as "to make oneself".

The volitional part of innovative movement is investigated through the freedom of the preschooler during the time spent finishing an inventive undertaking, drive and resourcefulness in discovering an answer and playing out an imaginative errand. Explores show that more seasoned preschoolers just need visual direction in the undertaking, to finish promptly the whole succession of required activities. It affirms about the youngster's psychological guideline of his activities and advancement of autonomy.

Thought processes and will, as segments of imaginative action, are firmly interrelated. Analysts have shown that more established preschooler's thought processes of volitional activities are rebuilt: intentions progressively appears one of the definitive conditions, which gives steady and enduring volitional strain of the kid.

It is portrayed by tenacious and long haul interest in imaginative action, discernment and appearance in the movement of the accessible information and abilities. Preschoolers are interested, regularly pose inquiries, the substance of which is described by a serious level of perception, the longing to know, to comprehend the pith of the issue. Youngsters step up and use their experience, they are free in the selection of methods of activity, the advancement of thoughts, the acknowledgment of the arrangement. Kids negligibly request help. The speed, adaptability and innovation of reasoning are unmistakably apparent. This confirmations the extravagance and variety of

thoughts, affiliations, the quick progress starting with one classification then onto the next, the distance of affiliations, the unforeseen use of the subject, ingenuity, originality of choices.

Pointers of youngsters' imagination of reasoning plainly communicated, unmistakably shows the creativity of choices, the capacity to move rapidly starting with one classification of reasoning then onto the next, starting with one way then onto the next, the wealth and variety of ideas, associations, the surprising utilization of the subject, protecting its practical worth. Kids happily acknowledged the offered task, effectively proposed variations of its answer.

The variations of the undertaking " Finish drawing the figure" are pointed toward showing the degree of arrangement of senior preschoolers' creativity of reasoning. The innovation of reasoning is showed in the phenomenal, clever choices, an autonomous deviation from the examples. In this manner, mathematical shapes and their components that were offered to youngsters implied format drawings. For instance, a square shape normally includes drawing a vehicle, a train and different methods for transport, an aquarium; triangle - focuses to draw of the house, covers, and so on.

CONCLUSION

Diagnostics of pointers of persuasive, volitional and inventive parts of imaginative movement of senior preschoolers made it conceivable to build up that most of subjects contrast in their underdevelopment. We accept that further work on this issue ought to be based on singular pointers of the youngster and with dependence



on the most unformed parts of imaginative action. The acquired information demonstrates that the most unformed parts are imaginative and volitional. Improvement of speed, adaptability and inventiveness of intuition, just as incitement of youngsters' drive and autonomy, as we would see it, will permit us to expand the degree of innovative action.

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