

Ознайомлюючись, разом з вихователем чи вчителем з такими матеріалами, діти, начебто граючись пізнають важливі складові з логіко-математичного розвитку, що робить заняття чи уроки більш доступними для сприйняття дитини.

Крім того, така форма роботи за матеріалами байок Г. Сковороди, надає вихователям та вчителям моделювати та творчо підходити до підготовки занять, знаходити нові завдання й нескладні задачі в рамках конкретної наочної картинки, задавати додаткові питання з даної теми, створювати нову історію з певними персонажами, а також на інших заняттях малювати цих героїв (використовувати природний матеріал, пластилін тощо).

Такі заняття більш тісно приближують дитину та дорослого, зближує батьків і дітей, надають позитивного, гармонійного стану дитині та певні результати у навчанні.

Упевнена, що такий матеріал буде дуже корисним, бо діти черпають безліч інформації: перші уявлення про час і простір, про зв'язок людини з природою, з предметним світом тощо. Це дозволяє дітям відчувати хоробрість і стійкість, побачити добро і зло, жадібну й пихату людину порівняти з вихованою та порядною особистістю. Такі заняття з математичних уявлень можуть бути й певним виховним уроком життя дитини!

Таким чином, сподіваємося, що педагоги закладів дошкільних установ та вчителі початкових класів із задоволенням будуть користуватися певним наочним матеріалом, плекатимуть інтерес дітей до математичних знань засобами змісту байок Григорія Сковороди та знайдуть свій творчий підхід у вивченні та використанні даного матеріалу у своїй практичній освітній діяльності.

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CREATIVE TECHNOLOGIES FOR DEVELOPING PRIMARY SCHOOL STUDENTS' ENGLISH COMMUNICATIVE COMPETENCE IN EXTRACURRICULAR ACTIVITIES

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КРЕАТИВНІ ТЕХНОЛОГІЇ ФОРМУВАННЯ АНГЛІЙСЬКОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МОЛОДШИХ ШКОЛЯРІВ В ПОЗАУРОЧНІЙ ДІЯЛЬНОСТІ

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Abstract. *The article deals with the creative technologies for developing primary school students' English communicative competence in extracurricular activities through creating supportive environments for creative self-expression.*

Key words: *creativity, self-expression, extracurricular activities, primary school students, English communicative competence.*

The issue of creative self-expression of preschoolers and primary school students in extracurricular activities, as well as the creation of appropriate pedagogical conditions for each child's personal development, is being actualized.

English professor K. Robinson, in his work «Out of Our Minds: The Power of Being Creative» emphasizes that all people have different innate abilities. However, education does not allow children to reveal their talents fully. In that case, most of them will and do not know «who they are and who they can become because today's human communities depend more than ever on a

diversity of talents» [5, p.122]. In addition, when it comes to realizing one's potential, it is essential to understand two goals: first, the scale and variety of the individual's abilities, and secondly, to create conditions for their implementation. After all, when people find the right means for self-expression, they reveal their true creative abilities and achieve success. Helping children discover their creative talents is the surest way to bring out the best in them.

According to studies by Ukrainian Academician I. Bekh, the main goal of modern education is the education of a spiritually mature personality with stable values. To achieve this goal, educators should form a unity of knowledge, experiences, and behavior in a growing personality concerning one or another moral and spiritual values, provided that «such relationships are cultivated around students and in such a combination that can create a value structure in them in the form of their needs, interests, inclinations, and precisely the content in which society is interested» [2, p. 61].

The same scientific views belong to O. Semenov, who proposes organizing a directed educational process for preschoolers, ensuring the individual's creative self-expression. The scholar emphasizes that in «the educational process through extracurricular activities, pedagogical interaction with an adult based on subjective relations, participating in a children's creative association, where he can identify themselves among their peers in the creative process as a subject, is significant for identification objects. This is how children can perceive the joint result and personal contribution to it as an individual achievement, success, and this increases their self-esteem and becomes a powerful incentive for further advancement in creative development» [1, p. 228-229).

Moreover, O. Komarovska notes that the task of the educational process is not so much the organization of external influences as the awakening of the child's initiative in mastering the space for the realization of the opportunities laid in it, in revealing the ability to select them for oneself [4, p. 240].

In this way, the support of creative self-expression of children of primary school age was carried out based on the principles of humanistic psychology: supporting students' every idea; creating a climate of mutual trust and mutual assistance; ensuring independence in choice and decision-making with the ability to control personal development.

Based on our research, it was determined that the reason for the low level of creative self-expression of primary children's in extracurricular activities is children's insufficient awareness of themselves, their inclinations and aptitudes; lack of adequate means of self-expression; the gap between the desire to achieve the goal of creative self-expression, and the unwillingness and practical inability to realize it in creative activity; adults not taking into account the interests of children, imposing on them groups in which children have no desire to express themselves; parents taking over the functions of creative self-expression of the child's personality; low level of training of teachers of out-of-school education institutions for creative self-expression of children, taking into account modern realities and opportunities [2].

For successful creative self-expression, preschoolers and primary school students need to be aware of self-confidence, necessary support from the family, and the environment's attitude towards them. Therefore, for the maximum children's creative self-expression in in extracurricular activities, it is necessary to create conditions in which the child would have the opportunity to: feel one's individuality and uniqueness; present one's successes; overcome failures; evaluate creative activity adequately, trying to balance the difference between self-evaluation and evaluation from people around; cooperate with parents who are involved in creative activities.

The author's program «Creative Self-Expression Workshop of Primary School Students» aimed to implement creative techniques for working with primary school students to ensure effective learning and mastery of ways of expressing their thoughts, feelings, and experiences in creative activities. The evaluation of work with children according to this program occurred according to developed criteria and corresponding indicators of children's creative self-expression in extracurricular activities.

Tasks of the program:

1. To form a system of knowledge for children about themselves and encourage them to self-discovery, creativity and its importance in human life, and socially acceptable ways of creative self-expression.

2. To instill in children a valuable attitude toward the world around them, people, and themselves, to respond constructively and own themselves in social interaction, and to stimulate the desire for creative self-expression.

3. To develop the ability to act consciously in a situation of choice, be confident in oneself, and feel one's individuality and dignity.

4. To promote improving English communication skills in cooperation and co-creation with peers and adults.

The developed program also included the interaction of parents and teachers to promote children's creative self-expression and reveal their individuality in creative activity.

The abovementioned program for developing schoolchildren's creativity in extracurricular activities was based on the following ideas: orientation towards the natural development of the child's emotional sphere at a given age and sociocultural stage grounded on children's experience; the priority of its needs, goals, and development values; creating the necessary conditions for children's independent creative development of emotional self-regulation and relationships with the world and themselves and for each child to make emotionally and personally significant life choices.

Extracurricular activities included sketches, exercises, and developmental games corresponding to children's age-based characteristics. The main types of activities were games (role-playing, storytelling), musical-rhythmic activities, singing, and theatrical-drama (elements of communicative situations). The following blocks represent the structure of classes: cognitive, emotional-value, and behavioral-practical. A set of extracurricular activities has a structured system of tasks united by one theme for achieving educational and developmental aims.

Each communicative game involved fantasy (thoughts, images), feelings (emotions), and movement so that through the mechanism of their functional unity, the child learned to arbitrarily influence each element of this triad (thoughts, feelings, movement). The content is structured into three modules: «I Get to Know Myself and the World of Creativity», «I Express Myself in Creative Activities», and «I Change Myself through Creativity».

The first module «I Get to Know Myself and the World of Creativity» contained creative technologies to obtain information about the world of children's thoughts, feelings, and experiences. At this stage of the work, various creative technologies were used, such as short stories, creating fairy tales, drawing, and communicative situations. The purpose of the module was to define and understand facts and events in their sequence, encouraging children to reflect on reality and to learn about their thoughts, feelings, and experiences.

The content of the second module «I Express Myself in Creative Activities» included games and tasks in English based on the principle of the unity of cognitive, emotional-value, and behavioral-practical components. They included elements of training, art pedagogical technologies, game-based activities, etc. The purpose of this module was to encourage primary school students to express all their knowledge and experiences through creative activity. The third module «I Change Myself through Creativity» presents a set of games and exercises to activate the mechanisms of self-education. Stories and fairy tales were used to encourage children to master their feelings, thoughts, and actions, and manage, and dispose of them. The research covers some aspects of the investigated problem. One further prospect of the research is the study of technologies for developing children's English communicative competence for blended and online learning.

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