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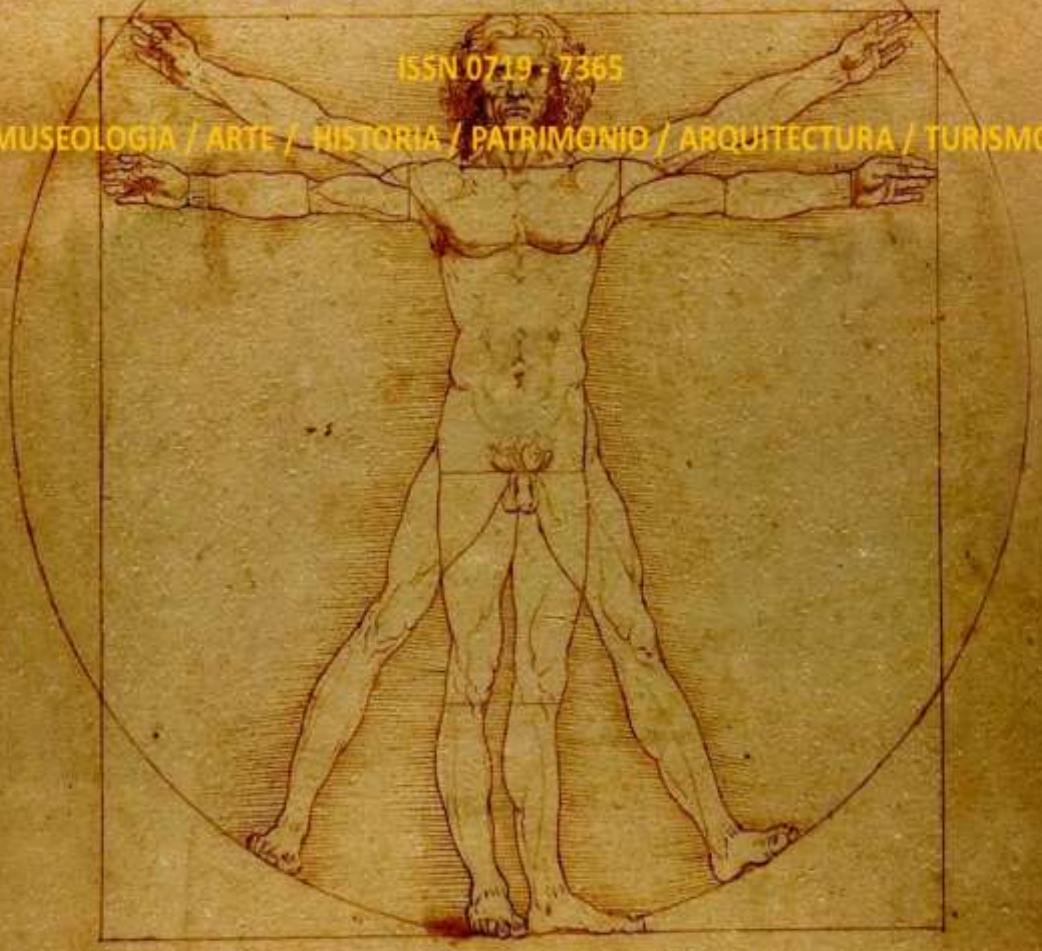

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INNOVATIVE PEDAGOGICAL METHODS FOR ACTIVATING THE CREATIVE ABILITIES OF CHILDREN FROM 5 – 7 YEARS OF AGE

MÉTODOS PEDAGÓGICOS INNOVADORES PARA ACTIVAR LAS CAPACIDADES CREATIVAS DE NIÑOS DE 5 A 7 AÑOS DE EDAD

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Abstract

Development of the creative abilities of preschool children is the subject of the present study. Innovative educational technologies oriented towards development of the creative potential of the individual are a significant part of this process. They allow new approaches to the educational process to be created, such as problematic, informational and active, active and value which lay the foundations of future pedagogy.

Keywords

Children – Creativity – Innovations – Approaches – Methods

Resumen

El desarrollo de las habilidades creativas de los niños de edad preescolar es el tema del presente estudio. Las tecnologías educativas innovadoras orientadas hacia el desarrollo del potencial creativo del individuo son una parte importante de este proceso. Permiten la creación de nuevos enfoques del proceso educativo, tales como problemático, informativo y activo, y de valor que sientan las bases de la pedagogía futura.

Palabras Claves

Niños – Creatividad – Innovaciones – Enfoques – Métodos

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Every child is born with potential creative abilities. Creative personalities though develop only children brought up in a way allowing the development of this kind of abilities. The result from the creative activity could be objectively new, i.e. socially significant, or subjectively new – a discovery for oneself.

Most children create the second type product. It is important the creative activities of the preschool children to be encouraged. The school period – primary and secondary education require memory and logical thinking and if imagination has not been developed enough until then, it may not manifest at a subsequent age. The child's mental development is not a smooth and a rectilinear process, but is going off intermittently through certain stages. If one child has not learnt to manage a specific activity of a particular stage and the necessary personable qualities have not been developed, then difficulties may occur at the next stage. The child would be ready for transition from the kindergarten to school education if at the preschool age it has reached from a psychologically point of view a complete development level which includes the leading activity for each stage and its age-related neoplasms.

The preschool age is characterized by the game as a main activity and one of the psychological neoplasms – the imagination. The educational environment determines by priority the direction of the child's activity so therefore it arises the requirement towards it to be developing. A significant component of the developing environment happen to be the educational technologies used in the preschool stage. The selection of cognitive of behavioral strategies by the child largely depends on whether they will be of a research and creative character, or re-creative ones.

The development of the creative abilities of preschool children is a subject of fundamental and applied researches by leading Bulgarian and world scientists. Edward De Bono provides answers to many of the questions. The author defines creative thinking as a step-by-step method with developed practical techniques. In his view, creative thinking is characterized by flexibility, originality, imagination and connections discovering. The creative thinking described by De Bono analyzes the respective problem, generates possible solutions, then selects and applies the most suitable of these solutions and finally evaluates its effectiveness. According to Paul Torrance „creative attitude encourages the creativity to develop and unfold as well as supports the creative processes as regards to the personality. It urges the individual to search for solutions of riddles, to explore and to experiment with the new and the unusual, to make efforts to solve the respective problems, to trust in their own ideas and to pursue them."[1] As a result of Torrance's studies, a creative abilities measurement system has been created. Torrance and Gilford's researches reveal a high positive correlation between the IQ level and the level of creativity.[2] These theoretical foundations allow the elaboration of innovative educational technologies aiming at developing of the creative potential of the individual. New approaches to the learning process have being developed, such as problematic, informational and active, active and value which lay the foundations of future pedagogy.[3]

[1] E. P. Torrance & T. Safter. Making the Creative Leap Beyond (Buffalo, NY: Creative Education Foundation Press, 1999).
[2] E. P. Torrance, Guiding creative talent (Englewood Cliffs: W.J. 1964).
[3] A. Todorova, "He Scientific Experiments with Natural Phenomena in the Game-Learning Activity of the 6-7-year-old", Education and Technologies, Burgas, Vol: 7 num 2 (2018): 226-232.

Out of the variety of new generation technologies, for the purposes of the current study, they are being used the TPIS technologies – Technology of inventive problem solving, pedagogical animation, free time pedagogy with content accessible to preschool children.[4]

The idea of adapting the "animation" term to the needs of education is provoked by the creativity of the contemporary German pedagogue Horst Opashovski – a prominent promoter of the theory and practice of the animation in the spheres of leisure, culture and education.

In regard to the term which most accurately matches the conception of animation, he underlines two possibilities: the notion of socio-cultural animation and the introduced by him new term Freizeitkulturelle Animation (leisure time creativity animation, free-creativity animation). The author emphasizes that both concepts are reasonable, as the first is being more extensive while the second one is being more precise.[5]

A suitable term for the educational sphere is a "didactic animation". These happen to be all game, entertaining, amusing, attractive elements of learning which stimulate positive emotional experiences associated with it.[6]

The "didactic" definition emphasizes the educational elements of this particular phenomenon and the etymology of the concept "animation" very precisely expresses the quality of those elements to inspire and impulse the learning process, to give it vitality maintaining the delicate balance between useful and enjoyable.

Recently, the notion of "edutainment" (educational entertainment) has become popular, which means learning through entertainment, fun learning or learning while having fun. The term is derived from "education" and "entertainment". It is assumed that this will exactly be the future education as the traditional system does not answer the continuously increasing necessities of individuals. The fun nature of the learning process provides a positive emotional attitude, which is a prerequisite for increasing the interest for it and encourages the learning motivation.

Determining the actuality of the examined topic requires a synthesized analysis of the child's cognitive abilities at preschool age. The core is the understanding that a child at a preschool age is an active subject with a particular kind of observability, creative potential, curiosity and inquisitiveness towards the world around. It perceives the information about the environment, the fairy storyline, the challenges and issues surrounding it, seeking to create its own "concept" about their essence and significance. In the sense of this activity, the child itself strives to discover and get acquainted with the environment, adapt or affiliate with it. The manifested activity of the child at preschool age is not always conscious and comparative to the level and specificity of his cognitive, creative and social experience but is a very significant and valuable prerequisite for its current development as a whole.

[4] A. Todorova and A. Grigorova, "Prilozhenie na inovativni podhodi na vzaimodeystvie v pedagogikata na svobodnoto vreme v DG", Education and Technologies Vol: 7 num 2 (2016): 110-115.

[5] H. W. Opaschowski, Methoden der Animation: Praxibeispiele. Bad Heilbru nn/Obb.: Klinkhardt 1981.

[6] H. W. Opaschowski, Methoden der Animation: Praxibeispiele…

It is precisely in the sense of the child's development that are the current attempts for implementing a new type of child education organization – the usage of technology of Inventive problems solving (TPIS) and mostly by interpreting the content of the TPIS-games in the light of the innovative approaches, as an integral part of the educative process is the prevailing use of multimedia products and other pedagogical resources. In fact, it is necessary that the children's activity – weather game-directed, cognitive, labor, communicative, to be considered as a particular kind of creative activity because every product or outcome deriving from this activity is original and nearly unique, a combination of experience and imagination, willingness, desideration and issues in the creative expression, as well of a chance of positive evaluation, etc.

Proceeding from the scientific pedagogical and psychological research results, it is important to assume that the issue of stimulating the creative abilities of one child at a preschool age is actually one of the main as far as it is concerned to the general child's development. At the same time, on every stage of this development process and child's every age level, it is important to be selected and used adequate pedagogical tools comparable to the child's potential abilities of perceiving, apprehending and creatively processing the various tasks and problems. The involvement of 5 – 7 years old children into an educative process based on innovative pedagogical technologies - TPIS, pedagogical animation, leisure pedagogy components, is a topical option for stimulating and encouraging their imagination, creative thinking, initiative, experimentation, desire, willingness and motivation for creative reproductions and manifestations.

Supposedly the educational process is being considered as an organization and contents on innovative pedagogical technologies (TPIS, pedagogical animation, leisure pedagogy components) based on subject-subjective pedagogical interactions at a teacher – children, children – children levels, then conditions for activating the creative abilities of 5-7 year-old children would be created.

In the course of the three years implementation of innovative educative technologies, children of the observed target group have shown exceptionally high scores in terms of divergent thinking, creativity and creative potential development. At the age of 5, they made an unexpected and undisputable quality leap in cognitive and personable terms. First of all, the implementation of new generation approaches has increased children's self-esteem. Suddenly, they have realized that learning activities come natural to them and have become welcoming them as desired challenges. There has emerged a real hunger for knowledge, children have been needing information in various areas of knowledge, often going beyond their age-based interests and a desire to seek for information in a wide range of sources. Every hint of uncertainty and worry about a possible failure has gone. A leading impulse for their activity has become the research aspirations. Frequently, their cognitive necessities have been a real challenge for us as teachers because we had to provide them with information from various areas and then follow the increased requirements and demands for a scientific explanation of the facts, at that friendly for their age. Conscious preferences for certain types of art and interest in multimedia technologies and the opportunities they provide for exploring the world, have emerged so we needed to be prepared to response to this. An atmosphere of calmness, benevolence, empathy, mutual help and support among one another has been established. The frequently discussed in the media and social networks problems about aggression happen to be unfamiliar to those children. The skill for jointly and joyful sharing amongst one another of all ideas, dreams, toys, affection, doubts, games and friendship has been cultivated inside themselves. Thus, the feasibility of one of the main objectives of

educative technologies of the new generation, namely the education of valuable personable qualities or the valuable orientation of the activity has been proved. Studies performed in a relaxed and creative atmosphere, in an educative environment where the knowledge mastering process has been taking easily and with cheerfulness, inspiration and encouragement has led to the advancement of the children's development.[7]

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