

Article

# Pedagogical Possibilities of Forming Creative Activity in Primary School Children

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**Abstract:** This article explores the pedagogical strategies that can foster and develop creative activity in primary school children. In the context of modern education, where creativity is recognized as a key component of personal and academic growth, the article examines various methods, approaches, and techniques that educators can use to encourage creative thinking in young learners. The study highlights the importance of project-based learning, collaborative activities, and the integration of arts as tools for enhancing creativity. It also discusses the role of teachers in creating a supportive learning environment that nurtures imagination, critical thinking, and problem-solving skills. The article emphasizes that fostering creativity in primary school children not only contributes to cognitive development but also helps them adapt to the rapidly changing socio-economic conditions of the modern world. The findings suggest that creativity should be integrated into the core curriculum to prepare children for future challenges and promote lifelong learning.

**Keywords:** Creativity, Primary School Education, Pedagogical Strategies, Creative Thinking, Project-Based Learning, Collaborative Learning, Arts Integration, Art Therapy, Isotherapy, Cognitive Development, Teacher's Role, Socio-Economic Adaptation

## 1. Introduction

Modern socio-economic conditions place new demands on the development of modern man's creativity in connection with the need for continuous adaptation to rapidly changing socio-economic conditions, to the constantly exponentially increasing amount of information that modern man has to integrate and act on, and the process of integrating sciences, which dictates a change in the cognitive approach to the world and requires not only extensive knowledge but also a higher development of creative thinking. Creativity is a gift that helps to generate unusual ideas and quickly solve problem situations [1].

In psychological and educational literature, the term "creative activity of primary school children" is defined as a productive activity of primary school children, which aims to master the creative experience of knowing, creating, transforming, and using in new quality objects of material and spiritual educational development in the process of organized collaboration. Following the position of researchers who define creative skills as an independent factor whose development is the result of teaching creative activities to primary school students, we will shed light on the components of creative skills in primary school students: creative thinking, creative imagination and ways of organizing creativity operation [2].

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In childhood, creativity is more vivid, but with age the need to express creativity decreases, because upbringing requires more rigid forms of behavior. To enter society, to be social, a child must sacrifice his uniqueness. The originality of problem solving decreases - at the age of 4, the originality of answers is seen in 50% of children, at the beginning of schooling the number of them falls in half, and only in adolescence it increases again to 50% [3]. According to L.S. Vygotsky, the imagination guarantees the child's activity: to build up a picture of the final result of his activity; the creation of a behavioral plan in a situation of uncertainty, the creation of images that replace action; creation of images of the described objects. Along with the decline in a person's ability to fantasize, personality becomes impoverished, opportunities for creative thinking decrease, interest in art, science, and so on [4].

Creativity in childhood develops and changes unevenly in different age periods. The sensitive period for creativity is preschool and primary school age, with the peak of development occurring at 8 years of age. The creativity and creative imagination of a child of primary school age is particularly evident and develops in play and drawing, becomes practical in a focused game or artistic format.

An important aspect of the development of children's creative abilities is complexity, i.e. simultaneous improvement of several interdependent skills, while the "difference and variety" of the types of activities in which the child is simultaneously involved serves as one of the most important conditions for the comprehensive and diverse development of his skills.

## **2. Materials and Methods**

This study uses both qualitative and quantitative methods to look at how creativity can be developed in primary school children. First, we reviewed existing research on creativity and teaching methods. Then, we looked at case studies from schools to see how creative activities, like project-based learning and art, were used in classrooms. We also gave surveys and questionnaires to teachers to understand their approaches to teaching creativity. Classroom observations helped us see how teachers encourage creativity in their students. In addition, we interviewed teachers and experts to learn about the best teaching methods. Finally, we compared different methods and looked at how teachers tested creative strategies in their classrooms. This approach helped us find the best ways to improve creativity in children.

## **3. Results and Discussion**

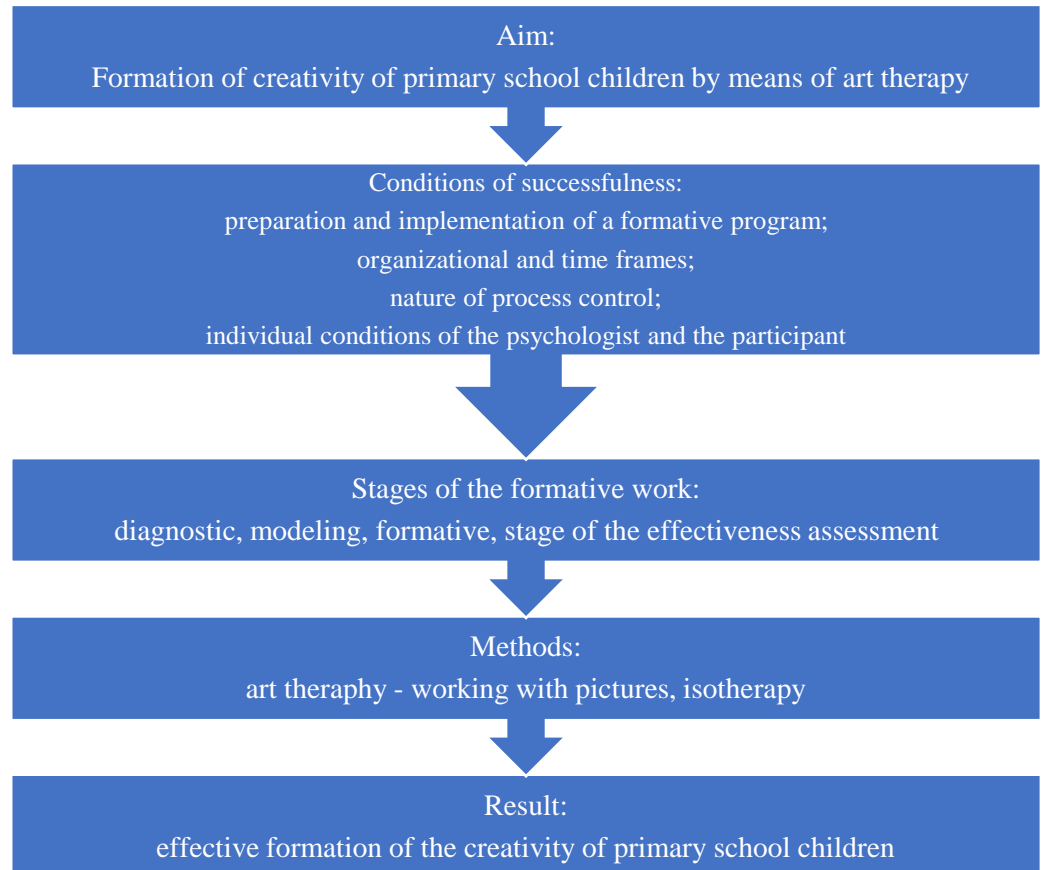
The transition to school education is a fundamental fact that shapes the personality of a primary school student and gradually reorganizes his cognitive processes. The range of creative tasks solved at the initial stage of education is unusually wide, but their essence is the same: when they are solved, a creative experience occurs, a new path is found, or something new is created. Here, qualities of the mind are required, such as observation, the ability to compare and analyze, combine, find connections and dependencies, patterns, etc. All of this together makes up creative abilities.

It is necessary to identify and develop intellectual and creative abilities in younger pupils. Educational games and a set of methods for fantasizing (inventing adventures) and developing creative imagination are effective. It is necessary to awaken to life the pursuit of self-realization and self-actualization, which is inherent in everyone and can become a source of personal harmony[1].

Thus, one of the socio-educational prerequisites for the development of creativity is the use of programs, methods, and teaching techniques aimed at developing creativity. On the one hand, we can speak of a gradual decline of this slower process of mental activity. Therefore, it is important to note that if primary school teachers do not spend enough time

on the development of creativity, even the most creative children may lose originality in their thinking due to the volume of homework and lack of time.

During the period of child development from primary school age to high school age, the mutual influence of attention and intelligence increases. Therefore, during this period, it is especially important to stimulate the development of creative, unconventional thinking, because the development of creativity occurs directly in creative activities. The model of developing primary school children's creativity through art therapy is shown in Figure 1.



**Figure 1.** The model of developing primary school children's creativity through art therapy.

The implementation of the model is reflected in the program to develop the creativity of primary school children through art therapy. In the scientific literature in recent years, there is increasingly convincing evidence that art therapy can be used not only for psychotherapeutic purposes, but also have a psychoprophylactic, socializing and developmental focus, thanks to which it can become a valuable tool in the activities of educational institutions and social institutions.

Innovative approaches to education can and should be based on the creative potential of children and young people.

During the educational process, teachers and school psychologists can use forms of interaction with students based on play activities and techniques of visual, musical and dramatic role expression [6], [7], [8].

**Program for the development of creativity in primary school children.** The aim is to investigate the effectiveness of art therapy as a tool for developing creativity in primary school children (using art therapy as an example) [9].

**Research objectives:**

- a. Develop a program to develop the creativity of primary school children based on the art therapy method.
- b. To test the developed isotherapeutic program for developing creativity in primary school aged children on a representative sample of primary school children.
- c. To determine the effectiveness of an isotherapeutic program in developing creativity in primary school children using mathematical and statistical analysis methods.

The psychological and educational design of the isotherapeutic program for the development of creativity in primary school students was conducted based on the following methodological principles of age and general psychocorrection[1]:

- a. The principle of development: given certain, carefully considered conditions, all healthy children have the ability to develop, which largely depends on the specific features of the organization of the corrective and developmental process;
- b. the principle of unity in correction and development: the decision on the content of correction and development work is taken only on the basis of a psychological and educational analysis of the internal and external conditions of the individual's development;
- c. the principle of unity of diagnostics and treatment;
- d. ethical principles in psychology and psychotherapy (confidentiality, respect and respect for the rights of the client);
- e. principles of humanism and principles of the cultural-historical approach to the laws of psychological development [4].

The program we have developed is based on art therapy exercises and techniques and aims to develop the creativity of primary school children[2].

The purpose of the program: to create conditions for the development of creativity in 2nd grade students[11].

Program administration includes completing the following tasks:

- a. Create an appropriate psychological climate.
- b. Fostering positive emotional experiences associated with the creative process to enhance students' motivation and their creativity as participants.
- c. To actualize the experiences, feelings, and fantasies of the participants, and direct their activities towards self-knowledge[12].
- d. To encourage students to talk, use different methods to complete tasks without fear of making a mistake or getting the wrong answer.
- e. To create such communication situations in the classroom as allow each student to show initiative, independence and choice in his/her methods of work; creating environments for students' natural self-expression, directing children's attention to mastering new types of activities.

The isotherapeutic program we developed to develop creativity in young preschool children is designed for 20 pedagogical hours and includes 20 classroom sessions recommended once a week for 4 months[13].

Requirements for the premises where isotherapeutic classes to develop the creativity of young preschool children are to be held: classroom equipped with desks and chairs[14], [15].

The findings of this study emphasize the importance of fostering creativity in primary school children through structured pedagogical approaches, particularly utilizing art therapy techniques. The transition to school represents a crucial stage in cognitive development, requiring a balance between traditional learning methodologies and creative activities. Research suggests that engaging students in exploratory and imaginative learning experiences enhances their problem-solving abilities, adaptability, and self-expression [1].

A significant insight from this study is the necessity of incorporating creative exercises, such as project-based learning, collaborative activities, and art-based methods, into the primary school curriculum. Studies indicate that these approaches not only support cognitive development but also help children adjust to an ever-evolving socio-economic environment [2]. The model proposed in this research demonstrates how art therapy serves as an effective tool for fostering creativity, as it promotes emotional expression and divergent thinking while cultivating a supportive educational atmosphere [3].

Despite these potential benefits, several challenges exist in implementing creativity-enhancing strategies in schools. The traditional education system often prioritizes standardized assessments and rigid curricula, which may constrain opportunities for open-ended exploration and creative problem-solving [14]. Moreover, teachers may encounter difficulties in integrating creative methodologies due to insufficient training, resource limitations, or lack of institutional support [15].

#### 4. Conclusion

Art therapy is one of the most common forms of art therapy. It is based on the creation of artistic images, which provide the opportunity to develop imagination, activity, originality, flexibility and plasticity in thinking, to express one's feelings, desires, dreams, to transform one's attitude to certain situations and to reality in general.

Art therapy is actively used in education and health care to correct emotional and personality disorders in children. At the same time, we found very few art therapy programs aimed at developing the creative abilities of children and adolescents and studies of the effectiveness of this method for developing the creativity of younger schoolchildren in the sources available to us, which determined the purpose of the pilot study – to investigate the effectiveness of art therapy as a development of method (junior high school students).

The results of the pilot study showed that the art therapy method has a significant developmental effect on the ability to create original images, on the general level of divergent thinking and such indicators as originality and elaboration.

Thus, based on the obtained data, it can be concluded that the art therapy method is an effective tool to develop creativity in primary school-aged children.

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