



**INFLUENCE OF THE SOCIAL ENVIRONMENT ON  
DEVELOPMENT OF CREATIVE POTENTIAL IN YOUNGER  
SCHOOLCHILDREN**

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| <b>ABSTRACT</b>   | <b>KEYWORDS</b>  |
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| The article reveals the importance of social environment in development of creative potential in younger schoolchildren. The subject-subject relations between adults and children in the course of creative activity are analyzed not only from the point of degree of influence of social environment on creative abilities, but also from the point of its importance. | A creative person, creative potential, social environment, younger schoolchildren. |

**Introduction**

Implementation of a new educational paradigm in XXI century imposes certain requirements for the development of an artistic personality that should have flexible productive thinking and developed active imagination. Nowadays, one of the fundamental principles of renewal of educational content is personal orientation that presupposes the development of creative abilities in participants, individualization of their education taking into consideration their interests and inclination to creative activity. The strategy of modern education lies in the objective to give all students without exception «an opportunity to develop their talents and artistic potential implying the ability to realize their personal plans» [5].

Special relevance of the problem of creativity development is given to younger schoolchildren. At this age, learned cliché forms of behavior and thinking have not become dominant yet. A younger schoolchild has a vivid imagination, which, without a doubt, is a condition for creative establishment of a personality. And, most importantly, there are such new formations in the structure of personality of the younger schoolchild as self-analysis and internal plan of actions, decentration, self-understanding and extension of I-image.

The younger school age is a step in personal formation of a child, development of their abilities to growing up, responsibility for oneself and the surrounding world. Social reality acts as a basis for gradual immersion in the developing problem field of culture and understanding of sociocultural experience for the younger schoolchild. However, the driving force of a child's social development is not just obtaining of human experience, but accumulation and expansion of life experience in the process of special interaction with an adult. Hence, the task of development of the younger schoolchild, on the one hand as a social human, i. e. the ability to occupy their place in the society,

and on the other hand as a cultured person learning culture and reforming it in their activity, is current. Striving to learn the surrounding world and manifest their attitude towards it, the child refers directly to art as one of the most important kinds of children activity. Thus, one can and should refer to the younger school age as a sensitive period of creative development of a person.

Notwithstanding a big number of researches aimed at studying creativity, the diversity of aspects and approaches to define conditions of realization and development of creative qualities in a person, the significant number of questions remains insufficiently developed. Particularly, it refers to definition of mechanisms of manifestation and formation of creative qualities of a personality in younger school age. Considering the importance of studies, a complex of social factors, influence of micro-environment on the development of creativity, it is important to study their role during this age period. So, what is the role of creative activity and what social conditions should be created for successful all-round development of younger schoolchildren? The relevance of the issue is explained by the fact that the formation of an artistically active personality possessing the ability to solve life problems effectively and in out-of-the-box way is formed in younger school age and is a condition of further development of the personality and their creative activity. All spheres of a child's psychic are naturally involved in creativity by art and nature filling their life with real and not fictional values. It gives schoolchildren who learnt the internal essence of art an opportunity to turn their labor into beauty, the source of pleasure for themselves and people around them. Hence, social environment that implies the uniqueness of content of art and its forms in their oneness is seen by us as a reflection of reality (surrounding world) through art. School period is characterized by rapid development of imagination determined by an intensive process of acquiring diversified knowledge and its application in practice. The importance of imagination in this sphere of human activity is considered equal to thinking. It is important that conditions of freedom of action, independence and leadership should be created for a human in order to develop imagination. In cases when due to these or those reasons imagination in children is underdeveloped, they start doubting the existence even of quite real things. For instance, K.I. Chukovsky wrote that when in one of the schools pupils were told about sharks, one of the children shouted: «Sharks do not exist!» [6].

Along with the reduction of a human's ability to fantasize, the personality becomes poorer, the abilities of creative thinking decrease and the interest for art and science fades. Younger school children perform most part of their activities with the help of imagination. Their games are a fruit of vivid fantasy. They are engrossed in creative activity. The psychological basis of the latter is creative imagination. When in the process of studying children face the need to realize abstract material and they need analogies, a support due to insufficient life experience, imagination comes to rescue. Thus, the meaning of the function of imagination in psychical development is great. Younger school age is called the peak of childhood. The child preserves many children's qualities – carelessness, naivety, looking at an adult from bottom to top. But the child starts losing children's spontaneity when they acquire a different logic of thinking. Studying is an important activity for them. They do not only gain knowledge and skills at school. They gain a certain social status. Their interests, values and lifestyle change. Social world is a world which one is included into through social communication and subject-oriented activity. Participation in the activity is the basis of interaction of a personality with social environment. Since childhood, in the process of cooperated creative activity, the motivation for activity and personal experience are formed and the specific of needs, interests and value orientations are determined; also, psycho-physiological bases of correction and self-regulation are defined.

Personal development is defined by many external and internal determinants. External factors include social environment, namely, affiliation of an individual with a certain culture, socio-economic class and family environment, which is unique for everyone. On the other hand, internal determinants include genetic, biological and physiological factors [14].

Methodological ground of modern educational paradigm in terms of influence of social environment on creative abilities of a person was clearly expressed by G.P. Schedrovitsky: «Does creativity belong to an individual or does it refer to a functional place in human organization and structure? I answer this question strictly, of course... A simple thing is stated: there is a culture, a combination of knowledge, which is rendered from generations to generations, and then, orthogonally to all this, a human is born, and he will either join this spirit and it will become available, or he will not join it» [10, 21]. Hereof, it is obvious that the need of formation of creative abilities should be established in culture, reflect in main cultural values and concepts realized in the child's social environment. It is important to understand the differences in results, which socio-pedagogical concepts different in quality give us. The whole strategy of life depends on the nature of socio-pedagogical environment, whether it will be innovative (creating conditions for active experiment) or conservative (rendering steady traditions and customs). Based on the above stated, there is a task of formation of a social environment, which could offer a child both innovative and psychologically comfortable climate for release of their creative abilities, and the system of organizational measures and oral norms limiting and forming social responsibility for the results of their creative activity. Taking into account the need for reformation of the system of education and its transition to a new scientificallygrounded concept of creative development and self-development of a personality, we see a solution in the following steps:

1. Active implementation of specialists on socio-pedagogical work in schools and supplementary education;
2. Organization of diverse forms and kinds of extracurricular activity on development of creative abilities;
3. Stimulation of creative and research activity of teachers on implementation of new achievements of pedagogical and psychological science in the form of teaching.

At younger school age the child's activity becomes goaloriented, meaningful and intended, which means that social environment becomes the main factor that forms the system and defines the peculiarities of development of creative abilities and further attitude of a person towards life in the whole. Artwork is an excellent educational and socializing means that contributes to self-expression, development of communicative and cognitive skills, forms active live position and increases the level of self-esteem in younger schoolchildren. Hence, we believe that if a pedagogical space of socio-cultural development of younger schoolchildren is created, which will include macro- and micro-environment of development of «social understanding», zones of development of «subject qualities of a child» (self-cognition, self-upbringing, selfregulation, self-rehabilitation, self-realization, value-self-determination) and, herewith, goals and content of educational activity of primary school are agreed with the institutions of supplementary education, then one can expect value attitude to the surrounding world in younger schoolchildren, development of reflexive control, confidence in themselves, emotional stability, social adaptability, self-dependence, social activity, increase of the level of moral manner as a result of their sociocultural development. Artwork can make the life of younger schoolchildren interesting and rich. Events on socialization should be performed through the

preparation to contests and exhibitions, masterclasses; such forms of work should be offered, which will be aimed at cultivation of kindness and love for their Motherland. Today, more and more solid steps of educational system aimed at the formation of creative thinking and imagination of schoolchildren through creative activity are observed. In this article we would like to note the activity of an artistic union «Felt: items made of loose wool» of the Municipal budgetary educational establishment of supplementary education for children and the youth, the center for art development «Sozvezdiye» in Shatursk municipal district of Moscow region, which contributes to development of emotionally sensuous world of a child, where they feel secured and free. Children with different level of development and social status, i. e. gifted and with pathologies, retardation of mental development, left- and right-handed, children from well-off and underprivileged families, cooperate, develop and study together at the given artistic union. In order to develop creative abilities of younger schoolchildren, teachers designed a model of development of creative personality of a younger schoolchild.

Specialists rely upon the works of:

- L.Yu. Subbotina. Development of imagination in children [8];
- Yu.G. Tamberg. Development of creative thinking in a child [9];
- A. Ya. Tsukar. Classes on imagination development [11].

As a means to increase the level of creative activity, such forms of work as artistic exercises and tasks were selected. Developing goals and tasks of the given program, teachers proceed from general goals and tasks of work, which are aimed at the formation and development of abilities to manage creative process in schoolchildren: fantasizing, understanding of regularities, solving difficult problematic situations. In the process of social support of development of creative abilities in younger schoolchildren, the sense of external and internal safety, relaxedness and freedom due to the support from their artistic fantasies is formed. Schoolchildren participate annually in contests and exhibitions of different level. Thus, in 2014 the pupils took the 1st place in the Sixth open Russian contest for decorative-applied and folk art «Magic colors of life» conducted at the Republican Academy of supplementary education; 10 pupils became the prize winners of the 1st and 2nd degree at the International contest exhibition «Star project»; 3 girls became the winners of the All-Russia contest «Russia is the address of childhood». One can conclude that subject-subject relations realized at the given artistic union ensure mutual creativity and cooperation between an adult and a child, acceptance and support of their artistic manifestations. Thus, to solve the problem of development of creative potential of a younger schoolchild, their activity and the environment should be in harmony. The main indicators of the development of creative potential in the younger schoolchild are: presence and intensity of interest, formed interest for creativity, formed abilities for adequate (according to their inner world) perception of aspects of creative environment (emotional perception and sense of artistic style of artworks), degree of development of artistic-creative abilities, socio-useful value of the results of creative work. Pointing out the result of inner self-asserting strengths of a child as the source of children's creativity, the source of life itself, art, understanding the regulation of creative process, we determine the creation of the respective social conditions given the active role of a teacher as a guarantee of impact on the development of creative potential in children.

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