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CREATIVE SELF-EXPRESSION OF PRIMARY SCHOOLCHILDREN: PRACTICE-ORIENTED APPROACHES IN THE SYSTEM OF OUT-OF-SCHOOL EDUCATION

The author has concluded that the problem of personal expression is urgent in contemporary social and cultural situation based on the theoretical analysis of scientific studies. Nowadays, person-oriented paradigm of education is introduced in educational process. So, the article is devoted to the creative self-expression of primary schoolchildren through the author's practice-oriented approaches in the system of out-of-school education. The results of experimental studies have shown that the process of creative self-expression requires more teachers and parents' attention. The author offers a program of pedagogical support of pupils, parents and teachers of out-of-school educational institutions in order to disclose primary schoolchildren's identity in the process of creative activity.

Keywords: *creativity, self-expression, creative self-expression, primary schoolchildren, out-of-school education.*

In recent years, new socio-cultural changes have determined the directions of modernization of Ukrainian educational system. The necessity for development of person's creative abilities in order to find effective solutions to everyday problems has increased. In fact, the level of intelligence and creativity is a casual factor that affects efficiently on each individual. However, current education system is not fully focused on personal creativity focusing its attention mainly on knowledge approach in children's development and teaching.

These contradictions have updated the problem of creative self-expression of children, especially in primary school years, which is a period of intensive personal development. The personality's ability to be flexible in a changing world, in our opinion, is the manifestation of creative expression, namely person's originality, uniqueness. According to the latest studies, creativity is a central element of

everybody's activity, when he or she tries to solve new problems or needs to adapt flexibly to changes in the environment [5, p. 193].

For the great majority of people, the ability to present oneself to the world, to express one's uniqueness is still a great challenge. Because of school requires schoolchildren to acquire large amounts of information quickly, it leads to the fact that students are more and more operating in a predetermined pattern. This behavior often causes the individuals experiences the meaninglessness of their existence, the feeling of protest against the demands of society, as well as it does not allow to deviate from accepted norms. Out-of-school education is intended to make the space of the children's lives in terms of gaining the basis for the creative expression of their individuality, originality of self-image. [6]

A great deal is being written and said about person's self-expression. This issue interdisciplinary nature, therefore its methodological fundamentals are based on philosophical, cultural, psychological and pedagogical researches. The central question of scientific works of O. Bykovska, V. Verbitsky, A. Kornienko, O. Lytovchenko, V. Machuskyi, H. Pustovit, T. Sushchenko, L. Tykhenko and others is how might out-of-school education influence on children's creativity in spare time?

The purpose of our study is to reveal the essence of the concept of "creative self-expression" of person through the author's practice-oriented approaches to the development of creative self-expression of primary schoolchildren in the system of out-of-school education.

It is important to be clear about the definition of "creative self-expression" in contemporary pedagogical studies. Firstly, this term refers to the content of two major categories such as "creativity" and "expression" in terms of their development among primary schoolchildren in out-of-school activities.

Fundamentals to our research were the scientific positions K. Abulkhanova-Slavskaya, I. Bekh, L. Bozhovich, H. Kostiuk, A. Leontev, D. Feldstein, A. Maslow, C. Rogers, who propose reasonable basis of the essence of personality's self-expression as an attempt to show one's potential to be unique in activity, creativity or socially significant behavior.

Several explanations have been offered. So we generalize following scientific approaches, which are highly important to understanding the notion "creativity" necessary for a fulfilling life; search for the meaning of life is inherently connected with human

creative attitude towards reality (A. Maslow, C. Rogers); one of the human activities aimed at solving conflicts (decision of creative tasks) required objective (social and material) and subjective personal conditions (knowledge, skills, creativity), and its result is the novelty and originality, personal and social significance, and progressiveness (V. Andreev); the process of creating, opening new, previously defined for a specific entity was unknown (V. Moliako); activities that lead to the development of the personality, one's self-realization in the process of creating material and spiritual values (V. Tsapok) [8].

Finally, we should clarify our definition "creative self-expression of primary schoolchildren in out-of-school activities" as an objectification of someone's personality (thoughts, sentiments, beliefs, aspirations, desires) in a variety of creative activities in out-of-school educational institutions, which is manifested through the necessary system of knowledge, an effort to present one's to others as well as the ability to express one's individuality in creative activities.

Studying the structure of person's creative expression, we came to the conclusion that in current researches there is not a clear structure of the concepts of basic components, although there are some theoretical approaches to the development of criteria and indicators of the level of formation of the creative expression of the individual at different stages of ontogeny [7].

Broadly speaking, we agree with I. Bekh that person-oriented educational process considers "Self-concept" of children as their full representations connected with their assessment. In addition, positive "Self-concept" provides for a sense of self-confidence (to be able to do certain kinds of activity, to communicate productively and to interact with other people), a sense of usefulness and significance. According to scholar, "Self-concept" includes the cognitive, emotional and behavioral components that are to be targeted of formation and development [2, p. 358].

Therefore, the structure of the creative self-expression of primary schoolchildren in out-of-school educational institutions consists of the cognitive, emotionally-valuable and behavioral components providing a positive a self-image due to integral development and formation interaction. These components are:

- cognitive component of creative self-expression is a primary schoolchildren's system of knowledge that are essential for development of creative self-expression, awareness and

understanding of their own capabilities, needs, motivations, characteristics of behavior in the process of creative activity of out-of-school educational institutions;

- emotionally-valuable component of creative expression is the ratio of primary students to reality, to themselves and the people around them in the creative process, which is shown via personal experiences, as well as it is a motivation to disclose one's identity in creative activities of out-of-school educational institutions;
- behavioral (practical) component of the creative expression of primary schoolchildren includes acquired knowledge, new ways of behavior in the process of creative activity of out-of-school educational institutions, the ability to objectify their identities in accordance with the norms accepted in society, independently reach the goal.

Thus, based on the theoretical study of the problem we revealed that creative self-expression of primary schoolchildren in out-of-school educational institutions depends not only on the system of existing knowledge about the essence of creativity, creative experience and attitude to it, but also on the child's available value system, the level of person's general culture, development communication skills, etc.

To determine the current state of the problem of the creative self-expression of primary schoolchildren in out-of-school educational institutions study experimental work was carried out aimed at obtaining complete information on individual characteristics, knowledge, perceptions, needs, motives for behavior of primary age, factors of influence on the phenomenon under study.

We have developed the criteria and indicators to diagnosis the level of the creative self-expression of primary schoolchildren in out-of-school educational institutions in relation to the determined components above. Moreover, we have taken into account the following factors: age-related peculiarities of low-grade pupils; their self-esteem and attitude to the assessment of others; their intrinsic motivation and achievement motivation that is characterized by the degree of activity and independence to display their capabilities to create new images.

Thus, the main criteria and indicators in terms of determining the levels of development of the creative self-expression of primary schoolchildren in out-of-school educational institutions we have been chosen as follows:

Firstly, the criterion “knowledge of self-image and technology how to objectivize it in a creative activity” – understanding the ways of disclosing one’s identity; awareness of creative activity; self-evaluation.

Secondly, the criterion of “desire to present oneself to others through creative activities”: the need to disclose one’s identity; the need for self-expression and creative activity; enjoy the objectification of their individuality during creative activity.

Finally, the criterion of “ability to objectify one’s individuality in creative activity” – the ability to independently achieve the goals; ability to collaborate with others; creating the original product.

Based on developed criteria and indicators, the techniques have been developed on allowing to determine the levels of formation of each component of the creative self-expression of primary schoolchildren in out-of-school educational institutions: high, medium and low [3].

The empirical study was carried out among primary schoolchildren, parents and teachers out-of-school educational institutions in Vinnytsia, Sumy and Kyiv regions. The methodology included the following methods: method of pedagogical observation of children in various activities and communication, survey of primary pupils, simulation problem experimental situations with children, survey of adults (parents of young learners and teachers of hobby clubs in out-of-school educational institutions), etc. Experimental work was carried out in two directions:

- 1) study the features of the creative expression of primary schoolchildren: the desire and ability to express themselves socially acceptable way in various forms of creative activity; manifestations of creativity in the creative activity of after-school educational institutions; abilities of younger schoolboys to creativity;

- 2) study of the essence of creative expression parents; their attitude to the problem of creative self-expression of children of primary school age in order to study the factors affecting the phenomenon under study.

The results of research have shown that the majority of primary schoolchildren after-school educational institutions have medium and a low level of formation of the components of creative self-expression. It is important to note that we conducted the survey of parents that provided us for information about their attitude toward the problem of creative self-expression younger students. On the

other hand, we have found out what the conditions were created in the family in order to help children express themselves creatively at classes in leisure time depending on their personal interests and wishes. Based on analysis of the survey results, we have identified three groups of parents with different level of attitude toward the problem of self-creative expression in out-of-school educational institutions:

Development of primary schoolchildren's components of creative self-expression was conducted under the educational program "Training of creative self-expression". It is a holistic methodical system to train the skills of self-expression in the educational process of out-of-school educational institutions based on synthesis of psychology and various kinds of art. The methodological fundamentals of the developed educational program were the scientific works of J. Anderson, G. Bardier, I. Nikolskyi, I. Romazan, T. Cherednikova, A. Yafalian [9].

The main objective of the program was to provide conditions for learning and mastering by primary schoolchildren to express their thoughts, feelings and experiences. The criterion for evaluation of work with children in this program is the development of their individual qualities and permanent identification their creative resources in different activities. The content was structured into three modules.

The content of the first module contains tools and techniques aimed at obtaining information about the world of his thoughts, feelings and experiences. At this stage, various playing techniques: short stories, creating stories, drawing, simulations, and the like. The purpose of the module – facilitate the identification and understanding of the facts and events in their sequence, encouraging young learners to reflect their knowledge, thoughts, feelings and experiences.

The content of the second module includes games, exercises and activities based on the principle of the unity of cognitive, emotional and value and activity components, and include elements of training, art therapy, game tasks.

The content of the third module presents a set of exercises and games, aimed at strengthening the mechanisms of self-education. To this end, used stories, fairy tales, encourage children to realize the importance of being a great owner of their feelings, thoughts and actions, manage and dispose of them.

The most effective method of formation of creative self-expression was the use of the art therapy methods – methods of psychological and pedagogical influence in art, a kind of expression of the individual tracks. Several studies, for example, claim that these methods help promote feelings on a symbolic level, actualize and express conscious and unconscious feelings and needs, including those that express in words the child is difficult [4, p. 22]. It has been suggested that art therapy is so universal, that allows to be adapted to address any problems, ranging from solving the problems of a psychological nature, ending with the development of human potential, increase mental and spiritual development [1, p. 123]. This seems to be a reliable approach to develop creative self-expression of primary pupils in out-of-school educational institutions. We believe that the art therapy teaching methods contribute to the development of creativity, personal growth and self-actualization of creative potential.

To sum up, the arguments given above prove that each person should be initiative and independent in all spheres of life in today's society. The problem of creative self-expression of individual have been updated because person must develop the ability to be creative. Effective spheres of life for primary schoolchildren to express themselves creatively is the out-of-school educational institutions. Their special role is to give children the greatest opportunities for education through the ability to express their individuality and uniqueness. All of this points to the fact that our developed methods can provide an effective solution to the problem of self-expression of primary pupils in out-of-school educational institutions. This study does not cover all aspects of the problem and requires further research.

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**Творче самовираження молодшого школяра:
практико-орієнтовані підходи розвитку в системі
позашкільної освіти**

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На підставі теоретичного аналізу наукових досліджень робиться висновок, що проблема самовираження особистості актуалізується в сучасній соціокультурній ситуації, коли впроваджується особистісно орієнтована парадигма освіти. В статті розкривається творче самовираження особистості за допомогою авторських практично-орієнтованих підходів до формування творчого самовираження молодших школярів у системі позашкільної освіти. Результати дослідження дали підстави оцінити процес творчого

самовираження як такий, що вимагає посилення уваги до нього педагогів та батьків. Серед чинників, які гальмують розвиток творчого самовираження дітей, автор виокремлює недостатнє розуміння дорослими значимості та сутності проблеми, страх дитини творчо виражати себе. З метою розкриття молодшими школярами своєї індивідуальності в процесі творчої діяльності розроблена програма психолого-педагогічного супроводу школярів, їх батьків та педагогів позашкільних навчальних закладів.

Ключові слова: творчість, самовираження, творче самовираження, молодші школярі, позашкільна освіта.

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Творческое самовыражение младшего школьника: практико-ориентированные подходы развития в системе внешкольного образования

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На основе теоретического анализа научных исследований делается вывод, что проблема самовыражения личности актуализируется в современной социокультурной ситуации, когда в жизни внедряется личностно ориентированная парадигма образования. В статье раскрывается творческое самовыражение личности с помощью авторских практико-ориентированных подходов к формированию творческого самовыражения младших школьников в системе внешкольного образования. Среди факторов, тормозящих развитие творческого самовыражения детей, названы недостаточное понимание взрослыми значимости и сущности проблемы, страх ребенка выразить себя творчески. С целью раскрытия младшими школьниками своей индивидуальности в процессе творческой деятельности разработана программа психолого-педагогического сопровождения школьников, их родителей и педагогов внешкольных учебных учреждений.

Ключевые слова: творчество, самовыражение, творческое самовыражение, начальные школьники, внешкольное образование.

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