

Integrative approach to the quality of preschool education in the development of the creative potential of preschool children

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Abstract.

The requirements imposed by society also apply to modern preschool education. First of all, it includes the need to create optimal conditions for the education of a dynamic and creative personality, which contributes to a full-fledged interaction with the environment in accordance with their age characteristics and capabilities. In the concept of preschool education and upbringing, the formation of creative and creative potential is an essential task in preschool education. In this regard, it is crucial to create an atmosphere of freedom of expression, encourage children to be proactive and independent, and approve original creative solutions, according to leading scientists such as L.S. Vygotsky, V.V. Davydov, A.V. Zaporozhets, E.I. Ignatiev, T.S. Komarova, N.P. Sakulina, I.V. Strakhov, E.I. Fleerlin, the foundations of creative activity and creative potential are laid at preschool age. Therefore, preschool age is more sensitive to the formation of this personality quality. The article discusses the issues of an integrative approach to the quality of preschool education in developing children's creative potential. The essence of the integrative approach is the combination of knowledge from different fields that complement each other. According to T.S. Komarov, "integration is a deeper form of interconnection, interpenetration of different content of upbringing and education of children. It covers all types of children's activities

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(artistic and creative activities, various games: didactic, mobile; dramatization games, plot-role-playing; visual activity, artistic speech, music).

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1. Introduction

A necessary condition for the full development of preschool children, for successful learning, speech, imagination, attention, thinking, and communication skills play an essential role. Preschool children in the senior preschool age cannot entirely correctly and clearly express their thoughts, experiences, and feelings, and this turns out to be an obstacle to establishing contact between a child and an adult. However, after all, preschool age is a favourable period for mastering communicative abilities. Children at this age are sensitive to language phenomena, and they have an interest in understanding their speech experience and solving communicative tasks. As many researchers have noted, preschool age is a sensitive period for the development of preschool children.

Today, the intensive development of preschool children in different directions is significant. The fundamental principle of the development of modern preschool education is the principle of integration of academic areas, where integration, today, intensive development of preschool children in different directions is significant. Therefore, the fundamental principle of the development of modern preschool education is the principle of integration of educational areas, where integration, translated from Latin, means "restoration, replenishment, unification of parts into a whole."

One of the critical task facing teachers and educators is the preservation of the health of preschool children in the process of education and training, and an integrated approach contributes to the solution of the following tasks: preservation and strengthening of children's health; development of sensory and motor functions; formation and development of cognitive process (thinking, memory, imagination, attention, perception, orientation in development of the emotional-volitional sphere and play activity (as a leading activity); formation and development of a harmonious personality (the ability to make friends, feelings of respect, kindness, self-criticism, etc.); development of the ability to observe hygiene rules; formation and development of the ability to consciously develop functional habitually correct behavior; development of creative, critical thinking, variable ideas about human behavior in different situations; the development of curiosity, cognitive interests, creative abilities, the ability to compare and generalize, etc.

Integration as a way of personal development of preschoolers gives the child the opportunity to express himself more clearly in one or another activity. At the heart of any activity, it is well known are desires, needs, inclinations, and interests directly related to the content of the activity. An integrated approach helps increase interest in the content of those tasks that are solved in the classroom, where the creative possibilities of preschool children are realized. Preschool age brings excellent opportunities for the realization of knowledge of the surrounding world and creative potential. Educational and gaming activities help to reveal these opportunities. Such qualities as independence, creativity, mental abilities, and educational interests develop ideally in the classroom. All of this contributes to the active acquisition of knowledge, includes moral and volitional efforts in achieving educational and cognitive goals, and forms self-assessment skills.

According to I.N. Pavlenko, today, in preschool education, there is a big problem with the increase in educational activities during the day, including very often useless content in it. This situation also affects the decrease in the motor activity of children, reducing the time of their independent activity, walking and rest time. All of this has a negative impact on the health of a preschooler, and the result of this process is inactivity. We must not forget that insufficient physical development negatively affects intellectual activity development (Pavlenko, 2005).

Opinions to many teachers, the result of preschool activities is the child's readiness to study at school, but the goal of preschool education is the versatile development of the child, including the development of creative potential.

There has been a growing interest in integration in preschool education lately. What is integration? Integration is the interconnection of sections of the program and all types of children's activities and the combination of various tasks and educational technologies. The basis of integration is a single problem or topic of the lesson, a series of classes, classes, joint and independent activities, and sections of the program.

The following integration options:

- full integration (all sections of the program are integrated into the priority section of the program);
- partial integration (one of the directions is integrated into the other);

Integration of additional education and the educational process (the work of the circle work is integrated into the primary process);

Integrate sections of the program of additional education, activities, and technologies in a single project based on the problem.

Integration of academic areas is a process that leads to such a state of connectedness, mutual influence on each other and interaction of individual educational areas of the content of preschool education, ensuring the integrity of the educational process. Integration should cover all types of activities, including leading activities.

The principle of the integrated approach to the quality of preschool education is new for preschool education, which proposes to revise and restructure all educational activities in kindergarten based on the unification of educational areas. This principle makes it possible to obtain a generalized educational process that guarantees the formation of necessary qualities of a preschooler's personality and his harmonious entry into society. The content of psychological and pedagogical work on the development of academic areas by children is aimed at developing children's physical, intellectual and personal qualities. The tasks of psychological and pedagogical work are solved in an integrated manner during the development of all academic areas and tasks that reflect the content of each educational area, with mandatory psychological support.

The integration of the main types of children's activities is the development of cognitive research, labour, visual activities, communicative, motor, musical, and other activities. In addition, activities as a psychological basis of integration include various components and act as an integrator of all other activities.

Here an important role is played by forming integral personality qualities, which are directed as the final result of educational activity. The personality of a preschool child is an integral system. In the process of personal growth, the child gradually acquires the ability to exist independently and the active ability to socialize or the ability to create and maintain relationships with the environment.

The integral individuality of each individual is formed in the process of upbringing, development and training, where such lines of education as spiritual and moral, civil, patriotic, gender, and healthy lifestyle education are distinguished. In the context of an integrative approach to the quality of preschool education, a link is established between the goals and objectives of one educational area and the goals and objectives of other educational areas. Solving such tasks in the course of joint activity, the child, with the help of an adult, builds cause-and-effect relationships and identifies some features not by itself but in a system of other properties and connections of integrated educational areas (Dybina, 2012).

Life in modern conditions is associated with scientific and technological progress, and as a result, it is characterized by diversity and complexity, assuming that a person has such qualities that allow him to navigate and adapt to an ever-changing world.

Such qualities are mobility and flexibility of thinking, quick orientation and adaptation to new conditions, and a creative approach to solving tasks. The presence of these qualities and their sufficient level are provided by creative abilities and creative potential, which are essential characteristics of intelligence.

The importance of creative abilities and potential for a modern person determines the need for their development as one of the most critical tasks in the upbringing of the younger generation. The importance of developing creative abilities and creative potential from preschool childhood is because it is during this period that the main directions of personal development in the future are laid. Therefore, optimal conditions should be created for preschoolers to educate a creative personality and the ability to fully interact with the environment according to their age characteristics and capabilities.

E. Fromm considered "Creativity as the ability to realize experience and discover new things, learn, and find the right way out of their various situations". According to F. Barron, "Defining creative abilities as an independent factor is the result of teaching creative activity to preschoolers. Its components are creative thinking and creative imagination". In a significant sense, creativity means intellectual, creative abilities that add new knowledge to existing experience; according to M. Wallach, "The ability to introduce unusual theories in the course of solving or setting other tasks"; and according to E. Torrens, "It is to make assumptions about the missing moments of the situation". J. Gilford defined it as the ability to abandon standard ways of thinking (Gilford, 1965).

A. Maslow believes that generalized creativity is a creative orientation and creative initiative of a person, which is reflected in all spheres of human life. (V.V. Moroz., 2011)

George Simpson was the first to use the term "creativity" to describe a person's ability to break away from established ways of thinking. According to R. Sternberg, creativity is the ability to take a reasonable risk, tolerance for uncertainty, the ability to overcome internal urges and obstacles, and resist the opinions of others. (Sternberg, 2006)

Despite the fact that the development of creative potential in preschool children has been of interest to researchers in pedagogy and psychology for quite a long time, this problem is no less urgent. Among modern scientists and practitioners in preschool pedagogy and age psychology, the search for the most optimal means, forms and methods of developing creative potential in preschool children continues. The main problem is to determine the program's content for the development of creative abilities of preschoolers based on individual indicators of the development of creative abilities.

Issues of integration of preschool children were dealt with by T.S. Komarova, L.S. Vygotsky, N.P. Sakulina, P.G. Grigorina, etc (Vygotsky, 2004). The analysis of the literature on the research topic showed the importance of developing the creative potential of preschool children in the context of the integration outcome of the quality of preschool education and the insufficiency of their research. Thus, a contradiction was revealed between the social need for the development of creative potential in preschool children and the lack of elaboration of the content of the work based on the integration approach. The urgency of the problem and the contradictions shown above determined the topic of our research work, "An integrative approach to the quality of preschool education in the development of children's creative potential". The purpose of the research is to study the features of the integrative approach to the quality of preschool education in developing the creative potential of preschool children.

2. Methods and Materials

In carrying out the research work, the following were used: theoretical methods (scientific theoretical analysis of unique pedagogical, psychological literature on the subject of research), observation methods, conversations, empirical methods (pedagogical experiment), methods of quantitative and qualitative analysis of research results.

3. Findings

The research aims to identify the peculiarities of the integrative approach to the quality of preschool education in developing the creative potential of preschool children. In connection with this goal, it was necessary first to determine the level of development of the creative potential of preschool children.

To this end, we used the methods of O.M. Dyachenko and E.L. Porotskaya, F. Williams' divergent thinking test, where the interpretation of the data was expressed in scores on five indicators (cognitive factors of divergent thinking and a factor characterizing the ability to dictionary synthesis): fluency, flexibility, originality, elaboration, title; P. Torrens test adapted by N.B. Shumakova, E.I. Shcheblanova, N.P. Shcherbo consists of several subsets: "draw a picture", "completion of the figure", "Repeating lines", etc.

4. Conclusion.

It is a known fact that the tasks of society's development put forward strict requirements for a person. In society, the importance of a creative personality is increasing more. To educate a creative person, to create conditions for creativity on the one hand and the need, the urge to creativity, on the other hand, is impossible without special conditions of education. Therefore, earlier identification of the level of creative potential and their development in the context of an integrative approach, taking into account individual and age characteristics, are the basis for successful and independent and creative education of the future generation.

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