

CONDITIONS AND OPPORTUNITIES FOR DEVELOPING CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS

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Abstract: This article examines the significance and content of visual arts education in primary school, highlighting its role in developing students' creative thinking, imagination, and artistic abilities. The study emphasizes that the State Educational Standards require primary school teachers to foster learners' cognitive development, communicative competence, emotional sensitivity, and aesthetic perception. The curriculum structure, which consists of four main sections - graphics, sculpture, painting, and composition - is analyzed with regard to the formation of key competencies such as communication, information literacy, self-development, civic engagement, and cultural awareness. Special attention is given to the pedagogical importance of observing nature, perceiving the environment, and applying these observations in artistic activities. The article also discusses how perceptual and compositional tasks contribute to expanding children's artistic vision, shaping spatial imagination, and enhancing their ability to interpret the world through creative expression.

Keywords: Creative abilities, visual arts education, artistic creativity, primary school students, aesthetic development, imagination, cognitive activity, art perception, visual thinking, pedagogical conditions, creative development, artistic skills, visual arts, artistic activity, talent, psychology.

In accordance with the demands of the modern world, the development of creative abilities must become one of the key components of contemporary education. Society needs individuals who are capable of solving various problems and finding ways out of rapidly changing situations. Therefore, the most important goal of today's education is to cultivate culturally developed individuals with strong artistic and aesthetic knowledge. In this process, having opportunities to develop creative skills is of great importance.

When studying creative abilities, it is essential to consider the age characteristics of students. The process of developing creative abilities is a process that shapes and regulates a person's individual qualities. A.V. Petrovsky states that creative abilities do not exist outside of a person's specific activity and that their development is possible only in learning and educational conditions. Abilities are manifested only through activity. It is impossible to talk about a learner's drawing ability without teaching them. Only in the process of special training in visual arts can one determine whether a learner has artistic ability. This is revealed in how quickly and easily they master drawing techniques, understand color relations, and learn to perceive beauty in the world around them.

A serious psychological mistake made by teachers is hastily assuming that a student has no ability simply because they have not yet mastered the necessary skills, strong knowledge, or established methods of work. There are many cases when a child's abilities were not recognized in childhood but later brought them well-deserved success. For example, Albert Einstein was considered an average student at school, and nothing predicted his future genius. This shows that cognitive factors and knowledge play a crucial role in developing creative abilities, including artistic abilities. Our task is to give children the opportunity to develop creative

abilities at all stages of growth, to skillfully guide their activities, and to help them overcome difficulties that they cannot manage independently.

It is necessary to understand that creative abilities do not appear spontaneously. Every child, regardless of age or intellectual development, is capable of creating. Therefore, the development of creative abilities must begin in early childhood, when a child starts mastering different types of activities under the guidance of adults.

Visual activity creates great opportunities for the development of creativity. In primary school, no other subject opens opportunities for creativity as much as visual arts.

The unique feature of visual arts lessons is that they require creative activity, constant intellectual work, imagination, independence, and initiative. They also have a clear aesthetic orientation. Therefore, visual arts lessons not only foster creativity but also enhance students' overall cognitive and creative activity. The success of the learning process and the intellectual and creative development of younger students depend largely on their cognitive and creative engagement. A child's need for artistic creativity is a need for self-expression, which appears under favorable conditions.

The main goal of universal artistic development is to help every person, regardless of their future profession, develop the ability to perceive life, nature, other people, history, and cultural values with sensitivity and depth. In visual arts lessons, students begin to acquire necessary knowledge and develop essential artistic skills.

Children interact with art actively, sincerely, and enthusiastically. The positive emotions generated in this interaction help teachers effectively develop children's creative abilities, aesthetic perception, and sense of harmony in nature, daily life, and art.

In psychology, the nature of children's visual activity is explained from both idealistic and materialistic perspectives. The materialistic view considers children's artistic development as a gradual process—from the simplest forms of depicting the surrounding world to more complex artistic expressions.

The issue of developing creative abilities has long concerned both researchers and practicing teachers. Visual arts is one of the most significant stages in the development of children's creativity. One of the main conditions for developing visual creativity is enriching visual perception. Art practice develops the holistic interaction of eye, brain, and hand, shapes imagination and spatial thinking, strengthens intellectual and emotional spheres, and awakens creative potential.

Moreover, visual arts is an effective means of social and professional self-determination, expanding cultural horizons, and motivating engagement with cultural values. It must be remembered that creativity in one field encourages creative attitudes in other activities as well. Thus, the art teacher, by developing creative abilities through visual arts, contributes to forming creativity in all aspects of a child's activity.

Researchers note that primary school students usually draw from imagination or memory and do not observe objects while drawing. E.I. Ignatieva emphasizes that young students often do not know how to analyze simple objects, and analytical tasks do not naturally arise in their

perception. The shortcomings in their drawings are often shortcomings in perception. When guided properly, children improve their drawings significantly after observing nature.

A primary school child can create new drawings, designs, images, and fantasies, characterized by spontaneity, flexibility, and movement. Although their drawings may be imperfect, they are a step in their creative search. Therefore, it is crucial to support every creative impulse in a child.

Through creativity, children learn to work with various materials, understand their properties, develop imaginative thinking, and acquire basic learning skills. By creating, a child learns to interact with the world, see beauty, and notice details and nuances. Children become familiar with their own cultural traditions, other cultures, and works of art. Introducing children to art from early school years is crucial because this period is fundamental for personality development.

The world around us is constantly changing, diverse, and rich. Observing nature teaches a person to see movement and transformation. Nature has always been a source of inspiration for art, especially landscape painting. Interaction with nature develops a child's sense of beauty, expands worldview, and positively influences their emotional state.

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