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Pedagogical approaches to the initiation of a creative learning environment in primary school

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Abstract. According to modern research, the problems of developing creativity and creating a creative learning environment (CLE) are multidimensional phenomena, and are considered in combination with different pedagogical approaches.

The purpose of the study was to analyze pedagogical approaches to the creation of CLE aimed at developing the creativity of younger schoolchildren.

The article presents the results of a scientific review and theoretical analysis of pedagogical approaches and methods of creating a CLE. Based on the provisions of the system approach, the structure of the CLE is determined: a favorable atmosphere that stimulates the creative activity of students; fund of problematic tasks that contribute to the freedom of action of participants; the personality of the teacher who stimulates and directs the process; various types of activities, contributing to a creative approach to solving educational tasks. The provisions of pedagogical approaches (Systemic, Activity-based, Personality-oriented, Environmental) aimed at the development of creativity are substantiated.

The theoretical significance of the study: the analysis of approaches to the development of creativity in the CLE is carried out; an addition to the traditional pedagogical approaches is proposed to their content, aimed at the development of creativity (methods and technologies).

We associate the prospects for further research with the development of a model of a CLE aimed at developing students' creativity.

Keywords: creativity, creative learning environment, pedagogical approaches, primary school, methods.

Introduction

The World Bank defines human capital as "the knowledge, skills, and health that people accumulate throughout their lives, allowing them to realize their potential as productive members of society" [1].

In the Law on Education of the Republic of Kazakhstan, one of the tasks of the education system is "the development of creative, spiritual and physical capabilities of the individual, the formation of solid foundations of morality and a healthy lifestyle, the enrichment of intelligence by creating conditions for the development of individuality"[2].

The National Development Plan of the Republic of Kazakhstan until 2025 describes the relevance of "flexible" skills among social trends, the development of which will contribute to the implementation of complex non-automated tasks that require a creative approach [3].

Now the global educational process in the country is aimed at developing the student's personality, meeting their needs and interests in the preparation of a purposeful, independent, mobile personality. This means a radical change in pedagogical approaches to the learning process, contributes to the formation of an intellectually developed, active, capable of self-control, independent search for information and creative thinking personality. The relevance of creativity is due to the fact that it is a source of new ideas, technologies, methods and techniques, new approaches to performing certain actions.

The most important quality that determines progress in the profession for a modern person is creativity, which scientists define as a stable characteristic of a person capable of creative activity, to create an original product and new ideas Renzulli J. S., Rhodes, M., Amabile, T., D.B. Bogoyavlenskaya, A.V. Brushlinsky, O.K., Tikhomirov et al. [4,5,6,7,8]

The implementation of the strategy of education throughout human life, digitalization, and personalization of education, as well as the impact on the education of the innovative nature of economic development, and convergence of technologies, make significant changes in the learning environment and educational technologies. Despite the wide range of research works in the field of creativity, the problem of creating a creative learning environment in a modern school and effective conditions and pedagogical approaches to its creation remains insufficiently studied.

The aim of the proposed study: analysis of pedagogical approaches to the creation of CLE aimed at the development of creativity of younger schoolchildren.

Following the goal, the study was concentrated in the following areas:

- *analysis of the state of study of the problem of pedagogical approaches and methods for developing the creativity of students.*
- *identification and substantiation of a complex of pedagogical conditions (technologies, methods, techniques, etc.) according to pedagogical approaches.*

Research methods

The object of the analysis is scientific works on the problem of research, assessment of the educational environment for the development of students' creativity. Accordingly, the main

research methods are: analysis and generalization of scientific papers on the research topic, analysis of the results of the assessment of the educational environment using the questionnaire "Support for Creativity in a Learning Environment (SCALE)" (Richardson, C., & Mishra, P., 2018) [9].

This study object is aimed at finding answers to the following research questions:

1. How is the problem of developing creativity of students considered in terms of pedagogical approaches?

2. What is the level of the learning environment to support students' creativity and what conditions (technologies, methods, techniques, etc.) need to be created for their development?

Theoretical methods of analysis made it possible to consider various approaches to the study of the problem of creating a creative learning environment. The search for literary sources was carried out through search queries on the topic of research and key phrases in the Scopus, Web of Science, RSCI, E-Library, GoogleScholar databases, as well as materials from the National Library of the Republic of Kazakhstan.

The assessment of the learning environment to support students' creativity, conducted using the methodology (Richardson, C., & Mishra, P., 2018) allowed us to identify existing problems and levels of formation of the physical environment, the level of the learning climate, the level of student involvement in the learning environment.

Results

From a methodological point of view, it is necessary to clarify the conceptual apparatus of this study in relation to creativity in general and the CLE in particular. To do this, it is necessary to reflect in a generalized form the categories of creativity and the connection between them, as well as the components of the creative learning environment.

Four aspects of understanding creativity are highlighted by foreign psychologists: "creative process" (as ability), "creative product," "creative personality" and "creative environment."

M.Rhodes (1961) describes the phenomenon of creativity as the process in which a person (personality) develops a new product using implicit knowledge and cognitive thinking, in an environment that enhances this creativity [6]. Jordanous, A 2015, in its work on computational creativity, confirms that the study of creativity should be conducted in terms of 4P: personality, product, process and press (environment) [7].

The creative environment is understood as the sphere, structure, and social context that forms the requirements for the product of creativity.

In our study, we rely on the definition of K.G.Krechetnikov, who called CLE as "a multidimensional individualized self-organizing integrity designed to create conditions that are maximally conducive to the development of students' creative abilities, as well as ensuring their self-realization and personal growth" [8].

The theoretical analysis carried out on the research problem allowed us to identify several approaches to the development of creativity in the CLE of an educational institution:

– Systematic approach (Shelestova E.S., 2014, Kapirenkova ON, Kiselèva S.L., 2019, Mihaly Csikszentmihali, 2014 et al.);

– Activity-based approach; (Wallace, G., I. S. Egorova, E. A. Mikhalkina, 2015)

- Personality-oriented approach; (Davies, D.,2012, Garcês, Soraia, 2016 et al.)
- Environmental approach (Yu.S. Manuylov, V.A. Yasvin, V.V.Rubtsov, C. Rogers, Soliman, S., et al.)
- Competence approach (L.V. Shkerina, 2010, et al.)
- Genrative approach (L.E. Shmakov et al., 2022, et al.)
- Informational approach (Krechetnikov K.G., Maigeldieva Sh.M.,2018, Eliseeva, E.V., 2014, Soroka A.G.,2012 et al.).

In order to evaluate and improve the educational environment to support students ' creativity, the SCALE method was used in this study.

The study involved 46 primary school teachers in general education schools.

Teachers were offered a questionnaire with 14 examples from the educational process, which had to be evaluated on a 4-point scale from 0 to 3, to what extent they are found in their practice:

- *Physical Environment* (space, ability to rearrange, mobility and configuration of furniture, availability of necessary material and technical resources, etc.)
- *Learning Climate* (free communication, discussion and acceptance of new ideas, mutual trust and support, risk-taking, cooperation between teachers and students, etc.)
- *Learner Engagement* (solving problems that support creativity, active learning, etc.)

This method is proposed by the author rather for self-assessment of the learning environment conditions and improving it for the development of students ' creativity.

The evaluation criteria were scales: (table 1)

Table 1

Scoring the Support for Creativity in a Learning Environment

0 (No Evidence)	No evidence for the item. The item was not observed
1 (Minimal Evidence)	Minimal evidence for the item. This may include only one or two students involved in the item or a minimal amount of time spent on the item.
2 (Moderate Evidence)	Moderate evidence of the item. Multiple but not the majority of students are involved. The item is observed for a limited amount of time
3 (High Evidence)	High evidence of the item. The item is infused throughout the environment with the majority of students involved in or much time spent on the item

Source: Richardson, C., & Mishra, P. (2018). Learning environments that support student creativity: Developing the SCALE. *Thinking Skills and Creativity*, 27, 45–54. <https://doi.org/10.1016/j.tsc.2017.11.004>

According to the teachers 'assessment, the indicators were mostly average (2-moderate probability. This example can occur for a limited period of time. Several students can participate, but not mostof them):

assessment of students ' physical environment – 2.04 points;

assessment of the educational climate – 2.37 points;

assessment of the level of student involvement in the learning environment – 2.09 points.

Thus, the teachers' assessment of the learning environment for the development of creativity allowed us to conclude that the CLE at school is one of the key factors in the development of personal creativity.

This is proved by the scientific works of many scientists and teachers in the field of approaches to the development of personal creativity, the creation of CLE, pedagogical conditions, principles of learning. The main approaches to creating CLE for the development of creativity in the framework of this study were Systematic, Personality-oriented, Activity-based and Environmental.

Discussion

Let's dwell on these pedagogical approaches in more detail.

The Systematic Approach. In the generally accepted definition, this approach reveals the integrity of the object of pedagogical research, combines its structural components, and takes connections into a single system. The systematic approach considers the pedagogical process as a whole.

M.Csikszentmihalyi (2014) believes that creativity can be observed in the interconnection of a system consisting of three main elements: the subject area, the environment consisting of the subjects of the subject area, and the person himself making changes to the subject area. [6]

For our research, it was important to determine the components of the CLE as a unified system of conditions for the development of students' creativity.

E.S. Shelestova, 2014 in his research considers creativity as a professional competence and proposes the introduction of systems-creative thinking technologies into the educational program and the creation of an appropriate educational environment [11].

In the empirical study of Kapirenkova O.N. and Kiseleva S.L., a systematic approach was used in terms of the impact on the mental, formation of mental processes and personality traits. [12]

Thus, the authors point to the effectiveness of a systematic approach, where the internal unity of its components and their interaction positively affect the development of students' creativity, both mental properties and personal characteristics. One of the most important principles of a systematic approach in the development of creativity can be distinguished: *the principle of complexity and unity of the elements of the educational process; the principle of systematicity and consistency in teaching.*

Based on the provisions of a systematic approach to the components of the creative learning environment:

- a favorable atmosphere that stimulates the creative activity of students can be attributed;
- a variety in the degree of complexity of the fund of problematic tasks that contribute to the freedom of action of participants;
- the personality of the teacher who stimulates and directs the process;
- various types of activities: educational, gaming, communicative, managerial, etc., contributing to a creative approach to solving educational tasks. (Figure1)

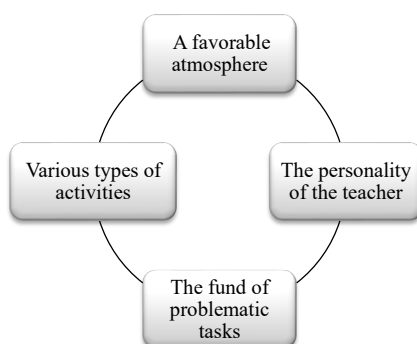


Figure 1. Structural model of the CLE

Activity-based approach. At the heart of this approach, the main means and condition for personal development is activity. John Dewey, in his concept of "learning through activity", proved that the development of thinking skills and practical skills are based on creative activity and mutual cooperation between the subjects of the educational process: teacher and students. Creative process research has been conducted using a variety of approaches. Wallas, G. was one of the first to describe the creative process as a sequence of stages: 1) preparation (assessment of the problem); 2) incubation (conscious and unconscious mental driving force); 3) insight (understanding of a new idea); 4) validation (evaluation of ideas) [13]. Per the activity approach, the learning process is always training activities (substantively practical and mental actions).

We can see the experience of an activity approach in organizing CLE in the work of I. S. Egorova, and E. A. Mikhalkina, who concluded that the constant involvement of a student in creative activity, the use of various interactive forms of work in one lesson contributes to the formation of indicators of their creativity. [14] Based on theoretical analysis, for the development of students' creativity, we consider the most important conditions within the framework of the activity approach: *obtaining knowledge through activity; joint creative activity and cooperation between children and the teacher.*

Personality-oriented approach. According to the analysis of the works, the personality-oriented approach in teaching aims not only to equip with knowledge, skills, and abilities but also to develop a person, his abilities, harmoniously combining knowledge and skills.

Scientists Davies, Richardson & Mishra focus heavily on studying the creative learning environment, suggesting that student creativity can be nurtured by teachers who place great importance on creating a learning environment that emphasizes the value of creativity. By the definition of Mishra, the CLE in the classroom supports the ideas of students, contributes to the solution of errors, risk in the learning process [9,15]. The researchers found that when learning in a CLE at school, students are likely to continue to develop their skills and professional knowledge, which significantly stimulates the development of their creative capabilities. [15].

A number of researchers call the components of the CLE that affect the creativity of students the goal-setting of the training system, the communication systems of training and the exchange of knowledge between the subjects of the educational process [15]. In particular, classroom space that can be flexibly used to promote student learning can help students develop a learning-driven orientation, which in turn provides them with the resources to be creative.

Revealing the peculiarities of the personal-oriented lesson, I.S. Yakimanskaya characterizes its purpose as creating conditions for the students' cognitive activity.

As part of our research, we assume that a person-oriented approach is determined by *taking into account the needs, interests and abilities of primary school students, selecting the content of education, instilling the development of creativity, cognitive activity and self-education.*

The environmental approach to pedagogical systems, presented in the concepts of Yu.S. Manuylov, V.A. Yasvin, Soliman, S., K. Rogers, etc. [15-17] considers as an object of analysis the educational and learning environment in which subjects interact with each other. The environmental approach allows you to understand the components of the environment of the educational institution, assess their capabilities, simulate the impact on the student.

Soliman, S. [17] argued that the environment should be seen as a relationship between people and their environment, this is important for assessing environmental conditions that suppress or enhance creativity. The study of creativity with the help of an environmental approach involves the consideration of two directions: how the environment affects the person who creates and accepts his creativity; and the person who creates and is criticized for their products. The article by V.V.Moroz defines the conditions of a favorable environment: as a motivating function of the creative environment, the absence of barriers and restrictions; the ability to evaluate a new idea or product without external criticism; the ability to explore the problem in a free form [13].

A distinctive feature of the environmental approach is the ability to participate in the design of the educational environment by selective perception of environmental components and interaction with them, the ability to show their own activity.

Based on the theoretical analysis of pedagogical approaches in creating a CLE in primary grades, we identified systemic, personality-oriented, activity and the environmental approaches for our research. One of the research issues considered in this article is the disclosure of technologies, methods and techniques for developing creativity in a creative learning environment.

In the following table 2, we give pedagogical approaches and some methods that, in our opinion, will have a positive impact on the development of creativity of younger students.

Table 2

**Pedagogical Approaches and techniques for the development of creativity
in a creative learning environment**

Approach name	Traditional content	Content aimed at developing Creativity	Methods and technologies
Systematic approach	Reveals the integrity of the object of pedagogical research, combines its structural components and taking connections into a single system.	It provides a comprehensive study of pedagogical support for the development of creativity, allows you to determine the components of this process, the consistency of structural connections, etc.	Design training technologies with a certain algorithm for the implementation of creative projects

Activity approach	At the heart of this approach, the main means and condition for personal development is activity.	Stimulates the transition from reproductive to productive through creative activity aimed at solving problematic, search and research problems	Modular learning technologies as a gradual and semantic transition from one type of activity to another; game technologies; methods of training in intellectual actions; active training methods; TRIZ technologies
Personal-oriented approach	Recognizing the student as the main acting figure in the pedagogical process, presents the definition of pedagogical influences that contribute to the self-realization and self-development of the student.	It is determined by taking into account the needs, interests and abilities of the individual, selecting the content of education, instilling the development of creativity, cognitive activity and self-education	Individual educational routes; dialogic training methods; problem learning methods aimed at finding a new way to solve problems
The environmental approach	Allows you to understand the components of the environment of an educational institution, assess their capabilities, simulate the influence on the student.	The immersion of the subject of the doctrine in the environment, which contributes to the formation of creative thinking skills, the qualities of the creative personality, the development of certain activities,	information and communication, media technologies, game technologies, etc.

It is important to highlight the fact that the presented approaches and methods aimed at developing the creativity of students are closely interconnected with each other, which allows them to be used in the educational process in a complex, differentiated and integrated manner. Complexity and heterogeneity, the concept of creativity (as a personal characteristic, mental phenomenon, etc.) determines the use of a set of pedagogical approaches.

Conclusion

A literary review of the problem of the study showed that the problem of creating a CLE in primary schools was not well understood, creativity studies were mainly conducted in the learning environment of higher vocational education.

The theoretical analysis of literary sources on the problem of research also shows that at present, when investigating the problem of creativity, scientists use approaches of different levels that ensure integrity, productivity, and efficiency. The results of the assessment of the

learning environment confirmed that the creative educational environment is one of the main conditions for the development of students' creativity.

Based on the specifics of the primary school methodology and taking into account the psychophysiological characteristics of younger schoolchildren, the main approaches of our study were systematic, activity, personality-oriented and environmental approaches.

A Systematic Approach allows you to determine the components of pedagogical support for the development of creativity, a set of structural links, etc. The most important conditions of this approach are the complex and unity of its components of the CLE, systematic and consistent training.

The Activity-based Approach stimulates the transition from reproductive to productive activities through creative activities aimed at solving problematic, search and research problems. Within the framework of this approach, the key conditions are: obtaining knowledge through activity, as well as joint creative activity and cooperation between children and the teacher

The Personal-oriented Approach is determined by taking into account the needs, interests and abilities of the individual, selecting the content of education, instilling the development of creativity, cognitive activity and self-education. It is believed that the choice and content of education should be carried out taking into account the needs, interests and abilities of primary school students.

The Environmental Approach presupposes the immersion of the subject of the doctrine into the environment, which contributes to the formation of creative thinking skills, the qualities of the creative person, the development of a certain activity. This approach makes it possible to qualitatively diagnose the state of the learning environment, to support and develop the creativity of younger schoolchildren.

Contribution of the authors

Alsitova A.B. – the main contribution to the concept; collection, analysis, and interpretation of research results;

Zhazykova M.K., Tuyakova U.Zh. – discussion of the concept and critical review of the content of the work.

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Бастауыш сыныптарда креативті білім беру ортасын құрудың педагогикалық тәсілдері

Аңдатпа. Қазіргі зерттеулерге сәйкес, креативтілікті дамыту және креативті білім беру ортасын құру мәселелері көп қырлы құбылыстар болып табылады және әртүрлі педагогикалық тәсілдермен бірге қарастырылады. Педагогикалық тәсіл зерттеушінің әдіснамалық ұстанымымен анықталады, әдістемелер мен технологиялардың моделін, педагогикалық мәселені түсінуді анықтайды.

Зерттеудің мақсаты бастауыш сынып оқушыларының креативтілігін дамытуға бағытталған креативті білім беру ортасын құрудың педагогикалық тәсілдерін талдау болды.

Мақалада креативті білім беру ортасын құрудың педагогикалық тәсілдері мен әдістеріне ғылыми шолу және теориялық талдау нәтижелері келтірілген. Жүйелік тәсілдің ережелеріне

сүйене отырып, креативті білім беру ортасының құрылымдық компоненттері анықталды: оқушылардың креативті белсенділігін ынталандыратын қолайлы жағдай; қатысушылардың іс-әрекетінің еркіндігіне ықпал ететін әртүрлі проблемалық мәселелер; үдерісті ынталандыратын және бағыттайтын мұғалім; оқу міндеттерін шешуге креативті тәсілге негізделген іс-әрекет түрлері. Креативтілікті дамытуға бағытталған педагогикалық тәсілдердің (жүйелік, іс-әрекеттік, тұлғаға бағытталған, орта) ережелері, технологиялары мен әдістері негізделген.

Зерттеудің теориялық маңыздылығы: креативті білім беру ортада креативтілікті дамыту тәсілдеріне талдау жасалды; дәстүрлі педагогикалық тәсілдерге олардың мазмұнына креативтілікті дамытуға бағытталған толықтырулар ұсынылды.

Зерттеу жұмысымыздың келесі кезеңін біз оқушылардың креативтілігін дамытуға бағытталған креативті білім беру ортасының моделін әзірлеумен байланыстырамыз.

Түйін сөздер: креативтілік, креативті білім беру ортасы, бастауыш сынып, педагогикалық тәсілдер, әдістер.

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Педагогические подходы к созданию креативной образовательной среды в начальных классах

Аннотация. Согласно современным исследованиям, проблемы развития креативности и создания креативной образовательной среды (КОС) являются многоаспектными явлениями, и рассматриваются в комплексе с разными педагогическими подходами. Педагогический подход отождествляется с методологической позицией исследователя, задает модель методов и технологий, понимания педагогической проблемы.

Цель исследования заключалась в анализе педагогических подходов к созданию КОС, направленных на развитие креативности младших школьников.

В статье представлены результаты научного обзора и теоретического анализа педагогических подходов и методов создания креативной образовательной среды. Основываясь на положениях системного подхода, определены структурные компоненты креативной образовательной среды: благоприятную атмосферу, стимулирующую творческую активность учащихся; разнообразие фонда проблемных задач, способствующих свободе действия участников; личность педагога, стимулирующего и направляющего процесс; различные виды деятельности, способствующие творческому подходу к решению учебных задач. Обоснованы положения педагогических подходов, технологии и методы (системный, деятельностный, личностно-ориентированный, средовой), направленные на развитие креативности.

Теоретическая значимость исследования: осуществлен анализ подходов к развитию креативности в КОС; к традиционным педагогическим подходам предложено дополнение к их содержанию, направленное на развитие креативности (методы и технологии).

Перспективы дальнейшего исследования мы связываем с разработкой модели креативной образовательной среды, направленной на развитие креативности учащихся.

Ключевые слова: креативность, креативная образовательная среда, педагогические подходы, методы.

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