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PSYCHOLOGICAL MODEL OF FANTASY DEVELOPMENT IN YOUNGER SCHOOLCHILDREN

Анотація. У статті наголошується на необхідності розвитку фантазії молодших школярів як важливого чинника становлення їх творчої особистості. Підкреслюється, що молодший шкільний вік є сензитивним періодом для розвитку фантазії, а тому завданням сучасної початкової школи є використання сприятливого для розвитку цієї психічної функції періоду.

На основі змістовного аналізу теоретико-емпіричних наукових досліджень сучасних українських та зарубіжних психологів, педагогів розкриті актуальні напрями вивчення окресленої проблеми.

Представлено психологічну модель розвитку фантазії у молодших школярів в умовах цілеспрямованого психолого-педагогічного впливу. Вона складається з трьох блоків: цільового (визначено мету формувальних впливів: розвиток фантазії (вербальної та невербальної) у молодших школярів), операційно-діяльнісного (виділено внутрішні чинники, зокрема вікові, гендерні й індивідуально-психологічні особливості особистості (інтелект, самооцінка і рівень домагань, рівень суб'єктивного контролю, інтроверсія-екстраверсія, емоційна лабільність-емоційна стабільність, тип темпераменту, психофізіологічна міжпівкульна робота мозку)), зовнішні чинники (особливості сімейного виховання, характер і система шкільного навчання) та психолого-педагогічні умови розвитку фантазії в учнів, просвітницько-консультативні заходи для вчителів, батьків, психологів, засоби розвитку фантазії учнів) та результативного (відображено якісні показники (компоненти), зокрема потребнісно-мотиваційний, інформаційно-пізнавальний, цілеутворюючий, операційно-результативний, емоційно-почуттєвий) та кількісні показники (рівні) розвитку фантазії учнів).

У процесі дослідження зроблено висновок про провідну роль учителя в розвитку фантазії молодших школярів, зокрема забезпеченні ним для цього необхідних психолого-педагогічних умов.

Ключові слова: фантазія, творчість, творча особистість, молодші школярі, навчальна діяльність, психологічна модель розвитку фантазії.

Annotation. The article emphasizes the need to develop the imagination of younger schoolchildren as an important factor in the formation of their creative personality. It is emphasized that the younger school age is a sensitive period for the development of imagination, and therefore the task of modern elementary school is to use a period favorable for the development of this mental function.

Based on a substantive analysis of theoretical and empirical scientific research by modern Ukrainian and foreign psychologists and teachers, current directions for studying the outlined problem are revealed.

A psychological model of the development of imagination in younger schoolchildren in conditions of targeted psychological and pedagogical influence is presented. It consists of three blocks: target (the goal of formative influences is defined: the development of fantasy (verbal and non-verbal) in younger schoolchildren), operational-activity (internal factors are highlighted, in particular age, gender and individual-psychological characteristics of the personality (intelligence, self-esteem and level of aspirations, level of subjective control, introversion-extroversion, emotional lability-emotional stability, type of temperament, psychophysiological interhemispheric work of the brain)), external factors (peculiarities of family upbringing, nature and system of school education) and psychological and pedagogical conditions for the development of fantasy in students, educational and advisory measures for teachers, parents, psychologists, means of developing students' fantasy) and effective (qualitative indicators (components) are reflected, in particular need-motivational, information-cognitive, goal-forming, operational-resultative, emotional-sensory) and quantitative indicators (levels) of the development of students' imagination).

In the process of research, a conclusion was made about the leading role of the teacher in the development of the imagination of younger schoolchildren, in particular, in providing them with the necessary psychological and pedagogical conditions for this.

Key words: fantasy, creativity, creative personality, younger schoolchildren, educational activity, psychological model of fantasy development.

Formulation of the problem. In today's extremely complex conditions, the problem of developing a creative personality, capable of thinking independently, generating original ideas, making bold, non-standard decisions and being responsible for their implementation, quickly and easily adapting to changing life conditions, is of particular relevance. The problem of forming a creative person especially concerns the younger generation, on which the future of our state largely depends. One of the strategic tasks of reforming education in Ukraine, proclaimed in a number of regulatory and legal educational documents, in particular the Laws of Ukraine «On Education», «On General Secondary Education», the Concept «New Ukrainian School», the State Standard of Primary Education is to ensure the most favorable conditions for the development of the personality and creative self-realization of the younger generation.

The implementation of this task in primary school can be carried out provided that the psychological acquisitions of preschool age are productively used in educational activities, which form the internal resources of the further personal development of children of primary school age. One of such key new formations of preschool children is fantasy, which is the main characteristic of a creative personality and its activities (O. Gubeko [6], O. Klepikov [11], V. Klymenko [12], G. Kostyuk [14], O. Kulchytska [18], I. Kucheryavy [11], V. Molyako [22], V. Rybalka [19], R. Rozental [27], V. Romenets [20], R. Sternberg [28], E. Torrens [29]).

The sensitive period for the development of imagination, according to the definition of psychologists (G. Kostyuk [14], S. Maksymenko [16], V. Molyako [22], V. Rybalka [19], V. Romenets [20]), E. Torrens [29], is preschool and also junior school age. Therefore, the task of modern primary school is the need to use a period favorable for the development of this mental function.

When moving from preschool to junior school age, the leading activity of children changes - play gives way to learning, which, unfortunately, in comparison with play, does not sufficiently activate their imagination. The dependence of a child's imagination on a change in the leading activity leads to the predominant development of the reproductive imagination in junior school age, and the fact that creative imagination, already sufficiently developed by play, does not find its proper place in the learning process, in our opinion, is a serious psychological and pedagogical problem.

The purpose of the article is to present the psychological model of fantasy development in younger schoolchildren that we have developed.

Analysis of recent research and publications. Theoretical and empirical scientific research by modern Ukrainian and foreign psychologists and teachers has revealed relevant directions for studying the outlined problem, in particular, the formation of fantasy in the early stages of ontogenesis, the psychological mechanisms of its functioning (I. Bila [3], I. Voronyuk [4], O. Gubenko [6], I. Gruzynska [5], A. Denisyuk [7], V. Ivanova [9]), the development of fantasy in gifted children of preschool and primary school age (I. Karabaeva [10], T. Yatsenko [10]), the development of fantasy as a component of the formation of subjectivity in younger schoolchildren (I. Titov [23]), technologies for the development of fantasy in younger schoolchildren (G. Altshuler [24], I. Bartashnikova [1], O. Bartashnikov [1], E. Zaika [8], L. Makridina [15], M. Meyerovich [16], J. Rodari [25], L. Shragina [16]).

The basis for the development of a psychological model of the development of imagination in younger schoolchildren was the relevant scientific provisions: psychological and pedagogical ideas of humanizing school education, implementing a personality-oriented approach to organizing the educational process (I. Bekh [2], O. Pehota [17], V. Rybalka [19]); about creative pedagogical activity (M. Konovalchuk [13], S. Sysoeva [18; 21]); about self-realization of schoolchildren in the creative process (K. Rogers [26]), about the personal characteristics of a creative personality (V. Klymenko [12], O. Kulchytska [18], V. Molyako [22], V. Rybalka [19], R. Rozental [27], V. Romenets [20], R. Sternberg [28], E. Torrens [29]); the position of numerous scientific works that reflect the psychological features of the development of imagination in children of primary school age (G. Kostyuk [14], O. Kulchytska [18], V. Molyako [22], V. Romenets [20], R. Sternberg [28], E. Torrens [29]); the development of games, exercises, methods, techniques for the development of children's imagination (G. Altshuler [24], I. Bartashnikova [1], O. Bartashnikov [1], E. Zaika [8], L. Makridina [15], M. Meyerovich [16], J. Rodari [25], L. Shragina [16]).

Presentation of the main material. The psychological model of the development of fantasy in younger schoolchildren (Fig. 1) developed by us is based on the concept of a three-dimensional, step-by-

step specific psychological structure of the personality of V. Rybalka [19], in particular on the socio-psychological-individual («vertical»), activity («horizontal») and developmental dimensions. The proposed model illustrates the specifics of the development of fantasy in younger schoolchildren in conditions of targeted psychological and pedagogical influence.

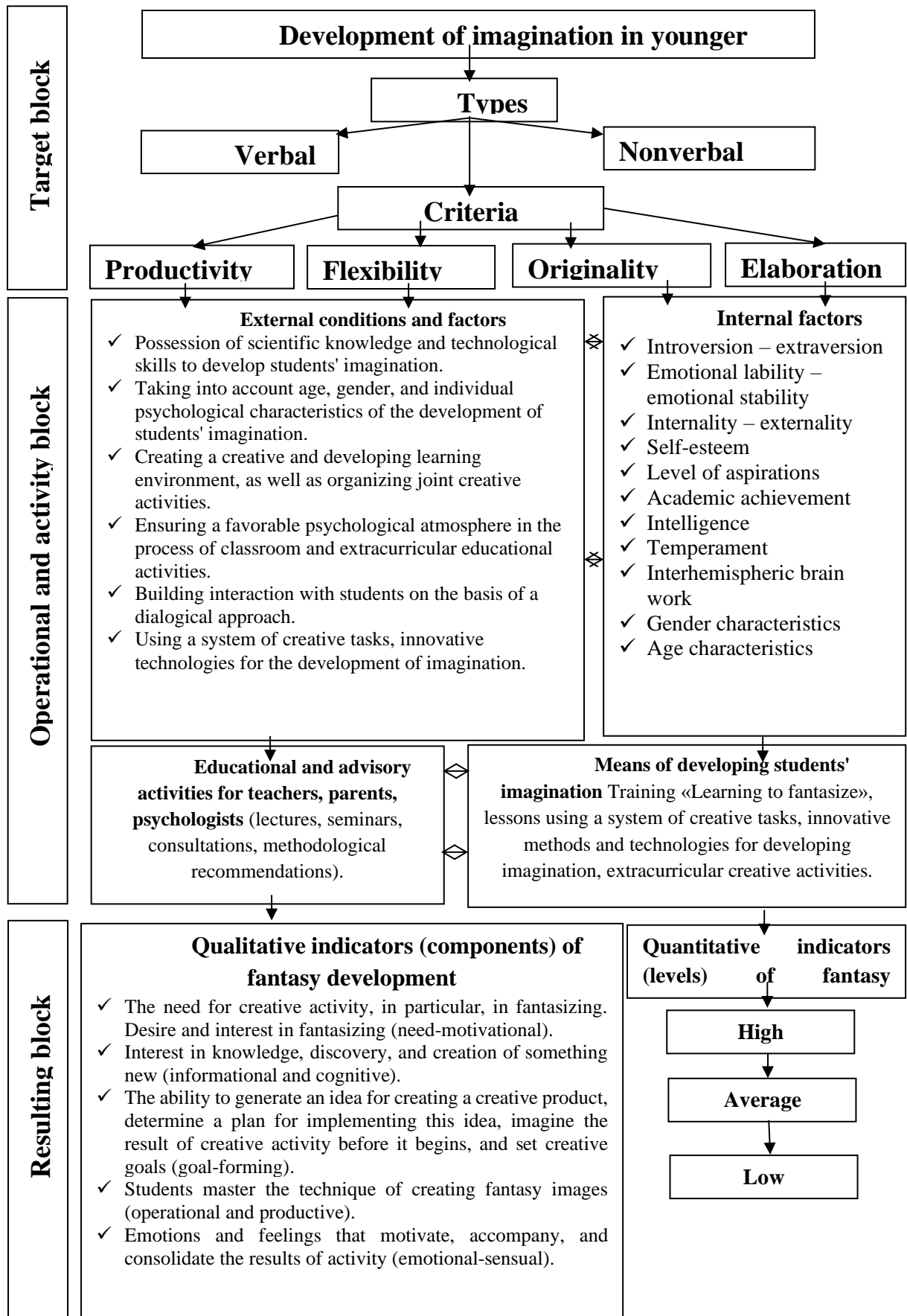


Fig. 1. Psychological model of fantasy development in younger schoolchildren

The psychological model consists of three blocks: target, operational-activity and effective. The target block defines the goal of formative influences: the development of imagination in younger schoolchildren. The operational-activity block identifies internal factors, external factors and psychological and pedagogical conditions for the development of imagination in students. The developed model, in our opinion, will contribute to the development of imagination in younger schoolchildren by comprehensively taking into account both internal factors (age, gender and individual psychological characteristics of the personality (intelligence, self-esteem and level of aspirations, level of subjective control, introversion-extroversion, emotional lability-emotional stability, type of temperament, psychophysiological interhemispheric brain work)), and external factors (peculiarities of family upbringing, nature and system of school education) and by ensuring the necessary psychological and pedagogical conditions:

1. Possession of scientific knowledge and technological skills regarding the development of students' imagination.

2. Taking into account the age, gender and individual psychological characteristics of the development of the imagination of younger schoolchildren.

3. Creation of a creative developmental learning environment, as well as the organization of joint creative activity of the teacher and students as a consistent change in the forms of social interaction, which unfold in the logic of restructuring the levels of self-regulation from maximum teacher assistance to students in performing creative tasks to a consistent increase in students' self-regulation and the formation of the ability to independent creative activity. Maximum use of the life experience of younger schoolchildren when stimulating various types of activity, encouraging independent searches and non-trivial judgments of students.

4. Providing a favorable psychological atmosphere that ensures: freedom of creative self-expression of students, providing them with a sufficient amount of external freedom and effective assistance in gaining internal freedom; positive emotional involvement of students in creative activity; participation of students in the selection and organization of various types of creative activity; demonstration by significant adults (teachers) of examples of creative behavior.

5. Building interaction with students on the basis of a dialogical approach, which involves: perception of the student as an equal partner in creative activity; unconditionally positive attitude, respect for students and belief in their potential creative abilities; personal openness and trust; disposition to mutual understanding and creative cooperation; giving students freedom of choice, the right to their own position.

6. Using a system of creative tasks, innovative methods and technologies for the development of imagination, which ensure the inclusion of students in personal and creative search activities. Promoting the manifestation and realization of students' interests and abilities by involving them in various types of creative activity.

Also, the operational and activity block highlights educational and advisory activities for teachers, parents, and school psychologists (lectures, seminars, consultations, methodological recommendations), as well as means of developing students' imagination (training «Learning to Fantasize»; lessons using a system of creative tasks, innovative methods and technologies for developing imagination; extracurricular creative activities).

The results block reflects qualitative indicators (components) and quantitative indicators (levels) of the development of students' imagination.

Qualitative indicators (components) of the development of students' imagination:

Need-motivational component. The need for creative activity, in particular, in fantasizing. Desire and interest in creative imagination, fantasizing. The need for new impressions, mastering and knowing the world around them (cognitive motive). The desire for approval, creative achievements and successes in cognitive and creative activity (motive of self-affirmation). The desire to reveal one's own creative potential (motive of self-expression, self-realization).

Informational-cognitive component. Deep interest in knowledge, discovery, creation of new things. The ability to pose problematic questions, search for ways to solve them.

Goal-forming component. The ability to plan and program future actions of creative activity. The ability to imagine the result of creative activity even before its beginning, as well as its final product. Setting creative goals, forming creative plans for the future, the desire to look into the future, imagine it more perfect. The ability to imagine the future in images, in real and even fantastic representations. Generation of the idea of creating a creative product, as well as determining the plan for implementing this idea.

Operational-resultative component. Possession of the technique of fantasy. The ability to begin, continue and fruitfully complete the creation of a new work of fantasy. Productivity, flexibility, originality, sophistication in creating new creative products.

Emotional-sensual component. Emotional and sensual reactions of the individual that motivate, accompany and consolidate the results of object and subjective creation: surprise, delight, inspiration, joy, satisfaction, etc. Vivid images of the imagination enhance the emotional tone of activity, stimulate an elevated mood in the process of work, contribute to the emergence of enthusiasm for activity. Emotional stability (during intense creative search, during disappointments, criticism or failures).

Quantitative indicators (levels) of students' imagination development include low, medium and high.

A low level of imagination development has the following characteristics:

The student has difficulty completing tasks to find different options for obtaining a result; to develop hypotheses and produce original ideas. The student is unable to independently put forward ideas regarding the creation of new fantasy images, does not seek to improve his cognitive and creative activity, does not demonstrate interest or demonstrates a weak interest in any types of creative activity, is unable to independently create new creative products, or creates simple, schematic, poorly developed images, previously seen or heard, without showing a desire to embody them in an external product. The images created by such a student are of little interest, do not make an impression on the listener or viewer. The student is not interested in future creative activity, does not seek to participate in its collective forms, does not show initiative, does not participate in discussions, does not share his creative ideas with his friends. He perceives tasks passively, and thinks inertly. Extremely low productivity. Images are uninteresting, not detailed. The student avoids tasks of increased complexity, does not show interest in problem-search types of tasks. He experiences difficulties in organizing independent work, therefore he almost always needs the help of a teacher or friends. His mastery of methods of creative activity is extremely slow, therefore he prefers to act according to a template. The creative product has an unfinished appearance. Self-regulation skills are weakly manifested. The student feels uncomfortable, insecure, is afraid to speak in public. His perception of any creative products is not distinguished by liveliness and emotionality. Failures are accompanied by prolonged negative emotions. Has low or high self-esteem. Typically self-centered, has difficulty communicating.

The average level of imagination development has the following characteristics:

The student is able to independently, and sometimes with the help of a teacher, put forward ideas regarding the created fantasy images, copes with tasks to find different options for obtaining a result; to develop hypotheses and produce original ideas, but does not strive for the largest number of them and is not able, if the task requires it, to choose the most successful solution to the problem. He takes on creative work with pleasure, but his productivity is not high enough. He seeks opportunities to express himself in creativity, but his interest in it is unstable. The images created are of little interest, mostly predictable, standard, moderately detailed. The student seeks to improve his cognitive and creative activity, demonstrates partial interest in various types of creative activity. He successfully interacts with the team, but does not always express his point of view, is afraid of criticism. The student prefers easy tasks rather than complex ones, but is not always persistent in solving them. Interest in problem-searching types of tasks is present, but it is unstable. Capable of intense activity, "immersion" in tasks. The student is able to work independently, but this is not always evident. The mastery of methods of creative activity occurs at an average pace, success in mastering is not constant. The creative product has a completed appearance, but not all details have been worked out. Self-regulation skills are not sufficiently developed. The emotions that accompany the activity, as a rule, depend on many circumstances: the environment, mood, success or failure. The perception of various creative products is characterized by liveliness and emotionality. The average level is characterized by insufficiently developed skills of adequate self-assessment. The student is responsive, attentive, but can be impatient and abrupt in communication.

A high level of imagination development has the following characteristics:

The student is able to independently, without the help of a teacher, put forward various ideas regarding the created fantasy images, owns various techniques and methods for creating new images that are distinguished by diversity, originality, as well as elaboration and detail, seeks to embody them in a new creative product. The images created by such a student are very interesting, make a vivid impression on the listener or viewer.

The student is easily given tasks to highlight features, find different ways of classification, search for different options for obtaining a result, identify and formulate problems, independently generate a large

number of ideas, distant associations, improve the object, find new ways of using it. Shows activity, interest, readiness, desire to improve his cognitive and creative activity. His creativity is original, original, bears the imprint of the creator's personality. In his work, he adheres to an individual pace and style, being able to subordinate emotional, intellectual and volitional efforts to a certain goal. He does not need the help of a teacher. The student is in constant search of any opportunities for the release of his creative energy and gets pleasure more from the process itself than from the result. He seeks to consider the problem at a deeper level or from another side. The images are unusual, great attention to detail. Able to formulate problems, ask clear questions, come to well-founded conclusions and decisions, check them, think freely, interact effectively with the team, see alternative ways to solve the problem and choose the most successful one. The student is independent, not afraid of criticism, proactive, persistent. His perception of various creative products is characterized by activity, liveliness and emotionality. The student applies various types of independent work with the greatest effectiveness in a specific situation. Learning methods of creative activity occurs quickly and easily. The creative product has a completely completed appearance. Self-regulation skills are quite developed, hence high productivity. As a rule, activity is accompanied by a positive emotional mood, a state of enthusiasm, the student often goes beyond the given. Interest in problem-search types of tasks is constant, their solution is a priority, fundamentally independently. The student has regular adequate self-assessment. He is deeply empathetic, sensitive to the problems and needs of others, and trusts his feelings and intuition more.

Conclusions. All blocks of the model are interconnected and coordinated with each other. The model represents a complex process of imagination development in younger schoolchildren, which is possible due to targeted psychological and pedagogical influence.

The creative interaction of the teacher, school psychologist, parents with students according to the model is aimed at supporting children's creative activity, developing their imagination by providing appropriate psychological and pedagogical conditions and taking into account the age, gender and individual psychological characteristics of younger schoolchildren necessary for carrying out creative activity, creating new creative products and, as a result, the formation of their creative personality.

Prospects for further exploration in this direction. The prospects for further research in this direction lie in the development and testing of a psychological and pedagogical program for the development of imagination in younger schoolchildren as an important factor in the formation of their creative personality in the process of educational activity.

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