

Methodical aspects of production and stimulation of creativity of preschool children

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Abstract. *In connection with the modernization of the content of modern preschool education, the introduction of a new paradigm of education, which aims at shaping the person of modern times, developing their creative capabilities and creativity, the issue of the development of creative personality becomes greatly significant. Considering the importance of the preschool period for actualization of the creative potential of the individual, the preschool age is characterized as a sensitive period in the development of children's creativity. The article analyses the theoretical and methodological aspects of the development of preschool children's creativity on the basis of child-centrism, co-creation, and cooperation. Definitions of such concepts as "creativity" and "children's creativity" are generalized and formulated. Contents of the concept of "creativity of children of preschool age" are considered by the authors of the article as the creative position of the child, its activity, imagination, invention, which is manifested in creative pursuit upon creating new ideas, artistic, creative images, communication, cognition of something new, unusual in the process of creative productive activity: playing, drawing, singing, dancing, communicative interaction and more. The pedagogical conditions for the development of creativity of preschool children are substantiated: creation of sensory and development environment in preschool educational institution and in the family, constructive interaction of teachers of preschool educational institutions with families of pupils, creative personality of the educator. The authors of the article emphasize the necessity of play activities, in particular, creative games in the development of imagination, thinking, fantasy children of preschool age.*

Keywords: *children's creativity, creative potential, creative development, game activity, sensory and development environment.*

I. Introduction

Childhood is an important age of development of creative abilities, character formation, creative values of the individual. At the stage of preschool childhood, active new mental formations emerge, cognitive and intellectual experience is acquired, artistic and aesthetic feelings, and moral qualities are cultivated, the desire for a researcher's pursuit is realized, the first creative manifestations of personality appear. Ideas of inherent value, uniqueness of the preschool childhood period for the development of creative potential of preschool children were reflected in the "Basic component of preschool education", "State basic program of development of the

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preschool child "Me in the World", where creativity was first identified as one of the priority directions of the child's development [1]. Therefore, "the early identification, education and upbringing of capable and gifted children should be performed in order to solve the issue of shaping the creative, intellectual potential of society and its future elite.

Nowadays, the development of early childhood education is becoming a top vector of government activity in many countries all over the world. In view of the abovementioned provisions, it can be stated that an important and urgent task of modern preschool education is to provide favourable conditions for the education and creative development of preschool children.

According to scientists (L. Venger, L. Vygotskyi, V. Davydov, O. Zaporozhets, S. Kulachkivska, O. Florina, etc.), the stage of preschool childhood is a stage of active new mental formations, acquisition of cognitive and intellectual experience, education of artistic and aesthetic feelings, moral qualities of the individual, the pursuit of the desire for research, the emergence of the first creative manifestations. Scientists believe that children's creativity is a channel for the hidden development of adult creativity, an important tool for personality formation [2].

Purpose of the article: to characterize the concept of "children's creativity", to define pedagogical conditions for the development of creativity of children of preschool age by means of game activity.

II. The main features of the phenomenon of creativity

To understand the phenomenon of "creativity" we shall define the meaning of this concept using dictionary sources, such as: "it is thinking and practical activity, the result of which is the creation of original, unique values, the establishment of new facts, properties, patterns and transformation of the material world or spiritual culture" [3, p. 56]; "knowledge and creativity are fundamental ways of relating to the world, leading to the creation of culture, the objectification of the ultimate being of man. Creativity is an activity wherein a fundamentally new phenomenon occurs in human culture. What is fundamentally new is the result of the resolution of contradictions, so creativity can be defined as the conscious resolution of the contradictions that have embarked on the path of human development and its world" [4, p. 159]. Therefore, according to these interpretations, the category of creativity can be defined as a rather complex multidimensional phenomenon, which is the leading mechanism of any development. Note that in the psychological and pedagogical scientific literature, the term "creativity" is considered in the context of the concept of "creative activity". Thus, in dictionary sources, creativity is interpreted as "an activity that generates something qualitatively new, different in individuality, originality and social and historical uniqueness" [5, p. 520]; as productive human activity capable of generating qualitatively new and spiritual values of social importance [6, p. 326]; as an activity that results in the creation of new, original and more sophisticated material and spiritual values that have an advantage over previous ones [7, p. 520]. In this sense, this word could be applied to all processes of organic and inorganic life, because life is a series of continuous changes, and everything that is renewed, originates in nature, is the product of creative forces. But the concept of creativity implies a personal beginning, and the corresponding word is used mainly in the application to human activity. In this conventional sense, creativity is a conditional term for a mental act, expressed in the embodiment, reproduction or combination of data of our consciousness in a (relatively) new form, in the realm of abstract thought" [8]; as "the mental process of creating new values, as if it were a continuation and replacement of a child's play. Being, in fact, a cultural and historical phenomenon, it has a psychological aspect – personal and procedural. It assumes that the subject has

the abilities, motives, knowledge and skills, which altogether facilitate the creation of a product that is different in novelty, originality, uniqueness" [9, p. 520].

Scientists V. Zinchenko and B. Meshcheriakov propose to distinguish the objective and subjective aspects of creativity. From the point of view of objective creativity, novelty must have social value. From a subjective point of view, creativity is determined by its process, even if the end product lacks the necessary social value and novelty [10].

Therefore, we can conclude that the concept of "creativity" is inextricably linked to the category of productive creative activity and creative work. The authors of the book "Creative reserves of personality", O. Klepikov, I. Kucheriavi, rightly point out that there is no creativity outside of activity, but there is an activity devoid of a certain sense of creative (essential) content. It is this circumstance that allows to consider human activity as the starting point of a person's creative potential [11, p. 18].

Some scholars (L. Vygotskyi, Ya. Ponomarev, S. Rubinshtein, and others) considered creativity as a process of personality development. It is a prudent idea, in our opinion, to approach the phenomenology of creativity of the psychologist Ya. Ponomarev, who defined creativity as a mechanism of productive personality development, which affects not just the end result – the product of creativity, but also the change in the subject itself. He believed that creativity is a "necessary condition for the development of matter, the creation of its new forms, with the emergence of which the forms of creativity itself change. Human creativity is only one of these forms" [12, p. 43].

The issue of the development of creative personality, according to the scientist's opinion, should be considered comprehensively. According to the concept of human creative development, the scientist has established an interconnection between creativity and the following specific personality traits:

- perceptive (related to the perception of information): extreme attention span, considerable vulnerability, sensitivity;
- intelligent: intuition, fantasy, fiction, foresight, vastness of knowledge;
- characterological: deviation from the template, originality, initiative, persistence, high self-organization, tremendous efficiency; the desire to be creative, the interest in everything new, the ability to wonder, to admire.

Special aspects of the motivation of activity are that the genius personality finds satisfaction not as much in the achievement of the goal of creativity, as in the process itself; the specific feature of the creator was characterized as almost insuperable desire for creative activity [13, p. 158]. In view of this, it can be concluded that in the process of productive creative activity is the development of personality, the driving force of which is its creative potential. It is precisely the rich creative potential as a subconscious process that the level of creative self-realization and self-development of the individual depends on. Therefore, it is extremely important to properly steer the creative interests of children in preschool childhood – a sensitive period of creative personality development.

III. The phenomenon of children's creativity

The phenomenon of "children's creativity" is interpreted in the pedagogical dictionary as "a complex activity of children and adolescents, which organically combines learning tasks connected with the formation of certain knowledge, skills and creative tasks, resulting in new works and ideas in the field of science, art and technology" [5, p. 442]. According to M. Podiakov's definition, children's creativity is one of the most

meaningful forms of children's mental activity, which should be considered as a universal ability that ensures the successful performance of various types of children's activities [14, p. 16-18].

Analysing varieties of creativity of children of preschool age, the scientist concludes that the basis of creativity of this age period is a search activity in which natural curiosity, activity, creative transformation of new knowledge and experience by the child are manifested [15, p. 36]. The main purpose in the development of creativity and the disclosure of creative potential in preschool age, according to the scientist, involves adults creating feasible situations for children to solve, setting creative goals, forming a kind of heuristic experience, which actively develops the imagination and creativity of preschool children.

The meaning of the concept of "creativity of children of preschool age" is considered as the creative position of the child, its activity, invention, imagination, which is manifested in the creative search upon creating new ideas, artistic, creative images, cognition of something new, unusual in the process of creative productive activity: games, drawing, singing, dancing, communicative interaction and more. It should be noted that exploratory creative activity at preschool age is a kind of internal generator, a driving force of self-development, self-improvement of each personality, contributing to the actualization of the inner potential of the child in the future.

The cultural and historical conception of the psychologist L. Vygotskyi, according to which creativity constitutes an organic form of activity for a child, its very life, has a significant impact on the study of the childhood phenomenon. The scientist was firmly convinced that "creativity is a normal and constant companion for children's development" [16]. He noted: "Typical features of children's creativity shall best manifest themselves not in wonder kids, but in ordinary children" [16, p. 32]. According to the scientist, "the best incentive for children's creativity is the organization of life and environment of children, which creates the needs and opportunities of children's creativity" [16, p. 58]. Creativity of children of preschool age is valuable not as much for its end result as for the process itself, therefore L. Vygotskyi noted that the moment of creativity exists not only when something new is created, but also when a person presents their understanding of a certain phenomenon, in its own way reproduces, changes the already existing [16, p. 68]. That is why creativity makes the person a creature facing the future, the one who builds it and changes their present.

In addition, creativity, according to the scientist, is a condition for the formation, self-knowledge and development of personality. The scientist called the preschool age the transition to a completely new kind of activity – "creative activity" [16, p. 56], which begins with a dream, because everything new must first be imagined. Emphasizing the role of imagination as the basis of children's creativity, the scientist noted that of importance is not something that children will create, but that they are exercising in creative imagination and its embodiment [16, p. 32]. These provisions of L. Vygotskyi have not lost their relevance to this day, so the important task of the preschool teacher is to "develop the orientation of the creative imagination" – the syncretic foundation of children's creativity. In this regard, the scientist rightly noted that the formation of creative personality, which is directed to the future, depends on the creative imagination embodied in the present [16, p. 78].

According to many scientists, an important means of developing the creative imagination of this age period is play. The connection between play and creativity is emphasized by a number of scientists (L. Artemova, A. Bohush, N. Havrysh, L. Vygotskyi, O. Zaporozhets, O. Kulchytska, A. Makarenko, V. Moliako, V. Mukhina, N. Rogalska, S. Rusova, V. Sukhomlynskyi, D. Feldstein, K. Ushynskyi, and others). This is primarily due to the fact that play is a leading activity among preschool children.

In the author's concept of inherent value of childhood, D. Feldshtein considers the preschool age as the most "playful" period of childhood, it is the age of intensive psychological development of the child and primary formation of personality traits [17, p. 3]. It is in the game form of activity, according to the scientist, that the preschooler is experiencing major new mental formations – orientation to the environment, the ability to evaluate personal actions and actions in terms of adult requirements, that is, from the point of view of society; during this period, personal "mechanisms" of behaviour develop – control and self-control, assessment and self-assessment [18, p. 42].

Among the various classification of play activities (action, folk games, games with rules, etc.), creative games (directorial, socio-dramatic, architecture and construction, theatrical games) are of great importance. According to many scientists (B. Teplov, L. Vygotskyi, S. Rubinshtein and others), play activity is an effective means of developing creative thinking, invention, imagination, cognitive interests within preschool children. The main feature of such games scientists see in the imagined situation that the child creates instead of the real, acts in it, pursuant to the values that it gives to the objects surrounding it [19, p. 336]. Psychologists B. Teplov, L. Vygotskyi, S. Rubinshtein, and others considered the main means of creative development of preschool children to be such productive activities as: drawing, sculpting, constructing, etc. However, according to scientists, theatrical activity plays a considerable part here.

L. Vygotskyi identified factors that bring the child closer to dramatic creativity: the connection of the actor's play with unconscious movements of the soul (self-sacrifice, bravery), personal experiences (emotionally arousing, satisfactory); finally, the theatrical production is related to the play – "the root of any children's creativity." Emphasizing the significance of theatrical action for the development of literary, pictorial, technical creativity of small actors, the scientist sees creativity not in the result, but in the process, in the stimulation of creative imagination, etc. In this regard, he states: "This is why plays composed by children themselves or improvised by them in the process of creation are much closer to the children's understanding" [16, p. 63]. Therefore, special psychological and pedagogical support of the child by the adults is needed, creation of favourable organizational and pedagogical conditions for the development of children's creativity.

An important pedagogical condition for the development of children's creativity is the creation of a sensory and developmental environment in preschool education and in the family. It is the enrichment of the educational space with sensory information and the child's accumulation of emotional experience as a basis for its creativity. According to researchers, the level of creativity of children is determined by the developmental environment: the more information they receive, the higher their creativity level becomes. L. Yermolaieva-Tomina considers social factors blocking the development of creative potential in early childhood to be the lack of sufficient sensory experience. The author fairly points out that "the child's limited communication with adults in visual, auditory and tactile sensations up to a year (especially in orphanages) leads to a delay in its mental development and further formation" [20, p. 192]. Therefore, the main task of the preschool educator is to organize the sensory and developmental environment: enriching the educational space with a variety of sensory information for the formation of children's perception, development of sensory abilities, sensory memory, creative thinking, imagination, worldview, sensory sphere within the children of preschool age.

L. Furmina believes that the organization of collective theatrical activity is an effective means of forming the sensory culture of pre-schoolers, whose value is to improve certain organs of sense, motility, in the ability to convey their feelings with the appropriate intonation, facial expressions, gestures, movements; in getting pleasure from the performance; children learn to perceive the environment more convincingly by

understanding the characters and storylines played by them. The playful nature of puppet theatre is of particular value in the development of preschool children, which is determined not only by external features (the presence of puppet characters), but also by the general psychological mechanisms of existence [21, p. 22]. In order to realize the interests, needs, inclinations of children, the preschool teacher should give the opportunity for each child to independently choose the theatricalization of their favourite work, role, toys, books, etc.

IV. Analysis of the development of the creative personality of preschool children

The analysis of the works of scientists on the issue of development of the creative personality in preschool children (A. Bohush, N. Vahanova, O. Kononko, V. Moliako, K. Prikhodchenko, and others) proves that the organization of the sensory and development environment, which is based on such important humanistic principles of the relationship of the caregiver with the child, as the principle of equality, the principle of dialogue, the principle of freedom, the principle of development and unity, the principle of perception of the child, the principle of comfort, will provide children of preschool age the opportunity for experimentation, exploratory activity, curiosity, individual creativity in various kinds of children's activities [1].

The organization of the sensory and developmental environment involves the formation of a creative atmosphere for the development of creative thinking, stimulation of creative activity, initiative, creative search for pre-schoolers. Therefore, properly formed sensory and developmental environment, built on the humanistic principles of the relationship of the teacher with the pupils, actively influences the creative development of preschool children: develops their abilities, stimulates creativity, initiative, provides a favourable psychological climate in the child group, where each pupil experiences comfort and psychological security.

The work of a foreign researcher [22] states that for the creative development of preschool children it is necessary to focus efforts on the following aspects of the educational process:

- to create an environment that enables children to explore the surroundings and play without unreasonable restrictions;
- to adapt to children's ideas instead of adjusting them to adult standards;
- to accept unusual children's ideas;
- to encourage creative problem solving;
- to give the child time to explore all possible solutions to the problem, moving from traditional to original ideas;
- to focus on the process as opposed to the result [22].

Factoring in the individual and age peculiarities of the child's development (gender, temperament, character, personal experience, emotional state, pace of development), which allows not only to identify and reveal creative abilities, aptitude and interests in each pupil, but also serves as a necessary component of professional creativity of the teacher, is important in creating a sensory and developmental environment.

An important pedagogical condition for the development of the creative abilities of preschool children is the *constructive interaction of preschool teachers with families of pupils*. Research of domestic and foreign scientists [4, 6-9, 16-19] discovered that the level of creativity development of preschool children is conditioned by the family microenvironment. Emphasizing the role of the family in the upbringing of preschool children, scientists believe that it is precisely in the family that the prerequisites for successful creative development of the individual, and their personal positive "superego" are formed. Scientists are unanimous regarding the fact that the

creative imagination is well-developed in those children whose parents show interest in the development of their child, encouraging it to explore, stimulating their creative activity.

Research of domestic and foreign scientists [7-8, 22] indicates that those children have high assessment of divergent thinking whose parents encourage their cognitive interests, stimulate creative activity. However, the lack of parental attention to the development of children's creativity and overcaring for the creative success of their children are the main reasons for blocking the creative potential of preschool children. L. Yermolayeva-Tomina's scientific reconnaissance proves that blocking creative abilities begins with parental expectations, which play a big role in shaping the "super ego" of the child, its system of values [20].

In his research, A. Luk identified factors that hinder the creative development of a child from an early age. First of all, it is the premature and persistent attempt of adults to combat children's fantasies, their imaginary fairy-tale world. Subsequently, each child will learn to distinguish the facts of real life from fantasy, but in any case, according to the scientist, parents should not try to rush things, so it is very important not to limit the child's imagination in early childhood [23, p. 92].

Another factor, according to the scientist, is that those teachers and parents inhibit the creative development of children who do not possess sufficient power of imagination themselves, being unable to feel like a child [23, p. 93]. A third factor is the negative attitude of adults to various exploratory activities, which results in damage to household items and other material losses. Often parents get annoyed when their children ask them a lot of questions [23].

According to S. Maximova, the negative reaction of parents or their neglect of such activity of children causes a delay in the development of their creative abilities. And, vice versa, adequate perception, support, and dialogue with the child contribute to the development of their creativity [24, p. 51]. S. Maksimova's research proves that creative unrealizability is one of the causes of school maladaptation, it has a destructive effect on the individual: causes problems in the group, leads to intrapersonal conflicts, among which conflicts between parents and children predominate, or causes blocking of a certain form of activity. Thus, an imbalance of adaptive and non-adaptive displays of creative activity arises as a result of the decisions made by children in response to parental warnings. For example, a parental "grow up!" warning blocks the non-adaptive form of activity, causing the appearance of obedient performers. The "do not do" warning slows down the adaptive form of creative activity and leads to the loss of opportunities for self-realization [24, p. 78].

It is therefore very important that parents contribute to the development of children's creative abilities; are invested in their interests, inclinations, actively participate in joint creative activity together with children. To this end, parents were actively involved in the organization of theatrical festivities and entertainment, they made posters, invitations to the performance, necessary attributes, decorations, costume elements. Together with the pupils, parents and children showed their creativity during intellectual quizzes, contests, competitions, preparation of the exhibition of children's drawings "World through the eyes of children" and photographic materials "With a smile about the theatre", etc.

The third pedagogical condition is the creative personality of the tutor. An important role in the development of the creative potential of the individual, from an early preschool age, belongs to the educator. According to many scientists (A. Bogush, Sh. Amonashvili, V. Zagviazinskyi, I. Ziaziun, V. Kan-Kalyk, M. Nikandrov, N. Kuzmina, Y. Kuliutkin, V. Moliak, V. Panova, S. Sysoieva, etc.), every teacher has a desire for continuous development of their potential, since creativity is a necessary condition for their professional development [24].

It should be noted that the creative development of preschool children during various types of team work depends on the personality of the teacher, their universal and professional values. First of all, the preschool teacher should be a creative person, have a high level of pedagogical skills. We share the opinion of T. Pirozhenko, the researcher of problematics of pedagogical psychology in the field of preschool education, that "the category of the development of the child, the harmonious maturity of psychological assets at the stage of preschool childhood serves as the subject of analysis and criterion of evaluation of pedagogical work" [25, p. 5].

A creative approach to their work on the part of the kindergarten teacher is a kind of guarantee of success in the formation of creatively directed personality of a preschool child. In order for the child to become an active participant in various types of creative activity, psychological readiness of future preschool teachers for pedagogical creativity, special support of the child, psychological and pedagogical support, purposeful pedagogical guidance of its activity by adults are required. In this regard, there is an objective necessity of focusing higher education on the professional training of a new generation of future preschool educators to pedagogical creativity.

Therefore, the primary task of educators of preschool educational institutions should be the proper direction of children's creative interests, the development of their thinking, the formation of a sufficient level of vital competence in preschool childhood – a sensitive period of development of creative personality.

On the basis of the research of foreign psychologists L. Yermolaieva-Tomina systematized such principles of stimulating the development of creative abilities, which should be considered by future educators of preschool children [20, p. 74-84].

1. Be attentive to all manifestations of the creative activity of the child. First of all, it is a change of attitude towards creative children, creation of a proper developmental atmosphere, which will promote the development of creative abilities of pupils. For this, the teacher must enable the child to express creative ideas, think creatively.

2. Be able to identify potential creative abilities of each child. Teachers need to learn to notice the creative manifestations of children not only during training, but also in other activities, which will help them to create an individual style of activity, characterized by creativity.

3. Form high self-esteem in the pupils, which would stimulate their further activity. For this, the teacher should note the individual achievements of the pupils, stimulate any manifestations of their creativity.

4. Develop pedagogical creativity. In order to develop the creative abilities in preschool children, the teachers themselves must be creative, because "creativity is the most essential and necessary characteristic of pedagogical work" [20, p. 155].

The third factor, according to the scientist, is training, including professional one. It is important for teachers not to merely have higher education, but also to be independent, purposeful, creative, competent specialists, capable of professional self-improvement as a necessary condition of pedagogical creativity. Therefore, in the conditions of the present day, the educational institution of preschool education should provide every child with a feeling of comfort, love and respect of the educator, faith in their creative abilities.

T. Sushchenko formulates the basic rule of pedagogical creativity: "To improve the personal status of each child in the group, to create real conditions for its full self-expression, to develop the best personal characteristics and opportunities, to demand its initiative and creativity, while preventing the hypertrophied development of one side of the personality to the detriment of others" [26, p. 199].

Thus, upon communicating with the child, it is necessary to support it psychologically – to display optimism, to rely on the strengths of the pupil's character, to create a situation of success, to take the child's

opinion into account, to be interested in its problems. Summing up, we shall note that a creatively gifted child needs the attention of an educator, which is capable of seeing a unique creative personality, who can believe in its talent, and create favourable pedagogical conditions for the development of children's creative abilities, give it a happy childhood and enjoyment of its own creativity.

V. Conclusions

The multifaceted definition of the concept of "creativity" is analysed, the objective and subjective aspects of this phenomenon are distinguished. From an objective point of view, creativity is determined by the end product, which can be a completely new scientific discovery, a technical invention, a work of art, technology to solve a particular scientific problem, etc. But especially valuable for the pedagogy of creativity is the subjective view, according to which the latter is determined by the very process of activity associated with the identification and development of the creative values of the individual in the educational process. It was established that the concept of "creativity" is inseparably linked to the category of productive creative activity and creative work. The phenomenon of "creativity" is understood as an activity that generates something qualitatively new and different in novelty, originality, uniqueness of its results (products of activity) on the basis of reorganization of the existing experience and formation of new combinations of knowledge and skills.

Considering the results of numerous achievements of national and foreign philosophers, psychologists and educators on the issue of researching the phenomenon of creativity, it can be stated that creativity is a specific ability of each person, and therefore it can and should be developed. It was established that the creative potential of the personality of scientists is associated with creativity, i.e. the ability to generate unusual ideas, deviate from conventional thinking patterns, quickly solve problematic situations.

Considering the importance of the preschool period for actualization of the creative potential of the individual, the preschool age is characterized as a sensitive period in the development of children's creativity. The content of the concept of "children's creativity" as a creative position of the child, its activity, imagination, fantasy, which is manifested in creative search upon creating new ideas, artistic, creative images, communication, cognition of something new, unusual in the process of creative productive activity: play, drawing, singing, dancing, communicative interaction and more.

The research reveals the pedagogical effectiveness of the influence of play activity on the development of children's creativity. The following pedagogical conditions for the development of children's creativity of preschool children are identified and implemented: creation of a sensory and developmental environment in preschool education institution and in the family, constructive interaction of teachers of preschool educational institutions with families of pupils, creative personality of the educator.

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