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**PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE  
JUNIOR SCHOOLCHILDREN'S CREATIVE IMAGINATION  
DEVELOPMENT IN THE PROCESS OF STUDYING  
THE INTEGRATED COURSE "I EXPLORE THE WORLD"**

**Abstract.** The report identifies the urgency of the problem; the essence of the concept "psychological and pedagogical conditions of junior schoolchildren's creative imagination development in the process of educational activity" has been revealed, each of these conditions has been characterized, the conclusion has been made that creative imagination of junior schoolchildren exists, functions and develops in the context of children's interaction with the world.

**Key words:** junior schoolchildren, primary school, creative imagination, creative imagination development, psychological and pedagogical conditions of junior schoolchildren's creative imagination development

One of the most promising research areas, which has a pronounced problem nature and requires thorough theoretical and experimental research, concerns the personality of the junior schoolchild in the development of his creative imagination in the educational activities context. Therefore, the need for theoretical justification and implementation of psychological and pedagogical conditions for the junior schoolchildren's creative imagination development in the process of studying the integrated course "I explore the world" becomes obvious.

Under the psychological and pedagogical conditions for the junior schoolchildren's creative imagination development in the learning process, we understand such necessary and sufficient circumstances of the educational environment that will increase the efficiency and effectiveness of the junior schoolchildren's creative imagination in the classroom.

*The first condition is conducting study excursions for kids to observe and learn various objects, reality phenomena, their relationships and interdependencies.*

The creative imagination of the junior schoolchild develops gradually, in the process of real life experience acquisition. The richer the child's experience, the more he has seen, heard, learned, the more impressions of the surrounding reality he has accumulated, the richer the material of his imagination. This is confirmed by the opinion of the famous psychologist L. Vygotsky: "the creative imagination activity is directly dependent on the richness and diversity of past human experience, because this experience is the material from which images of fantasy are created. The richer the human experience, the more material his imagination has" [1, p. 24].

Realization of the specified is promoted by educational excursions. The central method of teaching during the excursions in the context of the junior schoolchildren's creative imagination development is observation, which involves long-term purposeful perception of objects or world phenomena with changes recording and identifying internal connections and dependencies, disclosure phenomena essence [5].

*The second condition is the necessary and appropriate use of visual aids in primary school lessons.*

Imagination images are created due to a person's ability to notice and distinguish individual details, qualities, signs, objects properties in everything he sees, reads, hears, feels and experiences, and use them to create new images. No wonder some psychologists compare the imagination with such a children's toy as a kaleidoscope, in which the glass color is the richness of the world and man's inner world, in all its details. In the kaleidoscope imagination these details can develop into innumerable various images. Therefore, the image required for the creative activities implementation requires a significant clarity degree [2].

*The third condition is the use of didactic and plot-role games in order to activate junior schoolchildren's creative imagination.*

Enrichment of the child's sensory experience is not the only condition and way to develop his imagination, because the imagination specificity is not only the accumulation of ideas about the world around. It is also necessary to develop the ability to reconstruct, combine this experience [4]. The surrounding world reflection through the mechanism of active processing of existing experience is possible only in the process of active interaction of the subject with the object, i.e. in the process of activity. Play activities significantly stimulate junior schoolchildren's imagination. This is confirmed by the words of child psychologist B. Mukhina, who argues that "the imagination development is not the cause, but the result of mastering the game, constructive, visual and other activities" [3, p. 36]. In the game, the child fully and freely expresses himself, so it is necessary that the games are diverse. Over time, the game becomes internal, which stimulates creative activity: children compose poems, fairy tales, stories. Such creative expressions should be encouraged.

Substantiation and implementation of psychological and pedagogical conditions for the junior schoolchildren's creative imagination development in the educational process allow us to conclude that junior schoolchildren's creative imagination exists, functions and develops in the context of children's interaction with the world. Arising in response to the influence of objective reality on the child, the imagination not only reflects reality, but also complements it, provides an opportunity to change reality, ahead of its activities in the future images.

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