

THE EDUCATIONAL SITUATION AND CREATIVITY AT PRESCHOOL AGE

Summary:

The concept of the situation as a basic form of experience directs towards the role of the educational situation during interaction between teacher-child-environment. Pedagogical situation is a system of educational goals, attitudes, strategies and criteria leading to its realization. It guarantees the transition between intentional and unintentional activities training: playing and practicing.

There the emphasis is laid on the self-regulation of the personal activity regarding the specific character and the dynamic of the play situation. Creativity is accepted as a link among the elements of the personal characteristics and performance when implementing educational interaction.

The unity in the forms of the situations assumes variability in the pedagogical interaction and child's creativity.

It is of great importance to realize the effectiveness of the pedagogical process when determining the creative work as a liaison in the system of personal activities and relations. Such an approach ensures flexibility to manage the transitional periods between different levels in the education process, mainly among children and to stimulate their activities.

Conditionally in order to facilitate the creative activities in children, the following requirements can be mentioned:

- To establish a unity between the tasks for the overall development of the child and those that ensure performance of his abilities;
- To deal with the creative activity as an aim and criterion of the pedagogical process, that ensures an influence on the development of the child's personality;
- It is of significance, that various activities of children are to be regarded as a unity, hence to be able to determine their specificity each activity to the other during analyzing the educational process.

This complex analysis of creativity of children presents it, as a complicated dynamic display of system of relations between children and their environment. The early form of the creative activity carry in themselves the fingerprints of the character of the child's contacts with the elders, when he is trying to assimilate the socio – cognitive experience during his early age.

The creative play activity includes the child in different phases of the communication, the important of which are:

1. At the stage of perception – the analysis of socially worked sensory, expressive and behavioral criteria and standard norms serve like basic elements in the creative process.

2. At the stages of cognition, coding of the systematically developing elements of activity is of significance.
3. At the stage of transformation, through the out coming of the creative deeds what is of significance individually has to be verified with the social norms.

We definitely consider that optimizing the social influence must be ensured by aimed organizational methods at internal levels of the activity of each individual, especially when individualization and integration are to be established as one process in development. The concept of the situation as a basic form of experience directs towards the role of the educational situation during interaction between teachers-child-environment.

The most important questions in directing child's activities are those related to regulating different types of communications that put the definite interpersonal and between personal zones of integration.

The main approach during synchronization of motivated and behavioral decision is the ability to determine the skills in the child to transform the situation for which he puts for him or her self-an independent aim and to search for the means that will enable him or her to acquire it.

The pedagogical situation is a system of educational goals, attitudes, strategies and criteria leading to its realization. It guarantees the transition between intentional and unintentional activities, training, playing and practicing.

Building the strategy of motivation is conditioned by dynamic coinciding levels of productive and creative activities in the cognitive process, that frames the programming attitudes, so as to be able to select the actions that have an alternative significance.

There, the emphasis is laid on the self-regulation of the personal activity regarding the specific characters and the dynamic of the play situation.

The unity in the forms of the situations assumes variability in the pedagogical interaction and child's creativity.

By this is ensured integration of different activities of creative initiatives fixing but not modeling and directing the general conditions of the creative contribution of the child.

In order a child can reach to creative activities we put three main accents during performance of their activities. These are: -

- 1- Formation of personal qualities in them in correspondence with the characteristics of the creative process.
- 2- During facilitating the general conditions for the creative activity it is important to consider the abilities of the child to compose his present program and independently to construct his own activities.
- 3- The complex and aimed character of any creative activities is a leading factor in the system of the interpersonal relations.

The experimental model that we have applied in the research includes different forms of play activities in the conditions of which characteristics and various relations between imagination, thinking and perception are interpreted to productive and creative level, as well as the integrative functions of imagination in the cognitive process related to self- organization, self-conduction and to self-initiation. When organizing the pedagogical conditions so as to develop the precurses for the play creativity, we included the criteria by which we can evaluate simultaneously the real qualities of the child's in the play activity and his role position in it. These criteria are: -

- 1- The characters of transferring the knowledge, skills and approaches during building an image, a solution and how the strategy is put so as to solve the appropriate tasks.
- 2- The variation during transforming the images, the situations and the approaches towards different activities.
- 3- The combination of different elements in view of the imagination developed for space.

- 4- Conditionally when projecting images, situations and plan of activities we can determine the three cognitive levels: -
- The first cognitive level during which perceptual association is a major strategic position. In this cognitive cycle of imagination is ensured a selective activity of data obtained via sensitive experiences.
 - The second cognitive level is that whose character is an informatory logical modeling, so as on this level are worked logical and cognitive evaluations, solving the problematic tasks that typically appear during discovering various functions of thinking; especially when thinking participates in building the logico-cognitive structure of images and their transfer is governed by this logic which is relatively independent. By this way it can emphasized that imagination ensures many varieties of the logical solutions and some specific participation of imagination in the transfer of knowledge and skills are underlined.
 - The third cognitive level is the level of initiative transformation in which the integrative functions of imagination in the cognitive process is determined.

In our study we accentuate on the dynamic presentation of creativity in relation to age group, to content and conditions of the play activity, to general socio-practical experience of the child, as well as when it is related to functional properties of experience of certain children.

The comparative characteristics of the general psychological activity and the specific behavioral property in the play situation lead us to the following conclusions: -

- 1- The specific characters of child's behavior are more active during building an image on sensory and intellectual generalization.
- 2- The imagery-artistic and constructive imagination has a relatively independent development, because of which in the child there may be no coincidence with their evaluating levels.

At such an early age constructive solutions are observed with remarkable concretisation that directs to complex usage of various types of imagination

3. some characters of imagination direct us to pay more attention to the general psychological situation towards some behavioral accents.

4-The results obtained from the experimental study underline the possibility that imagination can manifest its control function in children five – six years of age.

In our research we have applied in game activities- artistic, constructive, role play -evaluating requirements that are significant, not only when systematizing the aspects of control, but also in a wider practical situation in relation to child's self-expression.

Many possibilities are revealed in order to widen the zones-research on imagination especially the productive, which is mostly replaced by close aspects of perception and thinking.

We consider that the integrating functions of imagination in the system of cognition, enriches us with new ideas and possibilities of its obtimazing when we accept it as a precursor and component of the creative activity.

The character and direction of the play creativity are in relation to the whole experience of the child used by him in order to reach to significant individual aims, self-expression and personal position.

This can be reached in the pedagogical inter-action in dynamic changeable educational situations, for the sake of a concrete play and in the process of reaching to the level of creativity by the child.