



KAPITEL 1 / CHAPTER 1 ¹
DEVELOPMENT OF CREATIVE THINKING OF PRIMARY GRADES
STUDENTS IN THE PROCESS OF EXTRACURRICULAR WORK

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Introduction.

The modern stage of social development is characterized by dynamic innovative processes, the perspective on the set of abilities and skills of a specialist of the XXI century is changing. Among the key skills, employers and future specialists do not consider cognitive skills, but soft skills, which cannot be replaced, under the conditions of global information digitalization, by any intelligent work, and therefore their demand is acutely actualized. Thus, in 2016, at the World Economic Forum in Davos, the report «The Future of Jobs» named a list of universal skills («soft skills») that will be most in demand on the labor market in the next 20-30 years and will become the basis for the formation of a professional third generation. Creative thinking is defined as one of the keys in this list. Because the development of creative thinking contributes to the formation of other top social skills, such as communicative competence, cooperation, tolerance, the development of empathy and self-regulation. Creative thinking involves the ability to innovate, innovate and search for new ideas. Also, the development of creative thinking contributes to the development of imagination, visual thinking, creativity and aesthetic taste, which is important for the formation of a full-fledged and harmonious personality. All this makes the development of creative thinking of primary school students an important task of modern education.

The social demand for a creative personality is reflected in educational legislation, which emphasizes the priority of forming a modern personality capable of creative transformation of reality. The Law of Ukraine «On Education», the National Doctrine of the Development of Education of Ukraine in the 21st Century, the industry standards of higher education, the National Strategy for the Development of Education in Ukraine state that education should ensure the formation of not only the system of knowledge, the scientific outlook of students, but also the development of their creativity, skills of independent creative search, self-education and self-realization. The task of developing creativity in the educational process of primary school is of particular importance. An important part of this process is extracurricular work, which

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is closely related to the educational activities of primary school students, and at the same time provides ample opportunities for their development [4].

The problem of creativity development of primary school students is studied within the framework of pedagogy, psychology and other scientific disciplines. Research in this area is conducted by such scientists as: E. Torrens, who developed a creativity test that is widely used by researchers around the world; T. Amabile, who is engaged in the research of creativity and innovative activity; P. Gerentz, a Swedish philosopher and cognitive scientist who studies creativity as a cognitive process; V. Przychko, who actively promotes innovative approaches to learning, in particular, the development of creativity of primary school students; N. Kaznacheeva, who developed methods for diagnosing creative abilities and programs for the development of creativity in children of various ages; I. Sinyova, who investigates the issue of the formation of the creative personality of elementary school students; V. Kochura, who developed a method of developing the creative abilities of elementary school students, etc. The scientific works of O. Pometun, H. Selevka, V. Chayka and others are devoted to modern pedagogical technologies for the development of creativity.

However, despite significant coverage of the issue of the development of students' creativity in the scientific literature, the problem of the development of creative thinking of primary school students in the process of extracurricular work has not yet been the subject of a separate study.

1.1. Definitive Characteristics of the Conceptual Apparatus of the Study

Today requires us to respond immediately to the demands of society, in other words, we move away from acting according to a template, and, as a result, from reproductive learning in secondary education institutions. The development of flexible thinking, creativity, communication and other soft skills becomes a priority.

As emphasized in the National Doctrine of Education Development, "The state must ensure... the development of creative abilities and skills of independent scientific knowledge, self-education and self-realization of the individual." The new Ukrainian school is a centre of interest, a sense of satisfaction with the knowledge gained, and an environment of creativity. Within this model, the school maximally takes into account the rights of the child, its abilities, needs and interests, in practice implementing the principle of child-centrism and is the basis for the formation of gifted and talented



youth, whose creativity and creativity will contribute to the development of society and the state.

The development of students' creativity takes place at all stages of schooling. However, it is most expedient to start teaching children to create from an early age, since in elementary school students master the methods of educational activity, methods of solving educational tasks, which they use in the future. Younger schoolchildren are characterized by such features as: openness to everything new, inquisitiveness, emotionality, integrity of perception, vivid imagination, imaginative thinking, active attitude to the surrounding reality, which contribute to the development of their creativity.

In this context, it will be appropriate to cite a number of state regulatory documents that confirm the relevance of our chosen research focus, in particular: State national program «Education» (2Ukraine of the XXI century») (1993); Laws of Ukraine «On education» (2017), «On childhood protection» (2001); The National Strategy for the Development of Education in Ukraine for 2012–2021 (2012); Branch concept of development of continuous pedagogical education (2013); «New Ukrainian School» concept (2016); State standard of primary education (2018). With the introduction of the new State standard of primary general education, there was a change in vectors from the accumulation of normatively defined knowledge, abilities and skills to the development of students' ability to act practically, to apply skills and experience of successful actions in situations of professional activity and social practice. That is why the content of education and upbringing has acquired an activity-oriented and practically oriented focus. These changes also affected the extracurricular process of the primary school.

Thus, the question arises: how to develop the creative thinking of elementary school students in the process of extracurricular work?

According to A. Melnychenko [18], «...every student of primary education has the ability to be creative. Accordingly, the main task for the teacher is to identify the individual creative abilities of students and create conditions for their development, which should ensure the development of certain components and components of creativity».

Based on the main tasks of extracurricular activities, primary school teachers need to consolidate, enrich and deepen the knowledge of schoolchildren acquired in the learning process, teach them to apply them in practice; to expand the general educational horizons of students, to form a scientific outlook in them, to develop the



skills and abilities of self-education; to form interest in various fields of science and technology, art, sports, to discover and develop individual creative abilities and inclinations, etc.

Therefore, it will be appropriate to search and specify the essence of the phenomenon of the development of creative thinking of elementary school students in the process of extracurricular work. Given the fact that in the construct «development of creative thinking of elementary school students in the process of extracurricular work» the basic concepts are «creativity», «development», «creative thinking», it is appropriate to consider the specific features of the outlined concepts in the context of our research.

A thorough analysis of the interpretation and development of the conceptual basis of the research in dictionary and encyclopedic sources shows that the concept of «creativity» is ambiguous, its introduction into scientific circulation belongs to psychologists E. Torrens and J. Gilford [30].

Encyclopaedic literature, such as the philosophical dictionary, defines «creativity» as the designation of a property, a characteristic feature of a creative personality, a process, a product that manifests itself through changes in the universe of culture, an individual's experience, or social significance [31].

On the other hand, the concept of creativity is presented in the modern psychological dictionary, namely as «...creative possibilities (abilities) of a person, which can be manifested in thinking, feelings, communication, certain types of activities, characterize the personality as a whole or its individual aspects, products of activity, the process of their creation...» [27].

Creativity is also considered, from another point of view, namely: – abilities (skills) of an individual, expressed in thinking, learning, communication, small activities to characterize a person as a whole or his personal aspects, results of activity; an objective marker of giftedness that is rarely revealed in intelligence tests and achievements in science.

Creativity stems not so much from a critical attitude to new experience from the point of view of existing experience, but from openness to new ideas [20]. Therefore, pedagogical science considers creativity from the point of view of the creative potential of a person, which has ways of detection through thoughts, feelings, communication and personal behaviour, which identify a person as a whole or individual existence, its separate aspects and the product of behaviour. In this context, creativity is the most important and relatively independent factor in judgment, giftedness, which is rarely



found in intelligence tests and academic success.

Within the framework of our research, we are undoubtedly talking about the development of creative thinking in primary school students. Considering the importance of this concept, it is necessary to consider it in more detail. In the course of clarifying the interpretation of the «development» category, it was found that it is a regular, directed, qualitative change of material and ideal objects. The simultaneous presence of these properties distinguishes development from other changes [24].

The most complete essence of the concept of «development» is revealed in the Pedagogical Dictionary, namely as the process and result of quantitative and qualitative changes in the human body. It is associated with constant, continuous changes, transitions from one state to another, from simple to complex, from lower to higher. In human development, the action of universal philosophical laws of mutual transition of quantitative changes into qualitative changes and vice versa, negation, unity and struggle of opposites is revealed [20].

In accordance with the above, we can state that development is a process of qualitative changes in the personality, conditioned by the improvement of the spiritual, mental, physical and social capabilities of a person with the aim of self-realization based on internally laid abilities and aptitudes.

Next, we will consider another basic concept of «creative thinking». In the context of our research, the interpretation of the phenomenon of "creative thinking" according to J. Gilford [29] is of interest, who first proved that this concept is holistic, intuitive, relative and has a fundamental difference between convergence and divergence. Creative thinking is defined by him as «a type of thinking that goes in different directions». This way of thinking allows for different ways of solving the problem, leads to unexpected conclusions and results. Creative thinking is based on imagination and involves the possibility of several answers to one question, which is a condition for creating non-standard solutions and self-expression of the individual.

In the study, we cannot ignore the definition of V. Sukhomlynskyi, a great innovator, who noted that «creative thinking is the result of the interaction of the mind and the stimuli of the surrounding world» [28]. We consider significant the position of E. Torrens [30] regarding the consideration of creative thinking as the emergence of sensitivity to problems related to a lack of knowledge, identification of difficulties, the process of the emergence of guesses and the formation of hypotheses.

So, we can come to the conclusion that the development of a child's creative thinking in general, and a primary school student in particular, is a favourable



integrating factor of his socialization, since the child's social activity, which is decisive and decisive during his growing up, is fundamentally creative. According to this position, creative thinking acts as a cognitive aspect of creative activity, which, in turn, is a constant companion and a prerequisite for the harmonious development of a person throughout his life, conditioned by the effective ability of an individual to analyze problems, establish cause-and-effect relationships, make predictive proposals, identify and formulate contradictions, achieve results with less energy consumption and more joy.

So, the problem of developing creative thinking of elementary school students in the process of extracurricular work in modern conditions is urgent and requires a deeper scientific understanding of ways to solve it from the standpoint of urgent needs of modern practice.

1.2. The Current State of Creative Thinking Development of Primary Grades Students

Primary education is a fundamental element of the educational system of Ukraine, because it lays down the basic competencies of modern society. Undoubtedly, the foundation of personality formation and development is formed in elementary school age. Along with this, the priority of the modern education policy of Ukraine is the education of a competent and competitive specialist, as well as the provision of high-quality and equal primary education. Therefore, the primary school needs to be modernized into a holistic, scientifically based and variable flexible system that implements the state order and meets the demands of consumers of educational services belonging to different social groups.

Research on the development of creativity, as a rule, focuses on the assessment of the creative abilities of younger schoolchildren. Most studies have found differences in the decline in creativity in fourth grade depending on the type and focus of the assessment tool.

As noted by L. Hrynevych [19], this «must be a school for life in the 21st century. You see how technology is changing, how society is evolving, right now we can't know exactly what will be needed and what challenges will be faced by the children who are currently in school. Therefore, we want to move from a school that fills children with knowledge that becomes outdated very quickly, to a school of competencies».



In the State Standard of Primary Education, it is stated that it is not enough for a modern graduate of primary school and the New Ukrainian School to have only knowledge, it is necessary to be able to use it in life. Knowledge and skills interrelated with the student's value attitudes form his life competencies necessary for successful self-realization in life, study and work.

Based on the tasks outlined by the updated State Standard and the Law of Ukraine «On Education», the development of creative abilities of younger schoolchildren in educational activities becomes especially relevant. For example, N. Bibikova [3] believes that this age is the most sensitive in the formation of creativity, since it is at this age that neoplasms are formed that affect the child's creative success in the future.

These neoplasms can include such properties of the psyche as the cultivation of curiosity and observation, the development of fantasy and imagination, creative thinking, the formation of the ability to analyze environmental phenomena, the ability to compare, generalize facts, draw conclusions, practically evaluate activity, activity, one's own initiative. Based on this, K. Svirilina emphasizes that the teacher must be creative in organizing lessons and extracurricular activities, use developmental methods aimed at solving problems in a non-standard way, develop reflective and logical skills; to create a free creative environment for the development of students' imagination and motility, as well as the necessary organization of search activity, which is distinguished by the presence of a strongly expressed heuristic element [26].

The main characteristics of creative thinking are the novelty of the learned product, the originality of obtaining new knowledge [25].

Scientists investigating the special, purposeful development of creativity of younger schoolchildren emphasize: the presence of divergent and convergent type tasks. It should be noted that tasks of the divergent type should not only be presented evenly, but also dominate in some disciplines; the dominance of the educational material's developmental capabilities over its information content; combination of conditions for the development of productive thinking with the skills of its practical use; the dominance of one's own research practice over the reproductive assimilation of knowledge; orientation towards intellectual initiative: the student's manifestation of independence when solving various educational and research tasks, the desire to find an original, possibly alternative solution, to consider the problem at a deeper level; rejection of conformism, exclusion of all points requiring conformist decisions; formation of abilities for criticality and loyalty in evaluating ideas; striving for the most in-depth study of the problem; high independence of educational activities,



independent search for knowledge, research of problems; individualization – creating conditions for the full manifestation and development of specific personal functions of the subjects of the educational process; problematization – orientation to presenting problematic situations to students [29].

The formation of such generalized methods of mental activity is extremely important, as it provides an opportunity to transfer students' knowledge to relatively new conditions. Accordingly, the main principle of the development of creative thinking is the special formation of generalized methods of mental activity. There are two large groups of generalized methods of mental activity - algorithmic and heuristic [25].

Algorithmic methods include methods of correct, rational thinking that fully comply with the laws of formal logic; the exact correspondence of the algorithm, which, in turn, ensures error-free solving of a wide range of problems for which these methods were directly designed. Providing primary school students with quality tools, namely arming them with thinking techniques, teaching them to define concepts and classify them, will give a positive result in the formation of independent productive thinking. These methods are the baggage of knowledge from which the student receives «building material» for solving the tasks set before him.

Techniques of a different type were called heuristics in connection with the direct stimulation of the search for solutions to new problems and the discovery of new knowledge for the student, and thus correspond to the specifics of creative thinking. Comparing techniques of heuristic and algorithmic types, we note that heuristics focus on substantive analysis of the problem, not formal-logical. These techniques include visual-figurative thinking in problem solving, which, in contrast to verbal-logical thinking, makes it possible to perceive the situation holistically.

Thus, algorithmic techniques ensure the correct solution of types of problems known to students, serve as a background that can be used in the search for a solution to the given problem. Heuristic techniques are used by students in times of uncertainty or when creating fundamentally new situations, thereby facilitating the solution of new problems. Therefore, the principles of the development of creative thinking include the special formation of both algorithmic and heuristic methods of mental activity.

Accordingly, in order to form the creative thinking of primary school students, the activity of the teacher should also be creative. That is, to include non-standard decision-making, and the use of non-traditional ways and methods of solving the problem, as well as predicting its consequences. It is important during the development



of creative thinking of younger schoolchildren not so much to include them in creative activity as to provide «examples of creative activity» [21].

Under the condition of changing activities, skillful management of the educational process, the development of students' creative abilities will increase many times. In this connection, it will be appropriate to cite the opinion of J. Komensky [15], who emphasized that «the teacher is an assistant to nature, not its owner, its builder, not a reformer», therefore he himself chooses forms, methods and techniques, which contribute to the development of students' natural inclinations.

In order for the development of creative thinking during lessons to be the most effective, it is necessary to use active forms, methods and means of learning, as well as take into account the individual age characteristics of children. In the context of our research, the work of Dr. Edward de Bono of Cambridge University, who for many years dealt with the problem of the development of creative thinking, is important. E. de Bono's method «Six Thinking Hats» can be used by elementary school teachers in their work as a means of organizing productive educational activities, allowing them to focus on understanding and understanding one problem without distracting attention. Each hat defines a corresponding image and type of thinking.

This method is built on the principle of role-playing games. Putting on a hat of the appropriate color, the student gets a certain role and must consider the problem from a certain point of view. In such a situation, the student's automatic thinking becomes focused (conscious). E. de Bono in his scientific work focuses on the differences between reactive and conscious thinking, explaining it by the fact that when a person drives a car, he has to choose a road, at the same time adhere to a given direction and monitor the movement of other vehicles. She performs a lot of quick actions conditioned by past or future experience. Monitors signals and immediately reacts to them. This is reactive (reactive) thinking. Everyday thinking can be compared to driving a car, when you read road signs and make decisions, but do not draw a map. We use a different type of thinking to study the subject and make a plan, and this requires an objective and neutral attitude. To draw up a plan, it is necessary to look more broadly, which is significantly different from simply reacting to road signs as they appear [6]. The «Six Hats of Thinking» method is aimed at organizing thinking, working with information, developing creative thinking, turning to the intuitive sphere, generating creative ideas, and developing logical abilities and skills. The use of this method will help in overcoming unnecessary emotions, helplessness in solving educational tasks, confusion in choosing a position and arguing one's own view of the



situation. «Six Thinking Hats» is divided into 6 methods, where each hat has a corresponding colour. This method is based on the idea of parallel thinking. The basis of traditional thinking is polemic, discussion and clash of opinions. However, with such a schedule, the winner is not the best decision, but the one that was more successfully implemented during the discussion. Parallel thinking is constructive, in which different views and approaches coexist rather than conflict. It is clear that if a person tries to think about solving a practical problem or task, then he faces difficulties. First, she is often not inclined to think the decision through at all, instead confining herself to an emotional reaction that determines her subsequent behaviour. Secondly, he feels insecure, not knowing where to start and what to do. Thirdly, she tries to simultaneously keep in her head all the information related to the task, be creative, constructive, logical, make sure that her interlocutors are logical, and so on, and all this, of course, causes nothing but confusion [9]. This method is universal and provides opportunities to generate new ideas, free from thought patterns.

White hat: focuses on information and facts, directing the student's activity only to the perception and awareness of individual elements without excluding emotions. Key questions: What kind of information? Is it necessary, if not, which one is needed? How and where to get the missing information? Key points: analyze the information, determining its expediency; separate facts from assumptions; identify actions that will help fill the gaps; learn about moods and emotions.

Red hat: feelings and intuition. Schoolchildren share their assumptions about the problem to be solved, but at the same time do not go into explanations. The red hat allows the student to see an event, phenomenon, problem in bright emotional colours, which creates a condition to record emotions so that they do not interfere during work.

Black Hat: Criticism. Provides an opportunity to critically assess the situation, protect against rash decisions, point out possible risks. In this hat, the student's thinking is based on the logic of conformity and non-conformity. Key questions: Is it true? Will this work? What are the disadvantages? What is wrong here?

Yellow hat: logical positive. The hat adjusts students to look for the advantages of the considered idea, helps during the disclosure of resources, to find the positive sides of a situation, phenomenon or problem. Key questions: Why should it be done? What are the benefits? Why can this be done? Why would this work?

Green hat: creativity. It helps in coming up with new ideas, modifying existing ones, searching for alternatives, exploring possibilities. The green hat contributes to the actualization of the schoolboy's creative thinking and gives the opportunity and



opportunity to find non-standard approaches in solving problems, searching for new methods and techniques. Key questions: What are the alternatives? [9].

Blue hat: process management, reflection. He helps students in finding the meaning of their work, productive management of the thinking process, generalization of accumulated experience, philosophical understanding of events and phenomena, understanding that one problem is a manifestation of general mechanisms and forces acting in the universe. Under the blue hat, they draw up a program, draw conclusions, and reflect on the work done. Key questions: What have we achieved? What should be done next? [9].

Regarding critical thinking, E. de Bono claimed: «That people who are obsessed with solving problems, as a rule, overestimate critical thinking. They better understand what can be wrong, but they are not always able to suggest what can be more effective»; «Completion is the moment when you are tired of thinking»; «Taking on the role of a thinker, you necessarily become one» [9].

Based on a specific task, students see the sequence of putting on the hats. However, there is also a prohibition, namely wearing two hats at the same time in order to avoid disharmony and loss of self-control. It should also be ensured that students do not wear hats of the same colour for a long time.

Thus, we note that using E. de Bono's method we avoid the transition to the student's personality, because not everyone wants to be in the centre of attention.

A person-oriented approach is implemented in the organization of the educational process, in which the student is a full partner in an atmosphere of cooperation. The "Six Hats of Thinking" method contributes to the creation of a creative atmosphere, the disappearance of stiffness in the student's decisions, and a sense of confidence appears. For a primary school teacher, this method acts as a transformer of mental activity into a more protected process of searching for the truth.

Summing up based on the analysis of psychological and pedagogical studies devoted to the development of creative thinking of primary school students, the following conclusions can be drawn: first, the educational process directly affects the development of creative thinking; lower school age is favourable for the formation of primary creative skills; the formation of creative abilities should take place in the process of studying all school disciplines without exception; secondly, relying on the age characteristics of younger schoolchildren is a primary condition for the effective development of creative thinking; thirdly, the development of creative thinking of younger schoolchildren becomes more effective when using various forms and



methods of working with students not only in lessons, but also in extracurricular time. In this context, extracurricular work ensures the creation of an effective atmosphere of spiritual enrichment, promotes the development of students' cognitive interests, creativity and practical skills.

1.3. Peculiarities of the Organization of Extracurricular Work with Primary Grades Students of New Ukrainian School

In modern society, the activity of a teacher involves the inclusion of creative content, teachers have the opportunity to widely use not only traditional forms of work, but also new, interactive teaching methods, to develop and implement their own approaches to the implementation of the educational process of students. Today's realities require the teacher to be a true creator of the educational process.

The success of the educational process depends on the relationship between the teacher and the student, which must be built on the basis of commonwealth, cooperation and business partnership. Teacher and student are equal subjects of educational activity. Thus, it is worth paying more attention to stimulating the internal and external activity of students, their optimal participation in joint activities in the field of education.

In the state national program "Education" (21st century Ukraine) attention is focused on the teacher's implementation of educational functions in the system of educational activities, where extracurricular work, aimed at the comprehensive and harmonious development of the student's personality and combining spiritual wealth, moral purity, occupies an important place in this system and physical perfection [7].

The opinions of V. Sukhomlynskyi [28] were based on the fact that the opportunities for comprehensive development of elementary school students during extracurricular time are limitless. The outstanding teacher emphasized that the necessary conditions for the correct organization of schoolchildren's free time are the clear organization of the entire educational system of extracurricular and extracurricular educational activities, pedagogical support of the system and structure of educational activities with students in an extracurricular environment.

It should be emphasized that the modern school has a wide pedagogical toolkit and the lesson is only one of its elements. These include: homework, extracurricular work, extracurricular work, excursions and extracurricular work. Extracurricular work



is a necessary link in the unified system of educating schoolchildren. Purposeful work on the moral and mental education of schoolchildren continues in extracurricular time. Pupils, for their part, expand and deepen their own perception of information about the development of nature, society, science and technology, learn more about the society in which they are, about their Motherland, about the whole vast world. In pedagogy, there are different types of educational organization: mass, group (circle) and individual.

Based on the analysis of the works of modern authors, in particular, we identified several basic conditions for the successful development of children's creative thinking, starting from preschool age [1; 2]. The first step to the successful development of creative thinking is the early physical development of the student, which includes various types of educational activities such as: swimming, gymnastics, early reading, arithmetic, etc. The second important condition for the development of a student's creative thinking is a high-quality environment, that is, one that is ahead of children's development. Such an integrated subject environment should provide for the needs of students and stimulate the manifestation of a wide variety of creative activities, and at the same time develop in it exactly what is capable of developing most effectively at the appropriate moment. The third condition for the effective development of creative thinking was formed in accordance with the direct nature of the creative process, which maximizes the accumulation of forces. The fact is that abilities develop more successfully, the more often in their activities the individual reaches his own capabilities and gradually raises this limit higher and higher. The fourth condition for the successful development of creative thinking is to provide the student with unlimited directional freedom in choosing an activity, in alternating tasks, in the duration of one task, in choosing methods, etc. With the implementation of this condition, there is a coincidence between the wishes of the students, their interests, and emotional uplift, which will protect the students from overwork and increase the overall quality.

But giving the student such freedom does not exclude, but, on the contrary, it implies unobtrusive, intelligent, benevolent help by the teacher - which realizes the fifth condition for the successful development of creativity. Within this condition, there are several requirements: not to do for the student what he can do on his own; not to turn freedom into chaos or into controlled execution. The sixth condition for the successful development of creative thinking is a favourable emotional atmosphere. Teachers should create a safe psychological base for students' creative search and self-discovery. It is important to constantly psychologically stimulate the child to creatively



express sympathy for his failures, to be patient even with strange ideas uncharacteristic in real life. It is necessary to exclude remarks and condemnations from usage. However, the implementation of the specified conditions is only one of the aspects of the successful development of students' creative thinking. Another component is the selection of high-quality tools, namely teaching methods and tools.

So, summing up all of the above, we note that the education of students' creative thinking is effective under the conditions of the implementation of a purposeful educational process, during which a number of pedagogical tasks are solved, leading to the achievement of the final goal.

Curricular and extracurricular activities have common goals and tasks, but scientists identify a number of significant features in the ways of implementing these tasks. Having analyzed the pedagogical literature, we managed to identify specific features inherent in extracurricular activities, which include: a significant change in the student's position in the process of extracurricular work; indirect influence of the teacher on the student, which contributes to the activation of cognitive activity; increasing the role of a junior high school student when choosing ways to use free time and realizing the desire for self-education and the formation of certain life attitudes; content, methods and organizational forms, unlike the educational process, are less regulated; providing the opportunity for each child to independently choose classes at will; lack of assessment of students; acquisition of knowledge, abilities and skills about various types of human activity; development of students' common interests, increasing their cognitive activity; formation of students' independence; accumulation of collective life experience [5].

The peculiarities of the selection of the content and directions of extracurricular work in the modern school are the subject of consideration in the scientific works of I. Bekh, A. Kapska, B. Kobzar, I. Martynyuk, G. Pustovit, P. Shcherban, etc., but the peculiarities of the organization of extracurricular work with primary school students classes of NUS are not fully covered in them.

In the context of the study, we note that the State Standard of Primary General Education [8] stipulates the need to change knowledge, abilities and skills for the continuous development of students' ability to implement them in practice. These changes should also affect the extracurricular educational process of the primary school.

Features of the organization of extracurricular activities in a general educational institution are regulated by a number of legal acts. In particular, Letter No. 1/9-245



dated June 27, 2001 of the Ministry of Education and Culture of Ukraine «On the organization of the work of a full-time secondary school and extended day group» [6], Order of the Ministry of Education and Culture of Ukraine No. 434 dated September 6, 2000 «On the approval of the Regulations about the class teacher of an educational institution of the system of general secondary education», by the Order of the Ministry of Education and Culture of Ukraine No. 616 dated 02.07.2009 «On approval of the Regulation on the psychological service of the education system of Ukraine» [6] and others.

According to the letter No. 1/9-245 dated 27.06.2001 of the Ministry of Education and Culture of Ukraine [8], the school has created new opportunities and methods of providing qualified support to students in the performance of educational tasks, in eliminating gaps in knowledge, and creating favourable conditions for satisfying various interests students, organization of pupils' leisure time, extracurricular work, prevention of neglect and homelessness.

Valuable in this case is the opinion of O. Savchenko [22], who emphasizes the need to direct extracurricular work to the effective organization of practical creative activities of schoolchildren. Determining extracurricular activities as one of the ways to satisfy the interests of elementary school students, avoiding a pedagogically disorganized environment.

M. Fitsula [10], in turn, defines the tasks of extracurricular and extracurricular activities as consolidation, enrichment and deepening of knowledge, abilities and skills acquired in the process of education, their application in practice; broadening the general educational outlook of students, forming a scientific worldview in them, developing skills and self-education skills; formation of interests in various fields of science, technology, art and sports, identification and development of individual creative abilities and inclinations, etc. [10].

Within the scope of this study, extracurricular work with elementary school students should be considered as a purposeful activity of the teacher and students, aimed at expanding and deepening knowledge, improving practical skills and abilities acquired in lessons, developing mental and psychological abilities, cultivating discipline, perseverance, etc. So, we can come to the conclusion that the purpose of extracurricular work with primary school students of NUS is fully subordinated to the general task of teaching and educating students at school.

The main tasks during the implementation of extracurricular activities are: fostering love for the native language and deepening feelings of patriotism; expansion



and deepening of knowledge through the development of interesting tasks and the implementation of non-standard types of work related to the topics defined by the program; development of creative thinking of younger schoolchildren by giving them the opportunity to independently (without clearly defined rules and control from the teacher) create their own activity products; development of oral and written communication, formation of students' skills to correctly, accurately and figuratively express their own opinion; increasing interest in learning; development of individual abilities of primary school students [11].

Based on the defined tasks of extracurricular work, we can note that elementary school students, while participating in joint activities, learn to build relationships with their peers, join a group of peers, and also develop a need for mutual demands and mutual assistance.

According to the logic of this research, we will further determine the functions of extracurricular work with primary school students, which are defined by most researchers [5, 11, 13, 23, etc.]. They are: educational, which involves ensuring the psychological comfort of obtaining extracurricular knowledge; educational - expansion of cultural horizons; creative, which included the creative development of the student's personality; compensatory, i.e. supplementing the basic component of education with new content, directions and spheres of activity; recreational, which involves the provision of extracurricular activities; career guidance - familiarization with the specifics of professions, formation of interest in socially significant types of people's activities and assistance in choosing a more closely related one; integration (combining the knowledge acquired by students with the aim of expanding students' knowledge during the lesson); socialized - gaining social experience through interaction with other subjects; self-realization, i.e. the student's self-determination in social and cultural forms of life, his living in situations of success [11].

One of the features of extracurricular activities as a pedagogical process is that younger students are not afraid to receive an unsatisfactory assessment of their activities. Based on the uniqueness and inimitability of each student, the primary school teacher must develop the acquired knowledge, turn it into social experience.

The pedagogical process in extracurricular work contributes to the formation of younger schoolchildren's sense of individuality in the process of creative development. The activity of the teacher in this process should be organically connected with the activity of students, their mood and internal state.

Within the scope of the study, it should be noted that the effectiveness of the



organization of extracurricular work with elementary school students directly depends on the chosen methods.

It is generally accepted that education methods are methods of interaction between teachers, educators, and students aimed at forming attitudes, beliefs, feelings, and behavioural habits of students. As noted by V. Koversun [14]: the choice of methods and the effectiveness of their application are influenced by the age characteristics of younger schoolchildren; the level of development of each student and the team as a whole; expediency of pedagogical influence, etc.

Today, in primary classes, priorities are given to the development of children's independence and non-standard thinking. The effectiveness of using non-standard approaches to the development of children's creative thinking is significantly increased under the conditions of their organization in a certain system. For the development of students' creative thinking in the educational process, it is advisable to use different types of non-standard tasks: creative tasks based on the material of the environment and folk knowledge of Ukrainians; exercises for the development of the ability to express guesses, assumptions, prove the relevance and legitimacy of certain statements; the use of curiosities in extracurricular activities (tasks for intellectual development and self-improvement, puzzles, fairy tales, poems, game exercises, thematic riddles, etc.).

Thus, primary school teachers, during educational work with younger schoolchildren, need to use active learning methods that contribute to the independent search for truth and the formation of critical thinking. These include: play-dramatization, excursions, conversation, group work, games, politeness school, dramatization, observation hour, etc.

In accordance with the outlined methods, we will analyze the forms of organization of extracurricular work with elementary school students, which are divided into collective, group (circle) and individual.

Collective forms of educational work include a conference, thematic evenings, question and answer evenings, entertaining evenings and mornings, thematic weeks, communication with famous personalities, contests, festivals, Olympiads, etc.

Characterize them in more detail in order to understand their impact on the development of creative thinking: the conference is a powerful means of forming the students' own attitude to popular scientific sources of literature, examples of various types of art, the development of their literary and aesthetic tastes, cognitive needs and interests in artistic and aesthetic activities ; thematic evenings or similar evenings,



question and answer evenings consider issues of science, technology, culture, sports, natural phenomena, etc.; meetings with famous people are arranged mainly for middle and high school age students with the aim of getting acquainted with the historical past, novelties of science and technology, poetry, art; within the scope of our study, «morning meetings» deserve special attention, which are organized mainly in elementary school and consist of games, plays, entertainment, songs, dances; collective holidays are organized as days, weeks, months of poetry, music, theatre, cinema, children's books. Writers, artists, composers, prominent figures, etc. are invited to such holidays. [12]; festivals, contests, and Olympiads are held with the aim of developing students' talents, identifying their talents, and forming their artistic and aesthetic skills.

Next, we will consider methods of organizing group forms of extracurricular work, such as excursions, amateur art groups, news reviews, hikes, class teacher hours, contests, competitions, etc.

News reviews are general and thematic. To review general news, students write short reports about the most important events happening in the world. During the overview of thematic news, issues that are organically related to each other and focused on a specific topic are highlighted. Preparation for class teacher hours is carried out taking into account the characteristics of the children's group of the class. According to the form of conduct, they are divided into: ethical conversations, lectures, debates, oral journal, etc.

Ethical conversation is a form of educational work aimed at forming students' knowledge, skills and habits of moral behaviour, mastering universal and national moral and spiritual values.

Another form of activity of a separate group (class, circle) is the organization for the purpose of discussing books, conferences, etc. Their purpose is to promote examples of fiction and popular science literature, various types of art among students, exchange of opinions about specific works, activation of their independence in formulating evaluative judgments, views [16].

In order to correctly choose the method of educational influence, it is necessary to take into account the level of development of schoolchildren, their readiness for this influence, mental state, habits, and temperament. In carrying out individual educational work, the primary priority is to predict the coordination of the influence of parents, teachers and peers on the child's personality, as well as to take into account the individual age characteristics of schoolchildren.

The organization of individual-pedagogical interaction with the student should be



purposeful, pedagogically expedient - to predict the student's readiness for appropriate activities and pedagogical influence, to direct the development of the student's needs and interests in a positive direction (social, personal).

Individual forms of educational work include drawing, extracurricular reading, embroidery, playing musical instruments, etc.

Improvement of new forms of work, search for new systems of education, introduction of developing technologies help to increase the effectiveness of educational work in institutions of general secondary education.

Having studied the purpose, tasks and functions of extracurricular work with elementary school students and determining the methods and forms of its organization, we can note that extracurricular work is an effective tool that stimulates younger schoolchildren to seek knowledge, contributes to the fuller satisfaction of their interests, the development of creativity, guarantees success and equips with elements of self-knowledge.

1.4. Theoretical Foundations of the Model for the Creative Thinking

Development of Primary Grades Students in the Process of Extracurricular Work

Having determined the components of creativity of primary school students, we found that it consists of 7 components, namely knowledge, abilities, development of cognitive processes (thinking, creative imagination, perception, memory), personal qualities, personal experience, motivation and environment environment. Considering each of these components separately, we can come to the conclusion that the teacher, for his part, can directly or indirectly influence only some of them. It is clear that the components of personal qualities, personal experience and the environment are only partially influenced, because they are acquired from birth (personal qualities) or they are not enough (personal experience), or it does not always depend on the educator and he cannot influence them (environment). However, others are more influenced, these are such components as knowledge, abilities, the process of developing cognitive processes and motivation. Given the considered features of the organization of extracurricular work with elementary school students, we can say that the methods and tools used during extracurricular work have an impact on the development of students' abilities and cognitive processes, their uniqueness creates interest, creating positive



motivation. As for the knowledge component, its degree can both help in the development of creativity and inhibit it.

In accordance with the objectives of the research, we will consider the essence of the concept of «model», which is of Latin origin and means a way, an image, a measure. Most often, the term "model" was used in construction and mathematics and had the meaning of a sample, an example, a standard, etc. Gradually, the term evolved and began to be understood as a theory that is structurally similar to another theory, or as an object that the theory describes [24]. This understanding of the concept of a model is contextual for our study. According to V. Volovich's opinion, a «model» is «an abstract representation of a theory, its operationalization, which can be verified empirically» [10]. The model simulates the research object, and makes it possible to detect and analyze properties that are difficult to see and follow in a real object [17]. The emergence of the research model is due to the need to conduct research in a certain field of science in a form accessible for analysis and conclusions. According to V. Shtoff, modeling is considered as building a model, researching it and using it to verify the truth of knowledge [22].

Developing our model for the development of creative thinking of elementary school students in the process of extracurricular work, we will rely on the understanding of the concept of a model provided by V. Shtoff: «A model is a mentally imagined or materially realized system that, reflecting or reproducing the object of research, is able to replace it so that its study will give us new information about this object» [10, C. 19]. Models provide a general idea of the shape, location and number of the most important parts of the system, as well as the mutual relationships between them.

Within the scope of this study, we propose the following components of the creativity development model: goals, content, methods, means and pedagogical conditions. Let's start by defining the goals of the model. The concept of "goal" in pedagogical literature was studied by such scientists as O. Kovalenko, I. Zimnya, V. Yakunin, A. Meletsinek, I. Kharlamov, I. Pidkasisty, and others. Most of the above-mentioned scientists consider goals as the predicted end result of activity, the future state of an object or system that an individual seeks [17]. According to this definition, we can say that the goals of our model are the development of creativity of primary school students. In accordance with the goals, we will define the content of our model.

The content of the model is determined by the components of creativity and consists of: knowledge (receiving new information), which is due to the constant



cognitive interest of elementary school students and the desire to learn everything new; component of cognitive processes, i.e. all tasks should be aimed at the development of thinking, creative imagination, perception, memory; the ability component involves providing elementary school students with certain creative skills that do not depend on heredity and other factors; the next component of the content is the development of personal qualities, this component is implicit and within the scope of our study, it is assumed that all natural abilities and personality qualities of primary school students will be positively manifested during the development of creativity.

Having defined the content of our model of creativity development, we will proceed to the definition of methods that should ensure the realization of the set goals and content. The essence of teaching methods is best revealed by the well-known researcher M. Skatkin [59, p. 138], who notes that «... each method is a system of purposeful actions of the teacher, which organize the student's cognitive and practical activities, ensuring mastery of the content determined by him... In other words, the method involves mandatory interaction between the teacher and the student».

In the context of this study and in accordance with the third component model of the development of creative thinking of elementary school students, it is appropriate to use educational and developmental methods aimed at identifying the creative potential of schoolchildren and targeting its influence on the formation of structural components of creativity, namely: associative and figurative thinking, creative imagination, artistic observation. Such methods include figurative-associative («Associative-figurative hints», «Symbolic signs», etc.), imaginative-reproducible («Imagine and paint», «Verbal fantasizing», «Add details», «Chain of transformation», etc.) and fixed - memorizing ones («Art Labyrinth», «Find the Connection», etc.), pursuing the formation of the specified structural components of creativity of primary school students.

The next type of methods is motivational, the purpose of this group of methods is to interest students in the process of learning new, unknown, updating basic knowledge, providing students with instructions for active creative activity in the process of extracurricular work.

We will give an example of creative search instructions, which can be used by elementary school teachers in the process of students' performance of various tasks during extracurricular work.

Instructions for creative search

Concentrate. Don't worry and take your time! Calmly focus on the task at hand.



What should be done?

Imagine. Imagine! Generate ideas!

Create an imaginary plan. Answer the question: What will it be? How to do it?

What are the details? What is needed to realize your idea?

Draw, write down... Write down your ideas. Make marks, diagrams. Draw a sketch, a sketch. What and how to do? How to present?

Complete the task. Follow your own plan clearly.

To present Present your idea or the result of your own creative activity (song, poem, drawing, project, etc.)

The next type of methods is creative and productive. They summarize the studied material, reflect the quality and level of specific knowledge, skills and abilities acquired in the lessons. These methods include: «Art demonstration» (presentation of creative works, projects, tasks, etc.), «Creative control» (control and generalization of thematic knowledge in the final lessons, developed in a non-standard bright form of questions and answers.

Creative learning methods are effective, including those that are intuitive in the traditional sense: «brainstorming», empathy, etc. They are based on illogical actions of students, designed to form in them the ability to express opinions outside of the template, to prove, to convince of the correctness of ideas. It is impossible to imagine a child's thinking without a fairy tale, vivid, bright, which is assimilated by consciousness and feelings, which is a certain step of human thinking. Students can make up fairy tales, they really like it.

In pedagogy, the most frequently used creative methods are: the method of invention - creating a product previously unknown to students based on the results of specific mental actions; "If" method - students are asked to describe and draw a picture of what will happen if something changes in the world; the method of visual representation - reflects the state of assimilation of the studied object by the student, it seems to connect, its integral, indivisible vision takes place; the method of hyperonization – increases or decreases the object of knowledge, its separate parts or properties; agglutination method - students are asked to combine incompatible real qualities, properties, parts of an object and images, for example, hot snow, sweet salt, etc.; innovative technologies (game technologies; critical thinking; differentiated learning; developmental learning, information and communication technologies); interactive methods and techniques: joint learning technologies; collective and group activity; situational modelling; preparation of questions for discussion; project method;



logical tasks, crosswords, puzzles; methods of psychological and pedagogical support of students' activities - encouragement, creation of clear visualizations, visual images - cognitive game, creation of a situation of success, encouragement to find alternative solutions, performance of creative tasks, creation of mutual assistance situations, painting (drawing, sculpting, application); musical activity (perception of music, games, dances); artistic and speech activity (listening to fairy tales, stories, reading poems, creating one's own works); theatrical activity (enactment of fairy tales) [4].

Summarizing the above, it should be noted that the use of the specified methods in the process of extracurricular work will ensure the deepening of the emotional sensitivity of younger schoolchildren, reveal the creative potential of each student, and help in the development of creativity.

Having determined the methods, the next stage is to determine the means that will ensure the implementation of the selected methods.

T. Ilyina [26] provides the following definition: «means are material objects and products of materialization of ideal objects, which are necessary for achieving educational and educational goals and which are used as pedagogical means for the transmission and mastery of education». In accordance with the issues of this study, teaching aids should ensure the practical implementation of methods in the process of extracurricular work of elementary school students determined to ensure the implementation of the content of the model for the development of creative thinking of elementary school students in the process of extracurricular work.

The means of implementation of the selected methods are a selection of didactic games and exercises according to each of the selected methods, the purpose and algorithm of implementation of each didactic game or exercise is unified, and their content may change according to the class in which they are used.

Having determined the goals, content, methods, and means of the model for the development of creative thinking of elementary school students in the process of extracurricular work, it should be noted that they do not provide coverage of all components of creativity, and therefore it is necessary to define certain pedagogical conditions.

Taking into account the above components of the model, in accordance with the goals of our research and the identified components of the model of creativity development, we came to the conclusion that the pedagogical conditions for the development of creative thinking of elementary school students in the process of extracurricular work should be: conformity of methods and tools to the age



characteristics of elementary school students; systematic continuous motivation of primary school students to carry out creative activities in the process of extracurricular work; creation of a suitable developmental environment in the educational environment of the school aimed at the development of creativity; pedagogical education of teachers with methods of working with means of developing creativity of elementary school students in the process of extracurricular work.

By implementing a model for the development of creative thinking in elementary school students, it is possible to solve a number of tasks, namely.

- development of primary school students' need to learn about the surrounding world, cognitive activity, curiosity;
- development of imagination and fantasy in elementary school students;
- formation of such features of creative thinking in elementary school students as flexibility, speed, accuracy, originality.

Taking into account the psychological characteristics of primary school students, lessons should be built in game activities, so that the process of developing students' creative thinking remains unnoticed for them, including students in active types of extracurricular activities.

Adhering to the above-mentioned theoretical provisions, several steps should be taken to activate the creative activity of elementary school students in extracurricular activities, in particular in extracurricular activities within the framework of the model for the development of creative thinking of elementary school students in the process of extracurricular work, the teacher should: to perceive even strange, in his opinion, questions and respond adequately to them; to support, rather than criticize, unusual ideas that arose during an extracurricular activity; give students the feeling that every idea is important and valuable; promote the emergence of original ideas, help formulate original ideas; provide an opportunity to use new ideas in practice; provide a personal example of a creative approach to problem solving; allowed students to actively ask questions;

According to the defined model, effective methods of developing creative thinking include fiction, group reading and discussion of the work. When students read or listen to fairy tales or stories, they imagine each scene and see the characters, the world of the story comes alive. Therefore, it is fairy tales and stories that can help students develop creative imagination. It is also effective to watch films with students and help students analyze these stories from different perspectives. It is necessary for the child to absorb the plots and wisdom of each story.



In the process of implementing the model, it is necessary to hold sessions of general reading and watching movies, discuss scenes from books and movies, come up with alternative endings with students; come up with your own stories together; offer students to become the characters of the book / movie and play according to the fictional scenario; read illustrated books; take time to examine the drawings in detail; help them learn new words, the names of interesting places, study and act out the historical events that are mentioned in the stories. Art also promotes the development of creative self-expression of elementary school students. To practice art, you need to create a creative corner with appropriate tools (paints, brushes, paper).

Next, we will provide an approximate topic of classes on the development of creative thinking for the implementation of the model of the development of creative thinking of elementary school students in the process of extracurricular work.

1. The introductory lesson includes games to get to know each other better and games-exercises to reveal the level of creativity in different areas.

2. The development of creative imagination, spatial thinking, involves such activities as collective drawing. Each child draws something vague on a piece of paper, then passes the letters around to neighbours, each time making their own strokes in the drawings. As a result, students compose small creative stories, poems, headlines, proverbs, riddles on the theme of the picture;

- drawing objects from a circle, square, triangle, oval and other geometric shapes;
- in an abstract picture made with watercolour or gouache, see some specific image;
- color the magician's carpet: students are offered two absolutely identical drawings with a black and white pattern, which must be coloured, as: a) the good magician's carpet; b) the evil wizard's carpet.

3. The development of verbal creative skills, literary abilities, imagination and logical thinking should include:

- composing an infinite sentence: each student adds only one word, following the logic of the sentence and trying to make it as long as possible;
- writing all kinds of ways and means of using any object, for example: a tree. Each time the subject changes. Pay attention not only to the number of words, but also to their qualitative characteristics. The child's level of creativity is higher, the more different categories of tree use he was able to identify;
- creation of a fantastic story, in which each student adds one sentence, following the logic, within the plot, using the relay principle;



- making up a funny (or detective, fairy-tale, fantastic) story using unrelated words formed by the initial letters included in the original first word.

4. The development of artistic creative abilities, freedom of movement, gestures and facial expressions, unlike other occupations, determined the need to implement:

- the didactic game "Who do you need, Your Majesty", in which all children depict different professions by means of pantomime, and one king guesses them;

- showing theatrical episodes that students make up independently, using three given objects that do not have any logical connection between them.

5. Training for the development of creative thinking.

6. Final lesson.

When organizing classes with elementary school students in the process of extracurricular work for the development of creativity, the following points should be taken into account.

1. All exercises should have the character of a game activity, interesting for elementary school students.

2. To create positive motivation of primary school students, the desire to participate in classes and games.

3. The psychological environment in classes should be friendly, maximally favourable for the development of thinking, imagination, fantasy, and the removal of psychological blocks in students.

4. Contact, mutual understanding and mutual trust should be established between teachers and primary school students. Students should not be afraid of the teacher, assessment of their actions. The teacher should prepare students for classes in such a way that they are not afraid to do something bad or wrong. The freer and looser students are in class, the greater success in creative development can be achieved.

5. Avoid the usual school evaluations regarding the results, exercises, constantly maintain a general positive emotional mood: «You are well done! Everyone coped well with the task!», «You are doing great!».

6. Avoid comparing the results of one student with the results of another, since at this age students have a heightened sense of self-love.

6. The time was chosen for conducting classes in the process of extracurricular work, when students had already had time to rest from lessons, when they had already switched from educational activities to leisure time.

7. Since collective work has an impact on the development of creative thinking of elementary school students, the students listened carefully to each other when



discussing the results of the exercises.

So, we can conclude that extracurricular work has great opportunities for the development of creative thinking of elementary school students, the effectiveness of this activity directly relates to the quality of the implementation of pedagogical conditions and teaching methods, which are components of the model for the development of creative thinking of elementary school students in the process of extracurricular work. Within the framework of the implementation of this model, the task of the teacher is to manage the processes of creative search (from simple to complex): creating a situation of creative activity of elementary school students, developing imagination, associative thinking, the ability to understand regularities, the desire to constantly improve, to solve increasingly complex creative tasks.

Conclusions.

This study was devoted to the theoretical substantiation of the problem of the development of creative thinking of elementary school students in the process of extracurricular work.

We carried out a definitive characterization of the conceptual apparatus of the study. It has been proven that a number of state regulatory and legal documents confirm the promising nature of the vector of creatively oriented training of junior high school students.

It was found that the concept of «creativity» is ambiguous, its introduction into scientific circulation belongs to psychologists E. Torrens and J. Gilford, within which the concept of «creativity» is defined as the level of creative giftedness, the ability to be creative, which is a relatively stable characteristic of an individual.

The concept of «development» is defined by us as changes constituting a transition from simple to more complex, from lower to higher; as a process in which the gradual accumulation of quantitative changes contributes to subsequent qualitative changes.

It has been proven that the student's creative thinking is a favourable integrating factor of her socialization, since the student's social activity, which is decisive and decisive during her growing up, has a creative nature at its core.

The current state of the development of creative thinking of primary school students has been clarified. According to the State Standard of Primary Education, it is



not enough for a modern graduate of the primary level of the New Ukrainian School to have only knowledge, it is necessary to be able to use it in life. Therefore, the knowledge and skills interrelated with the student's value attitudes form his life competencies necessary for successful self-realization in life, study and work.

It is emphasized that the main characteristics of creative thinking are the novelty of the known product, the originality of obtaining new knowledge. Accordingly, in order to form the creative thinking of primary school students, the activity of the teacher should also be creative. This is the adoption of non-standard decisions, and the use of non-traditional ways and methods of solving the problem, as well as predicting its consequences.

It was emphasized that in order for the development of creative thinking during extracurricular activities to be the most effective, it is necessary to use active forms, methods and means of learning, as well as take into account the individual age characteristics of children.

The theoretical basis of the model for the development of creative thinking of elementary school students in the process of extracurricular work was developed, which included goals, content, methods, means and pedagogical conditions (the appropriateness of methods and tools to the age characteristics of elementary school students; systematic and continuous motivation of elementary school students to carry out creative activities in the process of extracurricular work; creation of a suitable developmental environment in the educational environment of the school aimed at the development of creativity; pedagogical education of teachers with methods of working with means of developing creativity of elementary school students in the process of extracurricular work). The conducted research does not cover all aspects of the chosen problem. Further research can be focused on studying the effectiveness of the developed model for the development of creative thinking of elementary school students in the process of extracurricular work under the conditions of implementation in the real educational process of an elementary education institution.