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THE ROLE OF CREATIVE COMPETENCE IN THE PROCESS OF SOCIAL ADAPTATION OF PRIMARY SCHOOL STUDENTS IN INCLUSIVE EDUCATION

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Abstract

This article analyzes creative imagination as an important component of a student's creative competence and studies its impact on social relations in an inclusive group. The interrelationships of the components of creative competence are revealed, and the special role of creative imagination in it is justified.

Keywords

Creative competence, ZPR, children with mental retardation, mental retardation, social adaptation, inclusive education, inclusion, primary school students, creative imagination, primary school.

Аннотация

В данной статье анализируется творческое воображение как важная составляющая творческой компетентности учащегося и изучается его влияние на социальные отношения в инклюзивной группе. Выявляются взаимосвязи компонентов творческой компетентности и обосновывается особая роль творческого воображения в ней.

Ключевые слова

Творческая компетентность, ЗПР, дети с умственной отсталостью, умственная отсталость, социальная адаптация, инклюзивное образование, инклюзия, учащиеся начальной школы, творческое воображение, начальная школа.

INTRODUCTION

The possibilities of creative activity in the social adaptation of children with developmental delays and difficulties in establishing social relationships in the traditional educational process are shown. A plan of corrective and developmental work aimed at developing creative imagination in primary school students through aesthetic means in an inclusive environment, in particular, in the process of extracurricular activities, is proposed.

The educational process based on a modern competency-based approach involves the use of effective teaching methods that serve the systematic and comprehensive acquisition of knowledge, skills and qualifications. In this case, the acquired knowledge and skills are transformed into competencies that are necessary not only in the educational process itself, but also in future professional activities and are integrated with each other.

LITERATURE ANALYSIS AND METHODS.

The modern education system performs the task of re-systematizing the acquired knowledge and skills and integrating them into competencies that are necessary for students not only in the primary educational process, but also in their future professional activities. One of the important

aspects of the education system is its modernization based on an inclusive approach. Therefore, the issue of individualizing the education of children with special educational needs in inclusive classes, while maintaining their effective social relationships with their typically developing peers, is becoming increasingly important. [1]

In the process of determining an individual educational trajectory, it is especially important to determine the life prospects of children with mental retardation. Their successful social adaptation in the peer environment is a key factor in the formation of life skills. When working with such children, it is necessary to take into account the differences in the level of mental development within the same age group. The most effective approaches are methods that serve to reduce differences in the development of higher mental functions, in particular, rely on the creative component. In this process, educational activities cover different individual development paths, and the results are evaluated more based on personal achievements. [2] Children with mental retardation during integration into an inclusive educational environment may encounter a number of difficulties due to emotional immaturity, slowness of communication and volitional processes, insufficient development of cognitive activity, as well as incomplete formation of sensory-motor, speech and emotional conditions.

The combined use of visual, auditory, and kinesthetic stimuli provides a deeper understanding of the multifaceted content of the educational material, its clear and vivid perception. Therefore, complex educational and developmental methods that cover various sensory channels are considered one of the most effective approaches in working with children with special educational needs. [3]

RESULTS.

Integrative methods aimed at developing students in an inclusive educational environment are primarily aimed at the formation and support of creative competence. Creative competence is a broad (macro) concept that includes unconventional thinking, the flexible use of familiar algorithms in new situations, developed imagination, and the skills of creative self-expression.

Creative competence includes the following components:

1. Interest in creative expression and the need to participate in the creative process. This component is determined by the innate characteristics of the individual and the qualities that are formed on the basis of social experience.
2. The ability to effectively use the means of creative activity. This includes developed associative thinking, the ability to transfer experience from one situation to another, and the skills of using modern tools and technologies to implement creative ideas.
3. Experience in solving non-standard tasks. This component includes the ability to think broadly, approach problems unconventionally, and find effective solutions based on various strategies.
4. The desire to fully demonstrate personal potential in the creative process. This component is characterized by the active participation of a person in creative activity, showing originality and independence in the process of forming the final result. It includes such qualities as original thinking, self-confidence, the ability to set unusual tasks and independently solve them, empathy, as well as the ability to find familiar aspects in unknown or unfamiliar phenomena, and developed creative imagination.
5. Emotional-volitional management of creative competence. This component is associated with the internal control and regulation of creative activity and is manifested in such qualities and skills as inventiveness, flexibility, critical thinking, analysis and synthesis,

generalization, intuitive decision-making, and the willingness to overcome stereotypes. [4]

DISCUSSION.

The presented structure shows that creative imagination, as a microcomponent of creative competence, occupies an important place in the structure of several of its macrocomponents. It directly ensures the effectiveness of creative activity in some cases, and indirectly in others. Thus, from a motivational point of view, creative imagination allows you to transfer previous emotional experience to new problem situations and turns participation in creative activity into a source of positive self-assessment of the individual. [5] From a cognitive point of view, creative imagination provides not only the stereotypical use of existing knowledge, skills and technologies, but also their adaptation and integration in new conditions. This expands the child's ability to practically implement a creative idea.

From a value-semantic point of view, creative imagination is an important microcomponent of creative competence, which, through fantasy and figurative perception, gives the creative process emotional richness and abstract content and determines its level of significance for the individual. In the emotional-volitional aspect of creative competence, imagination acts as an internal incentive to initiate creative activity. It activates the process of recreating images and stimulates the transformation of imaginary ideas into real results. Therefore, the development of creative imagination in primary school students in inclusive education can be considered an important factor in the formation of their life competence and increasing their overall creativity. [6] In the absence of systematic work aimed at the development of social, personal and creative competencies, children with a delay in mental development (ZPR) experience significant difficulties in creating imaginative situations, accepting roles and meaningfully performing them. This complicates the establishment of effective communication with peers in plot-role-playing games.

In addition, children with ZPR also face difficulties in initiating and developing communication in an appropriate manner. Communicative barriers prevent them from actively and equally participating in the distribution of roles in the team and limit the constructive course of the communication process. Another characteristic of children with ZPR is the lack of independence in solving problem situations and difficulty in taking the initiative. L. S. Vygotsky noted that the richer and more diverse a person’s previous experience, the more effectively creative imagination develops. Taking into account the interrelationship and integration tendency between art forms, our study relied on the principle of presenting educational material based on an integrative approach. [7]

PROPOSALS AND CONCLUSIONS

This study was devoted to studying the role and significance of creative competence in the process of interpersonal adaptation in primary school students, in particular in an inclusive educational environment. The results of the study show that creative imagination is a central microcomponent of creative competence, which significantly affects the personal and social development of students through motivational, cognitive, emotional-volitional and value-semantic aspects.

From a motivational point of view, creative imagination allows you to transfer previous emotional experience to new problem situations, turning participation in the creative process into a source of positive self-esteem for the individual. Cognitively, it helps the child integrate

various knowledge and technologies, solve unusual tasks. Emotional-volitional and value-semantic components give the creative process emotional richness, abstract content and a touch of fantasy, increasing the self-esteem of the individual.

In inclusive education, children with special educational needs (SEN) face difficulties in creating imaginative situations, participating in role-playing games, and in the process of communication. Therefore, the development of their creative imagination, implemented through targeted pedagogical work, is an important tool in the formation of social and personal competencies.

As a result, the development of creative imagination in primary school students is considered a promising point that helps to increase their creative abilities and improve their social adaptation. This not only increases the effectiveness of inclusive education, but also creates a solid foundation for the future personal and professional development of children.

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