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The cover features a photograph of several books. On the left, a stack of books is shown from a top-down perspective. On the right, three books are standing upright, leaning against each other. The background is a dark, textured surface with large, faint circular patterns. The title is printed in a white, elegant serif font in the upper right quadrant.

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**PEDAGOGICAL STIPULATIONS FOR STIMULATION OF VERBAL CREATIVITY
OF THE 5-7 YEAR-OLD PRESCHOOL CHILD**

**ESTIPULACIONES PEDAGÓGICAS PARA ESTIMULAR LA CREATIVIDAD VERBAL DEL NIÑO
PREESCOLAR DE 5 A 7 AÑOS DE EDAD**

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Abstract

The child and its childhood – two unique phenomena, mutually enriching and rapidly changing in the contexts of the society. Every pedagogical and psychological concept with scientific arguments represents the child in its unique individuality and proves the importance of the childhood period for the overall development of the person.

Keywords

Children – Preschool age – Verbal creativity – Innovations – Technologies

Resumen

El niño y su infancia: dos fenómenos únicos, mutuamente enriquecedores y que cambian rápidamente en los contextos de la sociedad. Cada concepto pedagógico y psicológico con argumentos científicos representa al niño en su individualidad única y demuestra la importancia del período de la infancia para el desarrollo general de la persona.

Palabras Claves

Niños – Preescolar – Creatividad verbal – Innovaciones – Tecnologías

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The topicality of the issue about the stimulation of the child's creative abilities is highly enshrined in the Preschool and School Education Act¹ of the Republic of Bulgaria with a mandatory focus on the development of the creative and happy personality of the child. On this basis, The Strategy of №1 "Vedritsa" Kindergarten – Blagoevgrad states that in order to implement a contemporary education, efficient teachers who are being perceived as the key to achieving a high quality of education by the implementation of new and innovative technologies in the pedagogical interaction, are needed. In fact, main purpose is formed to be the creation of an inspiring and encouraging environment² full of vitality and optimism for full value physical and mental children's development, their rights and dignity's respect and consideration, and as well for the development of some rational and socially responsible individuals.

The achievement of this purpose of the contemporary pedagogical science and practice development is also a result from the priority inclusion of a variety of innovative pedagogical technologies into the educational process, which are being easy to understand and apprehend to preschool children – TPIS, interaction, multimedia approach, pedagogical animation, performance, etc.³ They are means that provide children's activity and initiative taking, their verbal expressions, realized practical actions and involvement in various games, which in essence allows the achievement of SES (State Educational Standarts) competencies for every age group and individual development of the child.

The topicality of the current study can be traced to the ever-increasing demands on the one's personality which happen to be formed ever since preschool age. Not only contemporary education is being focusing on the socialization of children, it also must be conformable to the altering social conditions. In this connection, it emerges the necessity of creation of pedagogical conditions for development of creative imagination and thinking of children at preschool age. The topicality of the current examined problem concerning the formation of a creatively active person is being determined by the need that children build up skills such as independence, initiativeness, activity, studiousness, ability of choosing what is likeable for themselves.

Clearly, in order to achieve a certain level of children's activity development, an encouraging and motivating educative environment is needed, as well as a competent teacher with personal and vocational potential. The objective assessment and the discovery of the most effective means for developing the child's potential is being carried out by the teacher. Particularly appropriate is the model of Frank Williams which contains creative inputs such as the cognitive-intellectual components of thinking – versatility, flexibility, originality, development, as well as personal creative ones – the ability of taking risks, curiosity, creative imagination.⁴ It is a challenge for the teacher to detect the uncommon and the uniqueness between children, their opportunities for development, communication, games playing and learning, and to find the proven statement that every child possess at least one of the eight particular abilities and talents, such as:

¹ Закон за предучилищното и училищното образование

² H. W. Opaschowski, Methoden der Animation: Praxibeispiele. Bad Heilbrunn/Obb. (Klinkhardt: 1981).

³ A. Todorova and A. Grigorova, "Prilozhenie na inovativni podhodi na vzaimodeystvie v pedagogikata na svobodното време v DG, sp". Education and Technologies, Burgas, Vol: 7 num 2 (2016): 110-115.

⁴ F. E. Williams, Creativity Assessment Packet CAP, D. O. K. Buffalo New York: Publishers.inc, 1980).

- Verbal intelligence;
- Logical intelligence;
- Visual intelligence;
- Music intelligence;
- Inner-personable intelligence;
- Nature-oriented intelligence;
- Motive intelligence.

The teacher him/herself needs to believe in the children's creative abilities, to be initiator of these creative performances, assists the child to express the best of it and to further develop its creative and imaginative habits.

The contemporary pedagogical science finds it more and more topical the issue with the child-oriented upbringing and education, driven by child's interest where the main core and a central point happen to be the child itself along with its individuality and his existing present necessities and anxieties. The current problem can be examined as a "new methodical model" for developing child's creative thinking. It is about a „model“, the adoption and implementation of which would affect on the perspectives of the active child's development. The genesis of this process must be naturally associated with the preschool age – this is when children are most dynamic, sensuous, imaginative, emotional and most effectively acquainted with the social world and oriented towards it. In his book „Воображение и творчество в детском возрасте“ L. S. Vygotsky describes the imagination as a creative activity based on the „combining ability of the brain“. Therefore, creative activity products and outputs are “crystallized imagination”. According to the author, the imagination relies on the experience and is a means of its expanding. It is driven by emotional factors and it becomes reality when its products begin to affect on the real world.⁵ Understanding the essence of the problem as well as the possibilities arising for its solution imply that if the process of educational interaction (by premeditated situations and games) is constructed on the basis of technologies, such as TPIS technologies, pedagogical animation and leisure pedagogy, then the 5-7 year-old will be stimulated and encouraged to express their creative thinking and imagination, which in turn would reflect on the quantitative and qualitative indicators for the children's verbal creativity level.

The TPIS technology, invented by H. S. Altschuler, develops the mental activity of children throughout creativity. It provides children the opportunity to:

- 1.- Express their own individuality.
- 2.- Obtain new information about their surroundings.
- 3.- Show creativity.
- 4.- Develops the analytical abilities of the child.
- 5.- Form skills in children to prove and reassert their own position.
- 6.- On the one hand, qualities of thinking such as mobility, flexibility, system and dynamism are being developed, while on the other hand, it is the speech and the creative imagination of children.
- 7.- Give joy to the children resulting from their own creative discoveries.
- 8.- The stimulation of the child thinking and imagination through a system of creative tasks is a suitable approach for organization of the children's speech activity, which reflects on the profusion of images, speech forms and overall speech production.

⁵ L. S. Vaygotskiy, *Voobrazhenie i tvorchestvo v detskom vozraste* (SPb: Soyuz, 1997).

9.- A significant condition for the organization of the work is that creative tasks are of interest to the children and that the activity itself is organized in such a way as to provide them pleasure and joy.

Attaining proficiency in the TPIS technologies requires active involvement into the exploring the surroundings, building a systematic approach for analyzing the phenomena and objects as well their interrelations in nature.

The theory suggested by H. S. Altschuler concerning the solving of inventive tasks by the author's opinion transforms the production of creative ideas into science. It is based on the following principles:

- Objectivity of systems development law;
- Contradictions principle;
- Concreteness principle.⁶

Systematic analysis of objects is the basis of enriching children's speech along with words-denominations of properties, qualities, functions and indications of objects. All of this is a significant precondition for the activation of the related speech at preschool age.

The significance of the current study is expressed in the fact that the implemented purposeful pedagogical working process with children has helped to discover the right and appropriate way to form the creative personality of the child by applying innovative pedagogical technologies. The theoretical and practical training of kindergarten teachers has increased.

The curiosity of some of the teachers has been provoked regarding how innovative tools, such as an interactive board and a multimedia presentation are able to stimulate children's thinking and make the learning process funny and entertaining. It has been proven and reasserted that the play as a main activity of preschool children is a form, a method and a means for creative speech activity while the problem-based organization is the most appropriate for organizing the pedagogical interaction, as well the TPIS technology supports the development of the child's creative thinking and imagination. This in turn has increased the quality of education in the kindergarten as a result of our four-year focused work.

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