

## About the development of children's crafts by means of a free story game

Zinaida A. Klimentyeva

Kazan (Volga) Federal University, Kremlevskaya, 18, Kazan, 420008, Russia

**Abstract.** Preschool age is sensitive for the development of the creative initiative of a personality. The most successful expression of a child's creative abilities can be found in free story game. Correct psychological-pedagogical support of adults contributes to the development of self-sufficiency, creative initiative, children's interest to the story game. The objective of this investigation is the defining of the complex of organization-pedagogical conditions which allow forming an effective educational space for the creativeness development of 5-6 years old children in the process of free story game. The article describes the content and represents the results of the experiment.

[Klimentyeva ZA. **About the development of children's crafts by means of a free story game** *Life Sci J* 2014;11(10s):385-388] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 72

**Keywords:** free story game, creativeness, creative initiative, creative imagination, complex of organization-pedagogical conditions for the development of children's creativeness in the game

### Introduction

The analysis of the modern scientific researches and practices of education reveals the increased interest to the problem of children's crafts development. The solving of this problem contributes to the successful self-determination and self-realization of the personality. Its beginning should be connected with the period of preschool age which is sensitive to the formation of creative orientation of the personality [1].

The standards of the Russian preschool education have the provisions about the necessity of development of children's crafts, self-sufficiency in different types of activity, building of the educational process on the forms of work which correspond to the age of children. The main form of the organization of children's life and the leading type of a pre-schooler is a game.

Free story game has a great potential for the development of children's creative initiative. It is hard to overestimate its value in the life and development of a nursery child. The modern development of the creative self-sufficiency in the process of a free story game broadens cognitive and communication possibilities, allows a child entering the situation of school education.

The problem is that modern pre-school children are less interested at free story games. We can often observe the situation when a child has plenty of toys but still he/she is indifferent to them. He/she would rather watch TV or play computer. Adults believe that joyful games of their childhood are not interesting for their children. They believe that today computers can solve any task concerning the child's development.

It is known that the story game is a form of active, creative reflection of reality, its objects and

phenomena by a child. A pre-schooler brings fancy and imagination into game. That's why the reality and fantasy are entwined in his/her game. This is very important. The imagination of a pre-schooler is the basis on which the imagination of a scientists, artist, and inventor is formed.

The theoretical justification of the essence of children's crafts is presented in the works of L. S. Vygotskiy [2]. He noted that the appearing of a conception of pre-school children means the transfer to the creative activity. In the age of 2-3 a child moves from action to thought, while the pre-schooler develops the ability to move from the thought to action implementing his/her conceptions. This is expressed in all types of activity and, first of all, in a free story game. Appearing of a conception is connected with the development of creative imagination - the basis of any creative activity.

The researchers [3, 4] point out: creativeness does not appear by itself in the process of a free story game, it is developed with the help of pedagogical support of adults: parents and teachers. As a rule, children play those games which they were playing with adults or other children. They play up their previous impressions, acquired from the contacts with the surrounding reality, from observation of the activity and behaviour of people. Sometimes the whole free game is just the imitation of life of people, who surround a child. And if parents, elder brothers and sisters spend their time in front of the TV, playing computer or smart phone, the children will imitate this behaviour of adults.

The problem of investigation: organization-pedagogical conditions for development of children's crafts by means of a free story game.

Goal of investigation: determination of a complex of organization-pedagogical conditions for

development of creativeness of 5-6 years old children in the process of a free story game.

### Methods

On the basis of literature analysis [5, 6, 7, 8, 9, 10] and practice of preschool education we have pointed out organization-pedagogical conditions for development of creativeness of the children in the process of a free story game:

- the enriched play environment shall be created, it should stimulate game interests and contribute to the development of children's creative imagination;

- there should be enough time and space for the free story game within the day schedule;

- teachers should organize a diverse activity together with children: theatrical, musical, finger games, associative games, play and problem situations, fiction reading. All these promote the further development of a free story game;

- adults take part in story games with children as equal playing partners;

- there exists a close interaction of teachers and parents concerning the questions of organization of playing activity and leisure of children in their families.

The total of the above mentioned conditions allows, in our opinion, to go forward in studying the questions of development of creative initiative, self-sufficiency of senior pre-schoolers in the process of a story game.

Senior pre-schoolers from the kindergartens of Kazan city took part in the experimental investigation. With their parents' consent 100 children in the age of 5-6 were examined. The level of creative imagination of children was studied on the basis of diagnostic procedure "The sun in the room" developed by V. Kudryavtsev and V. Sinelnikov [11]. Every child was asked to look at the picture and correct the "artist's mistake". The collected data were processed using five-point system:

1. Absence of an answer, rejection of a task: "I do not know how to correct", "the picture does not need any correction" - 1 point;

2. Formal removal of nonconformity: "erase", "paint the sun over" - 2 points;

3. Conceptual removal of nonconformity:
  - a) simple answer (to paint the sun in another place - "sun outside") - 3 points;

- b) complex answer (redo the picture - "to make a lamp out of the sun") - 4 points;

4. Constructive answer: to detach the non-conforming element from other elements while preserving it in the context of the given situation ("to

make a picture", "to paint a window", "to place the sun in the frame") - 5 points.

The monitoring of the process and the result of the pre-schoolers' creative initiative was performed using the procedure suggested by N. A. Korotkova, P.G. Nezhnov [12]. This procedure is based on the system of observation of a child in the process of a free game. In the process of observation an adult should not interfere in the child's activity, he/she should be committed to the following principles: "stay", "look", "listen".

### Body

The initial level of development of creative imagination and creative initiative of pre-schoolers which was revealed at the initial stage of our experiment (April, 2013), is presented in Table 1.

**Table 1. Levels of development of creative imagination and creative initiative of children at the initial stage of the experiment**

Groups	Level of creative imagination development (%)			Level of creative initiative development (%)		
	high	medium	low	high	medium	low
experimental	18	62	20	6	54	40
observational	20	66	14	8	58	34

The acquired data allowed us to draw a conclusion about the comparatively low initial level of development of creative imagination and creative initiative of the children from groups under investigation.

According to the pointed out organization-pedagogical conditions a special model of a subjective-developing environment was constructed in experimental groups with the help of parents. This model is based on the principles of amenities, flexibility and transformability. This allowed us to transform the work space of the play room and bedroom, to implement big play ideas. For the games we used three-dimensional construction kits and puzzles, paper boxes covered with coloured material, furniture of the play room, pieces of tissue. Children could build a high tower, placing several tables and chairs onto each other and covering them with cloth. A beautiful princess could be in this tower. The plots of different fairy tales and celebrations came to life in the game. Children were fond of building big and small houses, cars, garages, ships and air planes; covering tables with cloth turning them into caves and labyrinths. Often there appeared the motives of Kazan's underground, space ship that was off to the extraterrestrial trip, sea ship or submarine.

Different play material was available for spontaneous children's initiative, it allowed to take into account their individual interests and tasks of development, it stimulated children's fancy. Thus, a

piece of blue tissue could turn into a river, lake, sky, blanket. Theatrical toys were gladly taken into game: puppets, dolls which had been made out of cloth, wood, paper, waste materials together with parents.

Every day there were not less than 2 hours in the schedule of experimental kindergartens for the free game. Children could reflect their experience or the impressions of their activity with adults in the plots of games: a visit to the doctor, scenes from their family life, going to the shop, zoo, circus, theatre. Free story game is especially valuable for its possibility to work out individual experience, reveal creative potential in the play interaction with the agemates. Children learned from each others, built their own living space which was not subjected to the outer necessity or demands of faithfulness in relation to the outer reality.

For the appearing of creative conception in the process of a free game bright, living impressions which bother a child, influence his/her imagination and feelings are needed. That's why it was of utmost importance to maintain a diverse activity in the kindergarten in the course of the experiment. In order to stimulate further creative self-sufficiency in the free story game, the teachers played out plots of fairy tales, children's fiction together with children. Problem situations of the game such as "grandma is sick", "the ship was ruptures", "somebody gave me a hamster" and others in which teachers took part as equal playing partners, showed the approximate content of possible playing plots. Musical, finger and associative games contributed to enrichment of speech, imitation movements and children's playing images.

Interaction with parents was built on the principles of differentiation, dialogue, active participation in their children's activity. Mothers and fathers, grandfathers and grandmothers visited kindergarten, observed their children's games, were involved in children's activity, took part in projects, festivities, creative competitions. The topics for the discussions, trainings and seminars were the following: "What our children play", "What a child needs for a good game", "How organise the leisure in the family" and others. All these contributed to the creation of the trusting and collaborating atmosphere within the group of adult people who surround a child, and had a positive effect on the development of the creative imagination and creative initiative of children in the process of a free story game.

**The results** of the repeat examination of children (January, 2014) are shown in Table 2.

**Table 2. Levels of development of creative imagination and creative initiative of children at the control stage of the experiment**

Groups	Level of creative imagination development (%)			Level of creative initiative development (%)		
	high	medium	low	high	medium	low
experimental	54	44	2	38	62	0
observational	22	66	12	16	56	28

We have noted a significant increase of the indices of the high level in experimental groups: in the development of creative imagination of children for 36%, in the development of creative initiative for 32%. The indices of low level of creative imagination development were significantly decreased; there were no low level indices for the creative initiative development in these groups. We observe a significant increase of interest of the children from experimental groups to the free story game, diversity of game plots and game images. The children of the observational group still showed significant indices of the low level: from 12% in the creative imagination development, up to 28% in the creative initiative development.

### Conclusion

Creative abilities are forming in the connection with a general development of a child and with the help of pedagogical support from the adults. The efforts of the teachers and parents first of all should be aimed at creation of the conditions for development of creative initiative, self-sufficiency of their children in the process of a free story game. In the open educational space of a kindergarten the following should be pointed out as such conditions:

- creation enriched play environment, which stimulates game interests and contributes to the development of children's creative imagination;
- devoting enough place and time to the free story game in the day schedule of a kindergarten;
- organisation of diverse activity with children: theatrical, musical, finger games, associative games, play and problem situations, fiction reading. All these promote the further development of a free story game;
- adults taking part in story games with children as equal playing partners;
- close interaction of teachers and parents concerning the questions of organization of playing activity and leisure of children in their families.

The pointed organization-pedagogical conditions to the fullest extent contribute to the development of inner creative potential of every child in the process of a free story game, which is full of fancy.

**Corresponding Author:**

Dr.Klimentyeva Zinaida A.  
Kazan (Volga) Federal University  
Kremlevskaya, 18, Kazan, 420008, Russia

**References**

1. Akhmetzyanova, A.I., 2013. Space and time components of anticipation consistence of children having general speech underdevelopment. American Journal of Applied Sciences.
2. Vygotskiy, L.S., 1997. Imagination and creativeness in children's age. St. Petersburg: Soyuz, pp: 96.
3. Elkonin, D.B., 1999. The psychology of a game. 2nd edition. Moscow: Vlados, pp: 360.
4. Doronova T. N., L. N. Galiguzova and L. G. Golubeva, 2007. From childhood to adolescence: the programme for parents and teachers concerning the formation of health and development of children from 1 to 7. Moscow: Prosveshchenie, pp: 302.
5. Wood E.A. Free choice and free play in early childhood education: troubling the discourse. International Journal of Early Years Education.
6. Chazan S. E., 2012. The children's developmental play instrument (CDPI): a validity study. International Journal of Early Years Education. 1 (3): 297 - 310.
7. Poddyakov N. N. 1990. New approach to the preschoolers' creativeness development. Questions of psychology, 1: 16 – 19.
8. Karlgren F., 1995. Education to the freedom. Moscow: Parsifal, pp: 266.
9. Yaffke F. 2002. Creative formation of the images of children. Moscow: Karamyan, pp: 39.
10. Hansen, K.A., R. K. Kaufman and S. Saifer. 1999. Education and democratic culture: pedagogical methodology for the juniority. Speaking engagement of V. Gavel. Moscow: Gendalf, pp: 167.
11. Prokhorova L.N. 2013. The system of monitoring in the pre-school educational institutions. Part 3. Diagnostic of creativity of children and teachers. Moscow: National book centre, pp: 240.
12. Korotkova N. A. 2002. Observation children's development in pre-school groups: educational medium for teachers and psychologists of pre-school educational establishments. Moscow, pp: 43.

6/24/2014