

THE CURRICULUM PROJECT - MEANS FOR THE DEVELOPMENT OF CREATIVE ABILITIES IN SCHOOLS IN THE INITIAL SCHOOL

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Abstract: The article aims to trace the development of pupils' creative abilities in the initial stage of the primary education through project-based learning activities. In the curriculum of the students from the first to the fourth grade, emphasis is placed mainly on the acquisition of knowledge on individual subjects, on the formation of skills for the application of the learned on a practical basis through pre-selected exercises, test variants and project development.

In the Bulgarian language and literature training, according to the structuring of the curriculum in the curriculum, pupils are expected to have a set of specific competencies. For the first grade are key mastering of the basics of literacy, basic language competences, communicative competencies, literary competences and socio-cultural competencies. For the second, third and fourth grades, students should have a solid knowledge base in the following areas of competence: language competences, communication skills, literary competences and socio-cultural competencies.

Apart from the above mentioned, the programs also include activities for acquiring key competences on the part of the pupils in the training process on the basis of the interrelationships requested in this respect. Key competencies required for our elementary school pupils include: competencies in the field of Bulgarian language, mathematical competence and basic competences in the field of natural sciences and technologies, digital competences, learning skills, social and civic competences, initiative and entrepreneurship, cultural competences and skills for expression through creativity, skills to support sustainable development and healthy lifestyle and sport. For pupils in the second, third and fourth grades foreign language skills are indicated.

It is not a coincidence that the issue of the development of creative abilities among small artists with the help of the work on the curriculum is central to the development. Project training allows learners to unleash the limits of their creative talents based on different ideas, techniques, and learning subjects not only to identify appropriate inter-subject relationships for the realization of the forthcoming venture, but also to show in practical terms that combining of activities within several subjects, gives the project a complete completion, while at the same time revealing the totality of the various creative initiatives used in it. Therefore, project-based training is at the heart of the development of creativity among the students.

Keywords: creative project, creative abilities, types of competencies, elementary school.

1. INTRODUCTION

Taking into consideration the mentioned types of competencies, presented in the summary, needs of the pupils in the period of primary school age, special importance is given to the development of their creative activity through the work on reading literature. The project carried out with the students is related to the verification of reading competence in working with a text unknown to them. For the formation of sufficiently competent readers during the primary school, there is a direct attitude both to the student's interest in certain literary texts and genre varieties, as well as to his skill based on the reader's competence so far to fit adequately with a particular reader community. These reader competencies are the result of a sufficiently well-developed reading literacy, which is related to the acquisition of two groups of skills. The first group includes decoding skills that the reading technique applies to. The second group of skills refers to the understanding of reading, so-called consciousness in reading. That is, the text should be read so that after reading the reader has been able to understand the contents of the story described in it. Both sets of skills are in direct interaction.

P. Burns distinguishes four kinds of reading comprehension. They are: literal, interpretive, critical and creative understanding. The literal understanding is expressed in the perception of explicit ideas in reading. Interpretative understanding requires "reading between rows" related to the discovery and interpretation of information that is "not directly expressed in the text." Critical understanding is inherent in the assessment of the reading, which is related to the comparison of ideas in the "known standards" material and to the conclusion on the correctness, adequacy and timeliness of the reading in a particular socio-cultural context. The fourth type of comprehension - the creative is related to the construction of new ideas and "original constructs" (Mandeva, 2015: 477-478).

2. INFLUENCE OF PROJECT-BASED LEARNING ON THE DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES

It is precisely this constructing of interesting ideas, as a result of the reading process, that is best realized by preparing, organizing and conducting a training project. The project activity allows the teacher to organize the training of the learners, taking into account their interests and abilities. It creates the conditions by which they acquire the habit of independently searching, analyzing, systemizing and summarizing certain information.

Design-based primary school education has a significant impact both on the development of creative abilities in learners and on their personal development. For S. Nikolaeva, learning through the development of learning projects is a "cooperative activity to achieve joint goals in which a small group of students work on a common problem using different activities" (Nikolaeva, 2004: 23).

Creative activities of pupils at school and out-of-school support their intellectual development, choosing their favorite activity, which one day could become a professional career. Within a curriculum, different subjects may be involved as long as they are selected so as to complement and enrich each other's work on the activities set out therein. In this way, the mobilization of creative activity among young researchers is equally important, except for literacy (reading) and mathematical education, fine arts and other subjects. A problematic situation is in the essence of the curriculum, and its successful solving is the leading role of the participants in it, the tasks set out in the content framework, the specification of the interrelationships and the search for suitable alternatives for its successful finalization. In the context of the above, V. Chileva states that "the application of the knowledge already acquired in situations other than those in which they are acquired is a favorable condition for the emergence of creative processes that are fundamental in the problematic situations" (Chile, 2018: 41). In other words, the case study instigates the members of the team (teams) to unleash the creative impulse. Each activity embedded in the structure of the project challenge posed to students is accompanied by the implementation of specific tasks that require the combination of knowledge, ability and imagination.

Therefore, the existence of variation in thinking, creative imagination and the ability to create imaginary situations is necessary for the conduct of any "creative activity" (Stoimenova, 2005: 57).

Knowledge of knowledge, competencies, creativity, intuition, cohesiveness, and striving for a successful end of the project within the pre-set deadlines also relied on fourth-grade students to co-engage in an exciting project challenge in reading.

3. METHODOICAL STEPS IN THE WORK ON THE CURRICULUM

The project was realized with the fourth graders in the school year 2016/2017 as an individual and as a group training project, given the tasks assigned to it. The formed teams have a total of 5 and the number of participants varies between four and five, as the persons surveyed in the class are 22 in number.

Criterion: Tracking the reading qualities of primary school pupils.

Individual indicators and levels have been prepared, which in the process of working with the text revealed the achievements of the students according to the set parameters.

First metric: Reading speed and expressiveness. The reading speed is a quality that is directly related to the level of understanding of the information read by the student. The text should be read at a speed that allows not only to achieve the required reading speed but also its understanding. The expressive reading of the text is in turn related to the correct and expressive pronunciation of the words read, as well as to the requirement for proper intonation.

Scale to measure participants' achievements:

1. Low level - unsatisfactory level of speed and expressiveness when reading the text.
2. Medium level - a good level of knowledge of reading speed and expressiveness.
3. High level - excellent level of speed and expressiveness in reading the text.

After a preliminary discussion, the students chose to work with the fairy tale of Charles Perro "Faith".

The formed teams have a heterogeneous composition.

Tasks posed to students required:

1. A reader's reading of the Faith, with the pupils not having the content at the time of reading.
2. Brief discussion of the fairy tale to check the extent of absorption of its content from its primary reading.
3. Reflections on the text frame of the text based on the secondary reading.

After the experiment, the levels reached by the students were as follows: average, high level and only two of the students were registered with a low level on the first indicator.

Second Indicator: Reading Correctness. Emphasis is placed on the clear and correct pronunciation of the words read. Proper reading of words emphasizes both error-free reading and the reader does not allow adding or shifting words and putting incorrect accents.

The levels are:

1. Low level - mistakes are made when reading certain words and not putting the accents of words that make it obviously difficult for the student to read.
2. Average level - a good level of mastery of student's reading skills.
3. High level - Reading without error and correct fixation of the accents.

To test the second indicator and its associated levels, the pupils worked individually and the tasks performed included:

1. Correctly align the pieces of text.
2. Label the individual parts of it with numbers and stick them with glue to get the appearance of a whole text.
3. Read the text to see if its paragraphs are true and where they made mistakes.
4. Chain reading with students, where each pupil reads several sentences to clarify the problems of reading unknown text, the mistakes made and the reasons for them.
5. Finding expressions and sentences in the text within 60 seconds.

From the protocol monitoring, it became clear that the majority of the class has achieved an average level of success, with fewer participants reaching a high level and two of them at the low level.

Third indicator: Reading consciousness. Consciousness as the quality of reading is directly dependent on understanding. The conscious reading of the text is related to its content. When a student reads a specific text consciously and understands the meaning of the reading, it means that in this case he does the so-called reading with comprehension.

Levels include the following descriptive features:

1. Low level - lack of concentration in the initial reading of the text, as a result of which it is prevented from perceiving it.
2. Average level - a relatively good level of awareness of the text in the reading process.
3. High level - excellent perception of the text by the reader. (Zdravkova, 1996: 340). Criteria and metrics are modified and levels are author's.

The task assigned to the teammates is only one and it is:

1. Examine the extent to which students are able to achieve the fundamental purpose of the research under study - to achieve reading comprehension by discussing the behavior of the characters.

On the third indicator, the average level followed by the high level was set in the first place of the three levels presented in the established system of criteria and indicators to finally reach the low level.

4. CONCLUSION

The work on learning projects contributes to the development of teamwork skills, mutual co-operation in fulfilling the tasks assigned, sharing opinions and ideas in the work process, making important decisions on which the successful finalization of the of the project group and, last but not least, stimulates the mental activity and supports the development of creative activity. In addition to this, it is inevitable to note that project-based training helps to achieve better results in the overall learning process.

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APPENDIX № 1

CURRICULUM PROJECT: "Let's read, I can compete long and I'm proud of my knowledge"

Teams:

Team I - Alex, Anton, Joanna and Boyan.

2nd team - Boris, Anna-Maria, Rumen, Ivan and Maya.

Third team - David, Gergana, Catherine, Dimitar and Victoria.

IV team - Teodor, Ioana, Bozhidar and Veselin.

V team - Ivan, Olya, Ioana and Diana.

Feasts

Charles Pero

(Model of the correct arrangement of the mixed paragraphs of the fairy tale)

1. She had once lived a widow who had two daughters. The bigger in person and by nature resembled her mother. Both were so unpleasant and proud that people barely tolerated them. The younger one was a true copy of her father - gentle and kind to him, and she also had unparalleled beauty. And because they resemble, they love, the mother adored her great daughter, but she felt an irresistible hatred for the little one. She sent her to eat in the kitchen and made her work constantly.

2. In addition to all her other duties, the poor girl had to go for water twice a day from a spring that was half a leu from the house and carry a large pitcher full of top. One day there came a poor old woman who asked him to give her a lead.

"My heart, my mother," answered the pretty girl. She quickly rinsed the pit and sank it into the best place in the spring. Then she handed her to the grandmother, holding her to make her drink easier.

When she quenched her thirst, the old woman told her:

"You are so beautiful, good, and dear, that I wish to give you a gift.

3. It turned out to be a fairy that adopted the image of a poor old woman to experience the goodness of the young girl.

"I give you the ability to drop a flower or a precious stone from your mouth," the fairy said.

When the beautiful maiden came home, her mother cried out for her returning so late from the spring.

"Forgive me, Mother, I'm late," said the little daughter, and as she spoke these words, two roses, two pearls, and three large diamonds fell from her mouth.

4. - I do not believe my eyes! "Mother stunned. - From her mouth, she reads pearls and diamonds! How did you learn that, daughter?

For the first time she called her daughter.

The girl, in a heartfelt way, told everything that had happened, and as she spoke, a rain of diamonds poured out of her mouth.

"I must surely send my older daughter," the woman said. "Fancy, see what falls from your sister's mouth when she spoke. Do not you want to get such a gift? All you have to do is go to the spring of the spring, and when some poor man wants you water, give her the best of drink.

- How not! "Yes," said the daughter. - I need to go.

"I insist you go," her mother interrupted, "and at once.

5. The girl mourned angrily, but she left, taking the most beautiful silver court from the house.

She just arrived at the spring - a beautiful lady came out of the woods and asked her to give her some water. It was the same fairy that appeared to her sister, but this time dressed as a princess to see how far this girl's rudeness would be.

"Oh, I would not come here to bring you water!" "I was very proud of the superstition. "That's why I brought this silver bowl, the lady to drink water!" If you ask me, drink straight from the spring, so thirsty.

6. The fairy was not angry at all, but she told her:

"You're not at all at all. If you are so unfriendly, let your snake or frog come out of your mouth at every word you say.

7. As soon as she saw her come home, her mother cried out,

- Well, my girl?

"What, my mother?" Replied the groom, and from her mouth slid two whispers and one frog.

- Oh, heaven! Cried the mother. - I do not believe my eyes! Only your sister is guilty and will pay me dearly for this. She rushed to beat her.

The poor girl escaped and hid in the nearby forest. There he met the royal son who was hunting in these places. When he saw her beauty, he asked her what she was doing alone in the woods and why she was crying.

"Oh, sir, my mother drove me out of my home.

The prince saw five or six pearls and even more diamonds fall from her mouth, and he was very surprised at that. She told him everything that had happened to her. The king's son fell in love with her, thinking that such a gift cost more than any dowry, took her to the palace of her father, the king, and married her.

8. As for her sister, she became so bad that her own mother had driven her out of her home. The wanderer wandered here and there, but since nobody wished to shelter her, she found her death at the end of a forest.

APPENDIX 2
PROTOCOL BLANK OF THE CURRICULUM PROJECT

Criterion - Tracking the reading qualities of primary school pupils.

Indicators:

1. Speed of reading and expression.
2. Regulatory Reading.
3. Consciousness of reading.

Levels: low level, average level, high level.

Number of students	Indicator # 1, levels	Indicator # 2, levels	Indicator # 3, levels
1.	average level	average level	low level
2.	high level	high level	high level
3.	high level	high level	high level
4.	average level	average level	low level
5.	average level	average level	average level
6.	high level	high level	average level
7.	average level	average level	average level
8.	average level	average level	average level
9.	average level	average level	average level

10.	average level	average level	average level
11.	high level	high level	high level
12.	average level	average level	average level
13.	high level	high level	high level
14.	average level	average level	average level
15.	average level	average level	low level
16.	average level	average level	average level
17.	high level	high level	high level
18.	high level	high level	high level
19.	high level	high level	high level
20.	high level	high level	high level
21.	low level	low level	low level
22.	low level	low level	low level