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PSYCHOLOGICAL DEFINITION OF JUNIOR SCHOOLCHILDREN'S SPEAKING AND CREATIVE ABILITIES IN LEXICAL COMPETENCE

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Abstract

In this article was rose the problem about developing of
speech and children's creative abilities. There have been defined
sensitive age which is responsible for children's developing.

Keywords: sensitive age, inborn abilities, potentialities,
reproductive level.

The aim of the national educational politic is to create
special conditions for developing any personality and creative self-
fulfillment every citizen in Ukraine.

Upbringing the generation of people who are able to work
affectively and to study during lifetime. The search of junior pupils
speaking and creative abilities is considered context school
language educational problems in Ukraine. The main aspects are: to
provide the priority of the Ukrainian language as a national;
creation of the conditions for progress of school personality since
the first years of studying as during this the foundation of so called
"life time creativity" is established; a creative personality is
determined as a person who has capabilities, motivation knowledge
and skills. Thanks for them the product is formed that has newness,
originality and uniqueness.

**8th International Scientific Conference
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From the scientific point of view the abilities as individual-psychology peculiarities that differ one person from another, from which success depends and also scientific view on the cleverness as a peculiar combining of the abilities (individual-psychology peculiarities) on which possibility of success depends in action and understanding the term "potentialities" as an innate, anatomically-physiological features of the organized. These features are: peculiarities of the brain's structure, a sense organ, movement, properties of nervous system has human from the birth.

As well as potentialities are only opportunities and reasons for developing abilities. They also don't give the guarantee and don't create only capabilities. These described aspects produce a background for the formation of speaking and creative skills.

The problem of developing speaking and creative abilities has attracted many scientists. Despite this is was the research of O. Amatewa, B. Belkina, A. Bogush, N. Vetlygina, N. Gawrush, O. Dronova, T. Komarowa, T. Korahowa, N. Sakyliina, O. Ysharowa, N. Fesuhowa, N. Yagupkova and others.

The theoretical bases of formation junior pupils' speaking and creative abilities are: conceptional models creativity of foreign scientist (D. Gliford, E. Torrens, D. Rensyli G. Smith); native scientist (I. Voloshchuk, O. Dyachenko O. Matyushkin V. Petrovskiy A. Shumilin); technology of different kinds of studying problems developing direct and meditative in progressive self-oriented models in communication of figures in education process (D. Beluhin, I. Beh V. Davydov, T. Ilyina, B. Korotyaev, T. Kulikova, I. Lerner M. Makhmutov S. Podmazin O. Usov); the principles of organization speaking practice (M. Alekseeva, A. Bogush, F. Sohin, O. Ushakov, L. Fedorenko, V. Yashin); pedagogical conditions for developing leadership in of children's creativity (E. Belkin, N. Vetlugina, N. Heorhyan, O. Dronova, T. Kazakova, V. Molyako, N. Orlanova, O. Pyschuhina, T. Ruban L. Tanina, K. Tarasova, O. Ushakova, A. Shybytskata and others).

Multidimensional and complexity of developing junior pupils speaking and creative abilities have caused studying of different positions languages-speaking – studying the problems of language pragmatics; to analyze aims and motivations: indicators to the members of communications; which significantly determine the features of the speaking product (G. Bogdanovich, V. Bondarko, A. Vezhbytska, E. Vereshchagin, T. Winokur, M. Vsevolodova, I. Golubovska, U. Karaulov, V. Kononenko, V. Kostomarov, V. Krasnukh, O. Kybryakova, L. Matsko, O. Mitrofanova, N. Ozerova, R. Ratmayr, O. Shmelev) enrichment of pupils vocabulary in different levels of speaking developing (N. Gavrish,

**8th International Scientific Conference
Science and Society 2015**

N. Golyb, L. Kulybchuk, V. Tyhosha and others) the culture of speaking (N. Babich, B. Golovin, O. Goroshkina, V. Kostomarov, L. Matsko and others); the psychological bases of speaking development (L. Vygotsky, O. Leontiev, M. Zhyhkin, I. Zumnya, O. Luria, I. Sunuzya); the functioning of artistic style text (L. Varzatska, O. Karaman, L. Macko, V. Melnychayko, M. Pentyluk and others); the creation of speaking component in secondary preparation pupils (O. Belyaev, M. Vashulenko, L. Matsko, N. Pashkivska, M. Pentyluk, K. Plusko, O. Khoroshkovska and others); the communicative aspect of language studying (A. Bogush, L. Varzatska, N. Gavrish, V. Kapinos, S. Karaman, T. Ladyzhenskaya, V. Melnychayko, M. Pentyluk, M. Stelmahovych and others.).

Tepla has made a great contribution to developing of the theory of potentialities. He has proved that potentialities come out in the process of gaining and forming knowledge competence and skills in specific conditions.

However, potentialities don't resemble actions and are conditioned only to psychology formations, which are knowledge, ability and skills.

The quality of the realization the action of level of achievement depends potentialities.

There are some characteristics that lead to the term "potentialities". M. Teplov has distinguished three main characteristics of abilities: -abilities-they are individually-psychologically peculiarities that differ one person from another.

They have psychological nature and run from one person to another. Abilities- it is not some individual features, but only that which are related to successful realization of concrete action; -abilities aren't only psychological formations (knowledge, competence and skills) that have been developed in concrete person.

Therefore as we already mentioned these features, let us determine the term "abilities".

Abilities- are individually-psychology peculiarities of a personality, they are the reason of successful realization.

Focusing attention on the determination of developing human abilities let us prove a general rule. Abilities appear only in action exactly in which they can't be realized without this abilities. Taking into consideration all these we understand speaking and creative abilities are individuality-psychological peculiarities of a personality which are the condition for successful realization of speaking and creative activity.

**8th International Scientific Conference
Science and Society 2015**

As for indicators of well-developed speaking creativity abilities in junior forms we mean the skills there are used in speaking phonetic-word-building (alliteration and different prefixes with emotion shade; suffixes that denote roughness and petting-lexical-semantic indicators: polysemantic words, synonyms, antonyms, homonyms); -syntactical indicators: proverbs, sayings, winged words, phraseology (idioms); -stylistic devices: epithet, simile, metaphor, personification, hyperbole; -stylistic figures-theoretical questions; the elements of intonation emphasizes.

(T. Franko's results of the research were taken into consideration).

However we can't separate indicators of speaking from general communicative abilities.

Due to we mean: ability to determine the theme of saying and to keep their borders- to build ideas according to their aim, main thought and the person of speaking; to use significant proofs and facts in order to reveal the theme and main idea of the statement; to build sayings step by step (to determine causal ties among facts and occurrences; to do summaries and conclusions); to choose kind and style of speaking which depend on the aim and the situation of speaking, to use different stylistic devices according to the style, kind, genre of the expression; to improve saying (to correct oral speaking, text editing).

In the process of children's studying and upbringing, the main moment is synthesis age which is good for developing these or those abilities. That is why it is related to the optimal term of formation some psychological characteristics and psychological causes.

As for this period late or advanced education is not enough effective influence on the children's psychological development inappropriately.

As for development, for example general abilities the middle "synthetic age" is the period from 6 to 7 years old. The foreign psychologist analyses have proved that girls, synthetic period of the linguistic abilities and boy's mathematics abilities are related to the junior school period. Thus F.Ruch proved that girls differ from boys in abilities as: speed of ... and also text that connected with finding contrast, analogies, ending the sentences, stories. The compositions are written by girls during the same time to be longer by the members of words than those which were written by boys. It was almost 86% of words that were used by the girls in junior school and as for boys it was 85% [6]

Thurstone's research showed us that the girls speed of speaking was better and task's connected with a speaking skills of

**8th International Scientific Conference
Science and Society 2015**

knowledge than in lexicological texts; understanding of the language and verbal speaking.

Abilities which are responsible for vital human activity of their social environmental development are divided into two groups: general and special intellectual abilities. General abilities-mean the system with individual- will abilities of personality, who provides the productivity of (learning) abilities, skills and conditions of different kinds of action.

The basis of general abilities of development is inherent psychological acquirement by brain's operation (analysis, synthesis, classification, systematization, abstraction) start in childhood. For example, certain learning provides abilities of children to love abstract tasks for the third form children.

However, the wide range of individual peculiarities cause the results that some children have the same thought in 10-11 years and others can't think this way even being adults.

Special abilities- are the system of characteristics that help us to achieve high results in any sphere of life, for example musical literary, visual, scenic, mathematic, sport, military and others.

General and special abilities are interconnected. General abilities are developed together with the development and formation cognitive (psychological) processes (feeling, perception, imagination, memory, language, thinking and others).

It is quite clear that formation of special abilities can't exist without general individual abilities. Studying speaking and creative language abilities we established following the successful realization of speaking and creative abilities, it's necessary to follow several items:

- 1) active and positive attitude towards native language and literature and inclination to study it, that makes a person to learn with interest;
- 2) some characteristic features as: hard work, organization, self-determination, purposefulness, insistence and also intelligence;
- 3) favorable psychical conditions during speaking and creative action;
- 4) some language- speaking and literary knowledge competence and skills;
- 5) some individual-psychological features in sensing and mental sphere, that have to be satisfied to all requirements of speaking and creative abilities.

We can distinguish the term abilities as a level of its manifestation in this or that action. We can distinguish four levels of abilities, reproductive, creative, high and the highest.

**8th International Scientific Conference
Science and Society 2015**

At the reproductive level human creates something new and original. Firstly, they are creative elements and newness that are included into reproductive activity. These elements can be developed and improved; due to their creative activity developed on their basis. Thus, each reproductive activity includes reproductive elements.

At the high level the function of abilities have their newness, original way of solving different problems, activities and so on. The highest levels of human's abilities provide us with human's creation something original, new in scientific research, art, literature and soon. People who are at this level are genius.

Potentialities- are the initial natural abilities, that haven't been developed yet, but those which can appear during the first attempts of action.

It all very important to find children's potentialities as early as we can, in order to form their abilities and not to lose their synthesized age. Psychology of individual's differences shades the dependence of abilities on potentialities.

A. Anastazi noticed that individual differences born in very big amount and complicated cooperation among individual's heredity and his or her environment [1].

There are two kinds of potentialities: inborn (natural) and obtained (social).

Inborn potentialities appear in childhood. Even twins, despite their resemblance of general features, differ one from another by psychological state and the way of behavior, we can explain this with the help of the environment but also with the influence of heredity and genetical code.

Let us consider the term "obtained potentialities" using the example of speaking and creative abilities.

So, if we want to obtain the art of writing compositions we must study the elementary knowledge of vocabulary phonetics, graphics, grammar, orthography, morphology, syntax and stylistics.

This elementary knowledge of the Ukrainian language according to higher speaking and creative abilities (compositions) will be potentialities.

The ability of speaking depends on the environmental influence and as for these abilities the potentialities are socially conditioned.

Therefore, speaking and creative abilities are related to the special and intellectual abilities that are person's individual-psychological peculiarities, which are the conditions for successful realization of speaking and creative action.

**8th International Scientific Conference
Science and Society 2015**

The period of synthesized development of these abilities differ in sex.

In primary classes the girls' linguistic abilities are bigger than the boys' one.

There are some indicators which established the level of speaking development and creative abilities in primary classes. They are: phonetical, wordbuilding, lexically-semantic, syntactic and stylistic devices; stylistic figures: rhetorical questions on the elements of intonation expression. Of course we can't separate these indicators from general communicative competency.

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