

PEDAGOGICAL FOUNDATIONS FOR DEVELOPING THE CREATIVE ABILITIES OF GRADE 6-7 STUDENTS THROUGH AN ACMEOLOGICAL APPROACH

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Abstract: This article analyzes the pedagogical foundations for developing the creative abilities of Grade 6-7 students through an acmeological approach. Particular attention is given to methodological strategies that support students’ creative thinking, self-development, problem-solving abilities, motivation, and individual potential. The article also examines the theoretical essence of the acmeological approach, the concept of creativity, pedagogical strategies for fostering creative activity, and the importance of practical learning experiences.

Keywords: creative ability, acmeological approach, pedagogical foundations, students, development, creative thinking

Introduction. The purpose and significance of this article lie in providing a deeper understanding of the role of the acmeological approach in contemporary education and its potential for developing students’ creative abilities. Acmeology is concerned with the processes of personal development, the formation of knowledge and abilities, and the achievement of higher levels of individual potential. In the educational context, the acmeological approach supports both personal and social development by creating conditions for self-awareness and the maximum realization of individual capabilities. From this perspective, the concept of creative ability becomes broader and is associated with the learner’s ability to recognize personal potential and transform it into meaningful activity. Creative abilities include innovative thinking, problem solving, generation of new ideas, and the capacity to respond flexibly to unfamiliar situations.

These abilities play an important role in determining an individual’s uniqueness and capacity to contribute to society. The acmeological approach is particularly significant in this regard because it focuses on identifying internal potential and creating conditions for its practical realization. The article therefore examines the theoretical foundations and practical application of the acmeological approach, the distinctive characteristics of creative abilities, and methodological opportunities for their development. Such an approach strengthens the role of individualized education and can contribute to improving educational quality. The relationship between acmeology and creativity may also create favorable conditions for the introduction of new approaches into teaching and upbringing. In this sense, acmeology, as a field concerned with self-development and the achievement of high levels of personal growth, provides an important conceptual basis for identifying and supporting students’ creative abilities.

The Essence of the Acmeological Approach. The acmeological approach is important in education because it is directed toward supporting the personal and, in a broader sense, future professional development of the individual. Its main principles include taking into account the learner’s individual characteristics, abilities, goals, and potential, as well as ensuring an individualized approach to teaching and learning. The application of an acmeological approach helps students use their capabilities more fully and work consistently toward achieving personal goals. It can also contribute to the development of self-assessment, independent expression, decision-making, and problem-solving abilities. For teachers, this approach creates opportunities to identify students’ individual needs and to design educational strategies that correspond to their abilities and developmental characteristics. Another significant feature of the acmeological

approach is its focus on stimulating creative thinking. Learners are encouraged to accept new ideas, experiment with alternative solutions, and apply new knowledge in practice.

As a result, the educational process becomes oriented not only toward knowledge acquisition but also toward self-awareness, personal achievement, motivation, and the realization of individual potential.

Therefore, the acmeological approach can be regarded as a developmental educational strategy that integrates knowledge acquisition with personal growth.

It creates conditions in which students can become more aware of their abilities and develop creativity, critical thinking, problem-solving skills, motivation, and self-evaluation.

The Concept of Creative Abilities. Creative abilities refer to a person's capacity to generate new ideas, express familiar phenomena in new forms, and solve problems through innovative approaches. Creativity includes such characteristics as originality, flexibility, imagination, openness to alternatives, and the ability to develop new solutions on the basis of previous experience. These abilities are important in both personal and future professional development because creativity allows individuals to express themselves and contribute new ideas to society. The development of creative abilities among Grade 6-7 students depends on several interrelated factors. First, a positive educational environment and active cooperation among students can stimulate creative thinking. Teachers can support this process by providing problem-based tasks that require students to search for different solutions rather than merely reproduce ready-made answers.

Second, it is necessary to create favorable conditions in which learners can express their ideas freely, propose new solutions, and experiment without excessive fear of making mistakes.

Individual characteristics also play an important role in the development of creativity. Students' interests, motivation, personal experience, and learning preferences directly influence their participation in creative activities. Encouraging independent thinking enables students to search for original solutions and approach problems from different perspectives. Group work and discussion can also support creativity by exposing learners to different viewpoints and creating opportunities for the collaborative development of ideas. Thus, creative abilities contribute not only to academic learning but also to students' future personal and professional success.

Pedagogical Strategies. Pedagogical strategies and methods play a significant role in developing students' creative abilities. Teachers can use a variety of techniques to stimulate creative thinking and active participation in the educational process. Problem-based learning is one such method. It creates conditions in which students can approach problems creatively, express their ideas independently, and develop alternative solutions. Educational games and simulations can also make learning more dynamic and support creativity. Such activities increase motivation and encourage students to participate actively in the learning process. Group work and discussion are particularly valuable because they enable students to exchange ideas, listen to different perspectives, and develop new solutions collaboratively. Such activities also contribute to the formation of social and communicative skills. Providing opportunities for students to work on creative projects and research tasks can further strengthen independent thinking. Through project-based activities, learners not only acquire theoretical knowledge but also learn to apply it in practice. Pedagogical strategies should therefore encourage active involvement, free expression, problem solving, independent decision-making, and experimentation with new ideas. Interactive methods, problem-based instruction, and project-based learning can be particularly effective because they support analytical thinking, creativity, cooperation, and self-awareness.

The Acmeological Approach and Creative Activity. The acmeological approach is closely connected with the development of creative activity because it focuses on the realization of personal

potential. Several conditions are necessary for the effective development of creative activity within this approach. First, it is important to create a creative educational environment in which students are able to express their opinions freely, test new ideas, experiment, and learn from mistakes.

Second, the teacher has a central role in supporting creative development. Teachers should guide students, provide constructive support, encourage initiative, and strengthen learners' motivation. Another important aspect of the acmeological approach is self-development. Through self-assessment and reflection, students can identify their strengths and weaknesses and better understand how to improve their participation in creative activity.

Collective activity should also not be overlooked. Group discussions and collaborative projects can contribute to the development of creative thinking by allowing learners to share experience and generate new ideas together. An acmeological approach therefore creates conditions for personal growth by combining a supportive creative environment, individualization, motivation, self-reflection, and collaboration. As a result, students are provided with greater opportunities to realize and develop their creative potential.

Practical Examples. Students' participation in practical activities has a considerable influence on their ability to develop skills and apply theoretical knowledge in meaningful contexts. For example, during practical mathematics activities, students may learn to use mathematical formulas to solve real-life problems. Such activities not only reinforce subject knowledge but also strengthen problem-solving and independent thinking. Practical activities organized on the basis of interdisciplinary integration can also help students recognize relationships among different academic disciplines. For instance, integrated activities involving biology and chemistry in the study of ecosystems can encourage students to understand environmental responsibility and participate more actively in discussions related to environmental protection. Such tasks may also contribute to creative thinking because learners are encouraged to propose innovative solutions to authentic problems.

Conditions created for collaborative activity can strengthen students' ability to work with others. In group tasks, learners practice respecting different opinions, discussing problems, and developing shared solutions. Practical laboratory activities can similarly contribute to the development of scientific thinking and problem-solving skills. Students have opportunities to apply theoretical knowledge through experimentation and observation. Such activities also strengthen cooperation, communication, responsibility, and self-control. In this sense, practical learning experiences contribute not only to the development of academic knowledge but also to students' personal qualities and creative potential.

Conclusion. The main ideas presented in the article indicate that practical activities and innovative pedagogical approaches play an important role in developing students' creative thinking. When learners are given opportunities to apply knowledge and skills in practice, they become more active, independent, and capable of developing their own solutions. The positive influence of such activities extends beyond academic achievement and contributes to personal development.

Practical tasks aimed at strengthening self-control and responsibility can also help students develop the ability to participate in socially useful and goal-oriented activities. Future research should examine the relationship between practical activities and creative thinking in greater depth. Comparative studies involving different age groups may help identify which types of practical activities are most effective for developing creativity. It is also important to explore methods that take into account students' individual characteristics and developmental needs. Particular attention should be given to improving teachers' methodological competence in organizing practical, interactive, problem-based, and project-oriented learning activities. Strengthening cooperation

between teachers and educational institutions can also contribute to expanding students’ practical experience. Overall, the effective development of creative abilities among Grade 6-7 students requires the systematic use of modern pedagogical approaches, individualization, motivational support, reflective activity, and practical learning experiences. The acmeological approach provides an important framework for this process because it focuses on self-development, realization of individual potential, achievement of personal goals, and continuous personal growth. Therefore, the integration of acmeological principles into the educational process can contribute to improving educational effectiveness, strengthening students’ creative thinking, and creating favorable conditions for their comprehensive personal development.

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