



УДК 37.015.31:37.091-053.66

## MODERN TECHNOLOGIES IN SUPPORT OF THE CREATIVITY OF CHILDREN OF YOUNG SCHOOL AGE

PIECHOTA Beata  
Państwowa Akademia Nauk Stosowanych w Krośnie, Polska  
State University of Applied Sciences in Krosno  
[beata.piechota@kpu.krosno.pl](mailto:beata.piechota@kpu.krosno.pl)

*The intensive development of information technologies in recent years has also forced the use of new technologies in the field of education and upbringing to develop creativity of children at an early school age. Everyday use of various technological advances opens wide opportunities for children to search for information, as well as to develop their own self-creation.*

**Key words:** *modern technologies, education, upbringing, creativity, children at an early school age*

### INTRODUCTION

Kindergartens and schools are institutions operating in a strong connection with the social environment and in connection with the cultural, economic, technological reality and the broadly understood needs of education for the future. The school must provide children with the right conditions to acquire knowledge, skills and competences in the field of digital technology, which intensively enters every sphere of our lives. In this rush of development of digital technologies, it is even the duty of the school to become a bridge in the sharing of technological goods, because only in this way will children from different backgrounds be able to equalize opportunities and keep track of technological "news" that change our everyday lives - and thus force us to quickly adapt to this new reality.

### RESULTS AND DISCUSSION

Modern information and communication technologies are an increasingly attractive didactic means that diversifies the educational and upbringing process, which is conducive to individualization and personalization of education - with particular emphasis on the needs of the child. These technologies also provide teachers-educators with tools to diagnose children's needs, which definitely contributes to the optimization of the educational process. It is particularly important that children from all backgrounds - (urban and rural) have access to information and communication technologies in educational institutions, which would enable them to freely use them and penetrate knowledge. Unfortunately - not every school has the appropriate technical facilities and cannot offer this free access - if only for purely economic reasons.

In addition to this base of didactic resources in the form of digital technology devices, the child needs the help of teachers who themselves represent a high level of technological competence, and are more likely to condition them to achieve high



results in the didactic process. It is these mutual teacher-student relationships, skilful use of modern technologies in everyday educational and didactic work that can be a pleasant form for a child to enter a higher level of skills and competences from the use of information technologies both in everyday life and learning about their interests, educational opportunities creative possibilities. As human creativity always goes hand in hand with imagination, the priority task of every teacher is to conduct classes in such a way as to activate the children's need for creative thinking, looking for new solutions, taking their own initiatives, independent expression, sharing their own world of aesthetics, colors, harmony – not necessarily sticking to the current framework.

For many children – kindergarten or school is the only place where they have the opportunity to come into contact with devices that help them learn about modern technologies and use them to explore knowledge. It is for poor communities with limitations resulting from economic and/or educational dysfunction of families. Supporting the creativity of children at an early school age should be preceded by a thorough pedagogical diagnosis of the child. It is important for the child to know:

- What are the student's learning opportunities?
- What level of independence in the learning process does the child represent?
- How does the child spend his free time?
- What are the child's interests and how do you pursue them?
- Who supports the child in developing his interests and to what extent does this support take place?
- What is the level of satisfaction of the child in the area of developing his own interests and the effects achieved in this area?

### **CONCLUSIONS**

A correctly and reliably conducted pedagogical diagnosis of a child above the indicated spheres of his life will greatly enable an insightful teacher to plan proper personalization of education, as well as to properly assess the skills and competences of the teacher interacting with the child. After all, the success of the entire educational process also depends on the high level of operational skills of the teacher himself.

As I.Kochan states, “The level of technological maturity, the ways of using the Internet, the choice of means of communication and the forms of spending time on the Internet have a significant impact on the quality of life of young people and the development of their competences, needed both now - in private life and study - and in future professional work. They influence the comprehensive development of the teacher and the student, diversify and enrich the didactic process. (...) Modern technologies are a component of the natural environment of a modern student and as such should be present at all levels of education.”

### **REFERENCES**

1. I.Kochan, Wykorzystanie technologii informacyjno-komunikacyjnych w pracy dydaktycznej, „Studia z Teorii Wychowania” 7/3 (16), 2016, s. 152.