**Creativity in additional education as a way to socialize a child**

In the context of the globalizing world, the problem of socialization of children arises quite sharply, since with the advent of gadgets, computer games and various gaming devices, children increasingly begin to immerse themselves in virtual reality, losing touch with the real world.

In the scientific literature, there are many definitions and interpretations of the concept of "socialization". But the following can serve as the most general and capacious definition of the process of socialization of an individual. Socialization is "the process and result of the assimilation by an individual of the available and personally necessary social experience" [1].

G. Tarde proclaimed imitation as the main mechanism of socialization, regulated by society through its social institutions - the system of education and upbringing, family, public opinion, and the “teacher-student” relationship as a typical social relationship [2].

G.M. Andreeva defines socialization as follows: “Socialization is a two-way process that includes, on the one hand, the individual's assimilation of social experience by entering the social environment, a system of social ties; on the other hand, the process of an individual's active reproduction of a system of social ties due to his vigorous activity, active inclusion in the social environment ... a person not only assimilates social experience, but also transforms it into his own values, attitudes, orientations ”[3].

To the risks of modern socialization N.D. Nikandrov attributes indifference or active hostility to people, cruelty, an increase in alcoholism, drug addiction and crime (especially violent, mercenary, unmotivated), loss of a sense of homeland, indifference to creating a family, trial marriages, social orphanhood, prostitution and a mass primitive culture that reduces the level of artistic needs. I.P. Ryazantsev and G.K. Vartanyan add the threat of mental and physical harm. T. Emchura includes virtual addiction as a “young”, active risk of modern socialization [4].

The introduction of gadgets into living space influenced not only the formation of oral speech, but also the emergence of a special type of written speech (SMS) without spelling and syntactic rules and forms of politeness, the main feature of which was brevity and minimal keystrokes. As they get older, modern children more and more often "listen with their eyes", read SMS-messages and chat, and "talk by their fingers." Leading neuropsychologists testify to the incessant and ubiquitous impending drama - the loss of their native language by modern children - the carrier of the axis of consciousness ”.

If we analyze the life situation of a modern schoolchild, then free communication of children takes up a small part of their life. As a rule, this happens during regime moments (walk, free play). The current situation does not allow to effectively develop certain personal qualities that are formed in different situations and different forms of activity, when the child is given the opportunity to correlate his behavior with the requirements of the situation, the expectations of other people, to actualize the psychological reserves of the personality in accordance with the situation of communication and interpersonal interaction.

Thus, if we try to characterize the general situation of children in the modern world, this is due to the processes of globalization and the changing role of traditions in people's lives. Therefore, children in the modern world, regardless of the society or state in which they live, experience all the burden of success and mistakes. accumulated by society. Social perception of childhood integrates economic indicators, technological advances, social characteristics, cultural values and ideological ideas that dominate society. It is very important that the child goes through the process of successful socialization, as this will become the basis for his development in the future.

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Based on the analysis of scientific literature, we came to the conclusion that during the implementation of any creative process, negative thoughts and emotions turn into creative feelings. These feelings are a certain material embodiment in a painting, applique, game, photography. They come to life in a poem, in the process of a theatrical performance. The therapeutic effect is observed not only at the moment of creativity itself, but also later, in the memories of it, as a powerful positive dominant.

Children's creativity helps to develop a sense of proportion, beauty, helps to open children's potential, has a beneficial effect on motor skills, helps to better understand color, fits into the shape, normalizes hyperactivity, the child develops faster, communicates with peers and gains new knowledge and skills, thereby creativity is an auxiliary factor in the socialization process.

In this aspect of the organization of additional education, it becomes one of the places where children can engage in creativity, without fear to show their initiative and independence, as well as interact with a group of children of different ages in a variety of activities that the family is not able to create, thereby making it easier to go through the secondary process. socialization in the children's team.

The use of elements of creativity in foreign language lessons has long been included in the teaching methods of teachers. Nearly every teacher has used their drawing, singing, role-playing, or staging a theatrical performance at least once. The creative level of work is associated with the formation of skills and abilities to search for more complex communication tasks, both in oral speech and in reading, for example, acting in accordance with the proposed circumstances and taking on a role, preparing a message on a specific topic, listening to the message and expressing your attitude to its content; read the story and answer problematic questions in connection with the content-semantic plan of the text, interpret the main idea of the text in order to stimulate the formation of educational and cognitive motives.

To study this issue and conduct research from February to July 2019, studies were carried out on the basis of the children's and teenage club "Zhiger", which organizes children's leisure and holidays in the city of Pavlodar. The aim of the study was to conduct classes for children from 7 to 15 years old in English using various types of creative activities and track the results, i.e., whether the creative direction of teaching helps children to go through the process of socialization and find a common language with each other. In particular, for these lessons, lesson plans were developed taking into account the age of the children. When developing the lessons, a mandatory new vocabulary was introduced on the topic under study, some kind of creative activity related to the topic under study, as well as games, which are also a factor that brings children closer to each other.

Children are very fond of collective creativity: it can be drawing, applique, modeling, construction. Creation of common, collective pictures, compositions, where each child takes part, gives special satisfaction to children. Such works truly inspire their admiration. And here you can just observe the mutual influence of material and spiritual culture. A.S. Makarenko talked about raising children in a team. The team has a powerful effect on the formation of the personality, and the performance of creative work also contributes to the development of all aspects of the personality.

According to observations, from the first lesson, when performing a creative task, the children became more active, they had an interest in the lesson, they began to talk, looked at each other, helped each other to do something, but they had not yet become one team, with the first occupation is the occupation of dating, when children recognize each other by looking at them. But already from the first lesson they define themselves as a group of communication, the teacher's task is not to allow division into groups, separation of interests. We need to unite children into one team, create a comfortable atmosphere where every child can feel free and active, for this it is necessary to use creativity, which is a well-deserved tool for personal development. Since creativity is an activity that allows us to reveal the potential of a child, in these lessons a lot of attention was paid to these creative tasks.

In all classes, one general tendency can be noted: at the beginning and at the end of the lesson, the children experienced significant changes in behavior, attitude towards the teacher and other children, increased activity and participation in the learning process. Criteria for determining changes: changes in speech, tone and tone, facial expressions, looks; communication with other children; establishing relationships with the group; full or partial participation in the lesson, display of emotions. So, at the beginning of classes, all the children behaved with restraint, wary, quiet timbre of voice and indistinct speech prevailed. After joint creative work, 95% of children began to behave more confidently, actively participate in the learning process, discuss common ideas with other children, increase the timbre of their voices, express joy through smiles, laughter, open and warm looks.

Thus, we can conclude that creativity in teaching a foreign language has a positive effect on children and can serve as a way to socialize children.

**References**

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