METHODS AND TECHNOLOGIES FOR THE DEVELOPMENT OF CREATIVE THINKING OF PUPILS

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ABSTRACT

Today, the problem of a person's willingness to act proactively and creatively in any circumstances is relevant - this social request meets the needs of the child to be independent, to know and be able to use his abilities. This article discloses innovative methods and technologies for the development of creative thinking of pupils.

Keywords: Creative, thinking, method, technology, development, creativity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In recent years, educational institutions pay great attention to the problems of finding and supporting gifted children, creating the necessary conditions for the early identification of creative abilities and talents and their development at various stages of personality formation and formation.

In scientific research, several approaches to understanding the phenomenon of "creativity" are distinguished : as a reflection of the level or properties of thinking; as a quality of intelligence; as the need for search and conversion activities, subject to active interaction with the environment; as a property of a holistic personality.

The theoretical aspects of creativity are highlighted in the works of many foreign and domestic authors (G. Yu. Eisenck , A. V Brushlinsky , D. Zh. Guilford and others); personality correlates of creativity are presented in the works of L. B. Ermolaeva-Tomina, A. N. Luk, R. V. Reskin and others; The problem of diagnosing creativity was developed by D. B. Epiphany, N. B. Shumakova, E. I. Shcheblanova and others.

Creativity is a multicomponent complexly organized holistic mental education that reveals the individual's ability to experiment, transform verbal and figurative standards, to establish new associative connections between objects and phenomena, which is actively implemented in educational and life experience. Creativity is integrated into the structure of personal properties and adaptive potential, the degree of this integration is determined by the possibilities of creative self-expression [5, 14].

Creativity is a developing mental education in the conditions of free creativity and activation of processes of reflection, interactivity and self-expression. The development of verbal and figurative creativity activates the intellectual, emotional, communicative and regulatory properties of the personality, expanding the possibilities of its interaction with the social and communicative sphere. Creativity also determines an increase in adaptive potential, which is objectively expressed in the ability to

overcome difficulties in activity, and subjectively, in the increase of self- esteem and self-worth [10, 29].

Creative teacher - this is primarily a mature master of his craft, prepared and competent, educated and developed. Functional competence is part of the creative characterization of a modern teacher and means a conscious understanding of social and cultural functions in the system of professional education, pedagogical, purely specific functions in the learning process and mastering the techniques and methods of its successful interaction with students and colleagues. Yu. K. Babansky emphasizes that the development of creativity is carried out by methods that activate creative thinking, help develop the ability to solve new problems and contribute to productive mental activity, a focused conscious search for a solution to a problem [4, 235].

Methods of activating creative thinking and the formation of creativity can be c grouped on the following grounds.

1. Methods aimed at organizing a creative environment:
- brainstorming as a group method of creative activity without taking into account any evaluation criteria and directions of the search for ideas [1, 17];
- synectics as a type of brainstorming assuming discussion of ideas at the stage of their promotion and determination of methods for generating ideas [3, 112].

2. Methods for optimizing the accumulation and structuring of knowledge on the problem
(various schemes for collecting and analyzing preliminary information, building hypotheses, testing intuitive ideas, etc.):
- TRIZ method (theory of solving inventive problems) [2, 80]. This technique is a comprehensive structural-logical program for identifying and eliminating contradictions in the course of solving a problem oriented to an ideal end result;
- structural and logical schemes of imagination as a rational thought process of representing the result of labor before it begins (building a product image , creating a program and modeling the process of obtaining it).

3. Training methods of intuitive thinking, which are based on intuitive-logical games [9, 63].

One of the main tasks of the modern school is to help students fully demonstrate their abilities, develop initiative, independence, and creativity. The successful implementation of this task largely depends on the use of methods and techniques to enhance the creative activities of students. They are very diverse and are widely used in the educational process.

The methodology for the development of creative thinking should be based on the following principles:

activities - any development occurs in the process of any activity;

individuality - it must be borne in mind that the individual characteristics of each child allow him to train his abilities only within certain limits;

sequences - you need to offer exercises starting with the simplest ones, gradually complicating them as you master;

phasing - include in the educational activity exercises for the development of abilities, proceeding to the next stage, you can not pass the previous one ;

cycling - include developing exercises must be certain cycles, repeat these cycles during the school year it is advisable to several times;

psychological comfort - the child should not feel their failures;

cooperation of the teacher with the school psychological service and parents.

For the development of creative thinking , the following conditions must be met:

to avoid the teaching style of traditionality, everyday life, monotony, separation from the personal experience of the child;

avoid overwork and training overloads;

use stimulation of cognitive interests;

to stimulate cognitive interests with a variety of receptions (illustrations, game, crosswords, tasks-jokes, entertaining exercises);

specially teach techniques of mental activity and educational work, use problem-search methods of teaching.

Thus, in children it is necessary to form a positive motivation for learning, suggesting the manifestation of volitional efforts in the process of mastering knowledge, which is, in fact, the development of the child's cognitive activity.

Teaching methods are a set of techniques and approaches that reflect the form of interaction between students and teachers in the learning process.

In the modern understanding of learning, the learning process is considered as a process of interaction between a teacher and students (lesson) in order to familiarize students with certain knowledge, skills, abilities and values. From the first days of the existence of instruction, to this day, three forms of interaction between teachers and students have developed, established and become widespread. For clarity, we will present them in the following schemes.

The passive method is a form of interaction between students and teachers, in which the teacher is the main character and the manager of the lesson, and students act as passive listeners subordinate to the teacher's guidelines. The teacher communicates with students in passive lessons through surveys, independent tests, tests, etc. From the point of view of modern pedagogical technologies and the effectiveness of student learning, the passive method is considered the most inefficient, but despite this, it has some pros. This is a relatively easy preparation for the lesson by the teacher and the opportunity to present a relatively larger amount of educational material in the limited time frame of the lesson.

The active method is a form of interaction between students and teachers, in which the teacher and students interact with each other during the lesson and the students here are not passive listeners, but active participants in the lesson. If in the passive lesson the main character of the lesson was the teacher, then here the teacher and students are on equal terms. If passive methods presupposed an authoritarian style of interaction, then active ones more presuppose a democratic style. Many between active and interactive methods put an equal sign, however, despite their commonality, they have differences. Interactive methods can be considered as the most modern form of active methods.

Interactive method. Interactive (" Inter " - this is mutual, " act " - to act) - means to interact, is in the mode of conversation, dialogue with someone. In other words, unlike active methods, interactive ones are oriented towards a wider interaction of students not only with the teacher, but also with each other and at the dominance of student activity in the learning process. The teacher's place in interactive lessons is reduced to the direction of students' activities towards achieving the objectives of the lesson. The teacher also develops a lesson plan (usually these are interactive exercises and assignments, during which the student learns the material). Therefore, the main components of interactive lessons are interactive exercises and assignments that are performed by students. An important difference between interactive

exercises and assignments from the usual ones is that in completing them, students not only and not so much reinforce already learned material as they learn new material.

I use all these three forms in my lessons. But most often - an interactive method.

To develop creative abilities, I use traditional practical, visual and verbal methods.

For practical methods include exercises, games, simulation.

Exercises - repeated repetition by a child of practical and mental prescribed actions. The exercises are divided into design, imitative o performing, creative.

Thought Development Exercises : Call a common word. Find the extra item. Pick the opposite concepts. Put in the right sequence. Establishment of causal relationships. Find the pattern ...

Memory: Remember the picture and (words) and name them. The visual dictation. Work with text: read and answer questions. Memorization of verses. Remembering words, numbers, dates ...

Attention: Find the hidden words. Divided into groups. Do not say yes or no. Guess the subject with leading questions. What changed. Find the difference ...

The game method involves the use of various components of game activity in combination with other techniques.

1. Each game is a set of tasks.

2. The tasks are given to the child in various forms, and thus introduces him to different ways of transmitting information.

3. The tasks are arranged approximately in increasing order of difficulty.

4. Tasks have a very wide range of difficulties. Therefore, games can arouse interest for many years.

5. A gradual increase in difficulty tasks - contributes to the development of creative abilities.

6. For the effectiveness of the development of creative abilities in children, it is necessary to observe the conditions:

- The development of abilities must begin from a very early age;

- Steps create conditions that are ahead of the development of abilities;

- creative games should be diverse in content, as create an atmosphere of free and joyful creativity.

Modeling is the process of creating models and their use (designation , with hemes, chains , etc.)

Visual methods include observation - viewing drawings, paintings, viewing presentations . Verbal methods are: story, conversation, reading, retelling.

I apply such methodological techniques for the implementation of the development of creative thinking, as the setting of creative tasks; solving developmental problems; solving problems of a creative nature; performance of complex tasks; use of visual aids; appeal to students' life experiences; posing questions and finding answers in lessons.

I often use the following techniques:

1. Brainstorming is an operational method for solving a problem based on stimulating creative activity, in which discussion participants are invited to express as many possible solutions as possible.

A properly organized brainstorming session involves three essential steps. Formulation of the problem. At the beginning of this phase, the problem should be clearly stated.

Generation of ideas. Students are encouraged to think and write down everything that they know or think that they know on this topic (5min.);

Grouping, selection and evaluation of ideas.

2.Mozgovaya attack

To conduct a brain attack, usually two groups are created:

students offering new options for solving the problem;

students processing proposed solutions.

Distinguish between individual, paired and group brain attacks. Paired brainstorming helps students a lot, for whom it is difficult to express their opinions in front of a large audience. Having exchanged views with a friend, such a student more easily comes into contact with the whole group. Of course, working in pairs allows a much larger number of students to speak.

3.Key terms

The teacher selects 4-5 keywords from the text and writes them to the blackboard.

Option "a": Params are given 5 minutes to give a general interpretation of these terms using the brainstorming method and suggest how they will appear in the subsequent text.

Option "b": Students are invited in a group or individually to make their own version of the story, using all the proposed key terms.

When familiarizing themselves with the original content, students compare their "own" version with the version of the "original text". The described task is usually used at the beginning of the lesson, but at the end of the lesson it is advisable to return to the key terms and discuss the revealed coincidences and the revealed differences. The use of this form develops imagination, fantasy, helps to activate attention when getting acquainted with the text of the original.

4. Confused logical chains (to connect a sequence of information elements in the desired sequence) .

Option "a": Place keywords on the board in a specially "confused" logical sequence. After reading the text, students are encouraged to restore the broken sequence.

Option "b": 5-6 events from the text are written out on separate sheets. Demonstrated before the class in a deliberately broken sequence. Students are encouraged to restore the correct order of the chronological or causal chain. After hearing various opinions and arriving at a more or less unified decision, the teacher invites students to get acquainted with the source text and determine whether their assumptions were true. Form contributes to the development of attention and logical thinking.

5. Reception "Field Marks" ("v" - I thought so, "+" - new information , " +!" - very valuable information, "-" - it's different for me, "?" - not very I'm surprised)

This technique requires from the student not the usual passive reading, but active and attentive. He obliges not just to read, but to read the text, track his own understanding in the process of reading the text or perceiving any other information. In practice, students simply skip what they did not understand. And in this case, the marking "question" obliges them to be careful and note incomprehensible. The use of markers allows you to correlate new information with existing ideas.

The described techniques allows the teacher to help students become more independent, think critically, responsibly and creatively about their studies. They provide a real opportunity to create an atmosphere of partnership in the classroom. A teacher who receives technology in his hands, and not ready-made recipes for good lessons, learns to work in a mode of creative co-authorship, in readiness for substantiated changes, making non-standard and responsible decisions.

The proposed teaching methods and techniques allow students to form creative abilities, which means to develop the personality and individuality of each student, which is demanded by society in their future activities.

Based on a theoretical analysis and monitoring results, I came to the conclusion that the use of various teaching methods and techniques aimed at enhancing the activities of students

forms their creative abilities, which positively affects the learning process. And if we want to see our children as developed, creatively free personalities, then, coming into contact with them, we should be able to understand their motives and needs and skillfully guide their developmental course.

The main thing is that all students thought, worked, thought, searched for the necessary solutions.

To a greater extent, I stimulate the creative thinking of children , having in their personal arsenal clear and fairly rooted orientations towards maintaining the natural creative process in children. In the course of professional self-improvement, I need to develop constructive personal attitudes that help children maintain confidence in their importance, in the interest of their spontaneous ideas and images, that independent searches are an important and worthy of respect process, useful for personal self-development. Such attitudes will inevitably be shown in concrete work, the child's natural creative, test attitude towards himself and the environment will not fade away, but, on the contrary, will be maintained and consolidated.

For the development of all types of thinking and cognitive interest of students apply their lessons to ICT, so .k it is an important condition for improving the overall quality of the educational and educational process and lesson in particular, the successful assimilation of knowledge of children, the formation of their abilities and skills. I use the Internet for my lessons. On many educational sites I find "zest" for my creative lessons. Thanks to modern technology, I create multimedia presentations for lessons on a computer

Cards with individually - e- related tasks. For this, the class is divided into 3-4 groups, such cards develop independence in children

Tests are used to test students' knowledge, allows you to determine the level of independent work. Test control teaches students to the logic of thinking, to active creative work, and develops mindfulness.

Educational tools to help find everything , that is necessary for lessons: the job development, methodological advice   and   recommendations; non-standard test items , puzzles, crosswords.

Younger school age is a favorable and significant period for identifying and developing the creative potential of a person, since at this age the foundations of a creative and educational trajectory, the psychological basis of productive activity are laid, a complex of values, qualities, abilities, needs of a person are formed that underlie her creative relationship to reality. Therefore, to develop the creative activity inherent in each child, to educate the qualities necessary for this for him, means to create pedagogical conditions that will contribute to this process.

Thus, creative thinking is defined as the process of reception, semantic processing, preservation of acquired knowledge and their application in new situations, when solving practical and theoretical problems, i.e., this knowledge is used in the form of skills and new, original problems are solved on their basis. .

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