

INNOVATIONS IN TEACHING TO ENHANCE CREATIVITY AND INCREASE ACADEMIC PRODUCTIVITY IN PRIMARY EDUCATION

Saidova Barno Narzullaevna

Teacher of the Department of Distance Education, Tashkent State Pedagogical University named after Nizami,
UZBEKISTAN

ABSTRACT

The development of children's creative activity, abilities, needs and interests is seen as an important condition of their preparation for living in the contemporary world. The attention is focused on innovative teaching technologies – the major factor in forming pupils' creative abilities, their creative thinking and the self-expression of their personalities in various spheres of activity. Creating the situation of success and favorable conditions for every child's active work is considered to be the main objective of teaching with innovative technologies. The article analyzes the main principles, methods and advantages of applying innovations in the process of developing primary school pupils' creative abilities. An important role in solving the above mentioned tasks is occupied by a teacher whose major task is to manage the processes of creative search, since it is the teacher who encourages the active formation of a creative personality of every pupil.

Keywords: Primary school, educational process, creativity, creative abilities, innovation, innovative teaching technologies, active cognitive work, applications.

INTRODUCTION

Nowadays innovations, innovative technologies have become an inseparable part of a teacher's work. Pedagogical innovations are the result of creative search for original, non-standard solutions of various pedagogical problems. The use of innovations in teaching has its own advantages, which are as follows:

- stimulating pupils' interest and positive motivation for learning;
- encouraging pupils' cognitive activity;
- developing a child's thinking and creative abilities;
- forming a child's active life position in modern informational society
- attracting everybody to the work and exciting their interest in it;
- developing the ability to work together;
- developing the ability to express one's own opinion and persist in it;
- creating the atmosphere of self-development and self-realization (Teliachuk, 2007, p.10).

The most effective means of developing pupils' creative abilities are innovative teaching technologies that generate a positive motivation for learning, the active functioning of intellectual and volitional spheres, the development of a creative personality. Creating the situation of success and favorable conditions for every child's active work is the main objective of teaching with innovative technologies. The systematic use of innovative technologies in the educational process helps to develop the flexibility of thinking of every child, to teach every child to think logically, to solve problems in a non-standard way, to think independently and draw conclusions. They provide pupils with active work and that, in its turn, has a positive influence on the quality of their acquisition of the material learned and the development of

creative abilities of a personality. In the process of applying innovative methods and technologies one should follow five main principles: to love, to believe, to know, to respect and to understand a child as the major object and subject of educational activity. In order to maintain pupils' interest in learning it is necessary to create all the conditions for the development of their abilities, creative thinking, self-expression in various spheres of activity. Monotonous, stereotypical repetition of the same actions distracts one's desire for learning. All the creative tasks are aimed at the pupils' searching work, their skillful and creative application of the knowledge acquired. Another effective means of teaching is the application of technology into the classes. Although some people think that it should not be integrated into learning the research has shown positive impact of technology on children's learning.

RESULT

Technologies used in education and their perception

With teaching behaviors, it is true that there is a disconnection between what is taught and what actually happens in the real world, so in order to catch up with the real world to the schools, they need to incorporate technological advances. The quality of experiences encountered by young children during this period has tremendous impacts on their personal development and learning abilities. Since devices are used in our life, it is very important to incorporate technology into learning environment. Day by day, different applications are developed which are geared up for the small children. These applications are run with the help of technologies such as iPad, Tablet, Computer, mobile phones, T.Vs and so on. With the help of these materials, children are being able to develop their cognitive, social, emotional, intellectual, communication, and problem-solving skills. The Albert Shanker Institute (2009) and NAEYC (2009) emphasized the significance of providing kindergarten children with a variety of developmentally appropriate practices that encourage their self-esteem, independence, identity formation, and individual strengths. Developmentally appropriate practice means that teachers shift their focus from traditional teaching strategies and move toward providing experiences that align with children's needs, abilities, and love for learning (Epstein, 2007 ; Pianta, 2003). There are many examples so far which highlight the effectiveness and increased skills found in children because of use of such technology for education purpose. There is strong evidence linking the quality of support children receive during the early childhood years to health, the level of education and improved economic outcomes during adulthood (Camilli, 2010, Carneiro & Heckman, 2003; Chambers, 2006; Coghlan 2009; Karoly, 1998, 2005; Waldfogel & Washbrook, 2010). One of the most compelling longitudinal studies linking quality early childhood care and education to personal and professional effectiveness in the adult years was recently released by the FPG Child Development Institute (Campbell, 2012). The results of this study suggest that adults who were exposed to high-quality kindergarten education programs had more years of education and were four times more likely to have completed college compared to their counterparts from the control group. According to the Grant (2003), "A Computers in Reception Schools-A Case of Gaborone", it is concluded that "A is not for Apple anymore. A is for Assistive Technology; B is for Babies and C is for Computer (Bose, 2005). However, despite all attempts done by researchers till now, there is still a lack of the productivity ratio that has been obtained by applying technology in classroom approach, realizations of a particular program that helps children enhance their knowledge and also some controlling activities that teachers and parents must do to prevent their children from abusing technology. Effectiveness of applications in enhancing efficiency in learning is incredible. Computers are intrinsically compelling for young children. The sounds and graphics gain children's attention. Different kinds of applications such as iCommunicate, MyTalk, Look2learn AAC, EasyLexia have been developed to support children to enhance communication, interpretations, recognition, and literacy skills. The survey done by

Department of Product and Systems Design Engineering, University of the Aegean, Syros GR84100, Greece (Skiada, Soroniati, Gardeli, & Zissis, 2014) on dyslexia patients about the mobile application to learn objects, mathematical problems shows that children with dyslexia concentrate and keep them focused, avoiding distraction, by targeting their attention on the device's touch screen.

CONCLUSION

Play is also important to increase effectiveness of children. And children are to learn through playing not only at school time but in the family environment as well. Although your child is learning in more formal ways now, play is still vital for your school-age child's cognitive development – that is, your child's ability to think, understand, communicate, remember, imagine and predict. That's because children at play are solving problems, creating, experimenting, thinking and learning all the time. Playing with you is still important too. When you play with your child, you can help your child learn new things or practise what they're learning at school. For example, if you and your child are playing a board game, you can practise numeracy skills by adding up your points. And playing with your child keeps you close and strengthens your relationship. This is important as your child goes through the ups and downs that can sometimes come with starting school, coping with new routines and making new friends. Play ideas for cognitive development in school-age children. Here are some play ideas to encourage your child's thinking and learning:

- Play games together, like board games, simple crosswords, word-finders and card games – for example, 'Go fish', 'Snap' or 'I spy'.
- Provide puzzles and encourage your child to work on them independently.
- Read books, sing songs, tell jokes and riddles together, invent new words or think of rhyming words.
- Play stacking and building games or play with cardboard boxes.
- Explore new places and share new experiences together, like joining a pottery class, or going to a museum or concert.
- Play outdoor games, like kicking or throwing a ball together.

You can stimulate your child's excitement about learning by finding out about your child's interests. For example, if your child is fascinated by jellyfish, you could visit the local library together and find books on the subject.

REFERENCE

1. Ellis, A. K. & Fouts, J. T.: 1993, Research on Educational Innovations, Eye on Education
2. Princeton, NJ., Jarvis, P.: 1992, 'Learning Practical Knowledge', New Directions for Adult and Continuing Education 55, 89–95
3. Glass, A. R.: 1991, The Effects of Thinking Aloud Pair Problem Solving on Technology
4. Education Students' Thinking Processes, Procedures, and Problem Solutions. Unpublished doctoral dissertation, University of Minnesota, St. Paul, Minnesota.
5. Vyhotskiy, L.S. (1984). Detskaya psihologiya [The psychology of children]. M.: Pedagogika, 432 p. [in Russian].