

CONDITIONS AND COMPETENCIES CONDUCIVE TO THE DEVELOPMENT OF CREATIVE THINKING IN THE LEARNING PROCESS

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ANNOTATION

Openness to the new, contributing to creative thinking, is a personality trait that is expressed in the development and perception of the new that appears in the human environment.

Key words: pedagogy, research, student, problem-based learning, creative activity.

One of the main tasks of pedagogy is to create conditions for the full development of the creative activity of all children. At the same time, it is necessary to identify schoolchildren who show deep interest, aspirations and abilities in certain areas, to create all conditions for their further development. And for this: it is important to create conditions for the development of creative activity of primary school students. In this respect:

1. Preparing younger students for innovative activities to develop their creative activity.
2. Establish joint activities of teachers and students.
3. The use of innovative cognitive technologies in the development of creative activity.

Currently, the learning process actively includes heuristic and problem-based learning, in which students independently seek and discover the truth.

In her study, V. Karimova describes three types of scientific activity in which a person has the following qualities:

- 1) the qualities necessary for schoolchildren in the process of observing the outside world;
- 2) the qualities of creative activity that provide schoolchildren with the conditions for creating a creative product of activity;
- 3) when schoolchildren organize cognitive activity, its qualities are manifested in two previous states - cognition and creativity.

The qualities listed below serve as the basis for planning, organizing and monitoring the effectiveness of the type of creative research education.

The qualities of creative activity include:

- passionate and imaginative qualities: inspiration, joy, enthusiasm from creative situations;
- figurativeness, organization, a sense of novelty and unusualness, sensitivity to contradictions, creative tendencies, the ability to experience internal struggle, symbolic creativity, etc.;
- initiative, ingenuity, originality, versatility, originality;
- the ability to find ideas, their relationship to individual, alien objects of knowledge;
- freedom of thought, emotion and action, combined with the ability to uphold moral values in school, family and other social settings;
- sensitivity, the ability to see the familiar in the unfamiliar and vice versa; the ability to overcome stereotypes in solving problems, to go to a special place;
- be able to conduct a dialogue with the object of study; choose cognitive methods; find the function and relation of an object to similar objects;
- determine the dynamics of change, growth or development of objects;
- be able to create new teaching methods in accordance with the properties of the object;
- be able to describe hypotheses, conjectures, laws, formulas, theories, constructions: intuition, meditation;

- realize their abilities in the form of creative work and protection, gain experience in participation in competitions, Olympiads.

The technology of heuristic activity of younger schoolchildren is also necessary and legitimate, as well as the creative abilities of children.

Individual learning, systematic learning in a training course, is based on heuristically oriented activities [2].

Technological efforts to create and develop heuristic situations are a way to ensure the results of children's creativity. Here are some technological recommendations for teachers on preparing and conducting heuristic situations:

1. The main educational object of the situation (object, concept, event, process, tradition, thing, etc.). Determine the problem that interests the object and children; helping children to find their personal inner connection with the object of study encourages them to think about how to prepare problems that are personally important to them. This is based on personal experience and student learning outcomes.

2. Children are given a problem or problem that has no solution. This task will only be effective if the class is active in learning and the students are active in the task. Description of tasks can be the result of a group discussion of the problem [8, 29]. The task described by the children is not only interesting, but will be completed only if it is new for the teacher.

3. Let the student personally solve the situation (task) that has arisen or created. This is the main stage of the heuristic situation. In any educational result, it is necessary to determine the sign of creativity.

4. Demonstration of examples of students' educational work: poems, stories, assignments, descriptions, symbols, pictures, projects, etc. Make presentations with lectures.

5. Be able, after the demonstration, to substantiate examples of educational work with pictures, narratives, descriptions, opinions of scientists, information in textbooks, personal knowledge and imagination.

6. Organize children's activities to compare, contrast and classify works of art. When students identify their views or patterns of creativity, they are helped to understand the reasons for changing their views. The educational situation will improve.

7. Reflection and analysis of students' understanding of the methods used for learning, the problem that has arisen and how to solve it. Help students identify individual outcomes. Determine team learning outcomes.

The duration of research situations varies, and they can also be a chain of interrelated situations.

The level of research organization according to the principles of case studies:

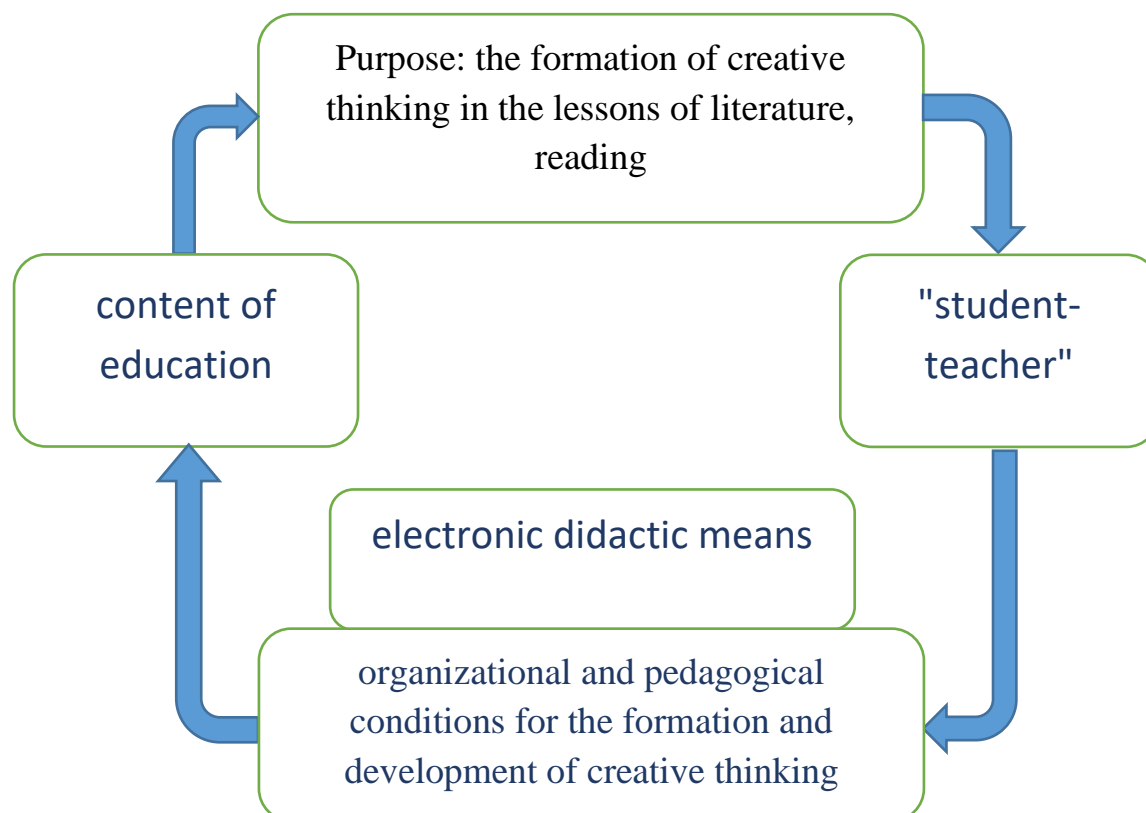


Fig. 6. Formation of creative activity

Primary education programs, analytical results of the subjects taught show that students in grades 1-4 have the opportunity to carry out the formation of creative activity in several stages, including the creative activity of students in the classroom. Although it is not prescribed to directly provide targeted learning materials, a qualified teacher can carry out his activities based on various methods of shaping the creative activity of students. oral questioning; letter; practical work; It is possible to form the creative activity of students with the help of various didactic games. [36] For example, in the "Reading" lesson of an elementary school, the concepts of the formation of children's creative activity outlined in the teaching materials can be studied using a concrete inductive method, and as a result of skillful organization of the lesson by the teacher, they can increase creative activity. At the same time, students first determine the general properties of the concept under study, performing the tasks of the teacher, and then, under the guidance of the teacher, try to independently compose a definition. This way of introducing new concepts is especially effective in the lower grades [9].

In addition, problem situations are created in the process of introducing concepts along a certain inductive path, which leads to the formation of creative thinking skills in students.

Goal: find your own "correct" solution based on your experience. Selection of a creative task that meets the following criteria: does not have an unambiguous and monosyllabic answer or solution; is practical and useful for students; connected with the life of students; arouses interest among students; serve the purposes of learning to the maximum.

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