

DEVELOPMENT OF CREATIVE THINKING OF STUDENTS

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Annotation: this article covers the role and role of modern interactive methods in the development of creative thinking of students, the organization of requirements for the application of interactive methods, innovative technologies, pedagogical and information technologies in the educational process.

Key Words: creative thinking, humane communication, active interaction, interactive method, educational goal, independent thought, Science, Technology, Technology.

Creativity has been a part of human existence since we began to think about ourselves and our surroundings for the first time and ask questions. Humanity's view of creativity has developed significantly in eastern and Western civilizations. In ancient Rome and China, it was believed that creativity is a gift given to several of those chosen by the gods. In the nineteenth century, a more romantic view of creative ice was established. Until the 1920s, creativity was considered a somewhat mystical quality firmly established in the field of art and eccentricity.

Fortunately, creativity has now become a science. We know that creativity is possible in all areas of human activity, and everyone has the ability to be creative. In addition, it is not limited to areas traditionally considered creative, such as Fine Arts and performance skills of performers. Creativity can not only be taught, studied and evaluated, but we also know the factors that make up creativity, as well as the social, environmental and individual qualities that support its development and self-expression. Over the past 20 years, creativity-related abilities and competencies have been instrumental in education around the world. It is possible that this significance was first informally recognised in primary school, where subjects are often taught more broadly than in secondary school. However, at present, education systems have realized that students must complete school not only with literacy and computational skills, but also with digital and creative competencies. Creativity is a distinctive feature, although it is currently explained and studied in a very different way in many international curricula.

Creativity in elementary school education: creative learning. Teachers strive for a variety of their pedagogical approaches in the classroom. They also seek to model behaviors that students can adopt. Just as there are many approaches to mastering knowledge and skills in the lesson, showing that there are many approaches to teaching the lesson, teachers who teach creative in their class find their students more motivated and active. A very simple example is this. Some students may have difficulty understanding the transition from Long join to multiplication rules. Asking students to open mathematical rules by designing objects instead of writing equations is an example of creative learning. Studies have shown that if teachers use multimodal methods to provide basic math information, students are more likely to be proficient not only in creative but also in mathematics.

A prerequisite for creative teaching is sufficient knowledge and skills on the subject, since studies have shown that teachers who do not have confidence in a particular topic or unit of work are more likely to teach on pre-prepared resources such as textbooks and worksheets, and are less likely to experiment with different things. teaching about methods. Most primary school teachers naturally trust some subjects more than others. Teachers who have great opportunities to get closer to a particular work Block also feel more satisfied and enjoyed teaching.

Elementary school students are very open to learning ideas and concepts, so creative learning in the elementary class can mean using an open set of questions. For example, in a science class on states of matter, ask your students to give examples of what freezes and boils. This can lead to a scientific experiment that studies the behavior of different objects when the temperature changes. Using open-ended questions instead of citing ready-made examples can help identify and activate students' prior knowledge.

Another example of creative teaching in an elementary classroom is showing students that failure is part of Education. For example, most teachers had classes that somehow did not go as planned. Talking about it openly with your readers and offering them alternative ways to explain and understand the concept under study is a great way to model the attitude towards creativity. You can also demonstrate your creative process to students. For example, even if you are not an artist, you can show students a few sketches of your attempts to draw a cat. Why is one project better than another? Creative teaching is the use of the environment, attitudes and processes of creativity in the teaching process. This can also mean introducing students to your creative processes and discussing what it means to be creative.

Introducing students to creativity: teaching creativity and creativity. Creativity is similar to any other element of school education: it requires knowledge, skills, application and practice. School experience has shown that a brief detailed study of the elements of creativity included in the current academic discipline is the most effective way to introduce students to creativity. Creativity is not a separate topic, and if these elements are included in the learning process, it will be more effective to learn creativity.

Over time, teachers develop an understanding of what low, medium and high level creativity looks like in every science they teach and the year level they teach. At the elementary school level, students work on what creativity researchers call small and mini. Small is the beginning of the creative process, something that we can consider everyday creativity. Mini is more conscious and planned creativity. This can be observed in the class and, if necessary, reflected in the formative observations and assessments.

When planning classes, teachers should take into account the physical and social environment in the lesson. Does the lesson involve individual work or do students work creatively in groups? An important part of creativity is that students feel psychological security. This means that they can ask open-ended questions and explore ideas without being isolated or criticized by the teacher or other students. Elementary teachers know that elementary school students need time to study, and the safer they feel when learning their ideas and mindset, the better the learning process.

The second stage of planning for teachers is to consider the attitudes and qualities that students must demonstrate in order to be creative. Qualities such as curiosity and openness to new experiences, resilience, and willingness to risk help students become more creative.

Thirdly, it is necessary to consider the method of solving the problem and the stages of the problem solving process. With very young students, it is better to focus on only one small element, for example, how many ideas they can create or how many ways they can write ideas – do they write them, draw them or record them on video? What method is better to solve a specific problem on the topic at a certain time? In adulthood, students must experience various elements of problem solving, which eventually merge into a holistic process.

The last element to be considered is the final result of creativity, although it is not necessary to focus solely on the final creative product. Elementary school students can be considered successful

creative if they ask a certain number of questions. They can demonstrate curiosity or vitality, or give a constructive opinion to a classmate. If students are asked to demonstrate certain creative elements in the presentation, feedback can be given both for individual elements and for the final result. Teachers can give students a supportive opinion on all aspects of creativity. It should also be borne in mind that all these microcomponents develop over time, allowing readers to be more confident and creative.

Creativity on STEAM. This 4th grade work block explores science, technology, engineering, arts and mathematics through the butterfly lens. This work Block begins with a question to students about how to draw a butterfly.

Elements of creative learning:

* Asking open-ended questions

o What do butterflies look like? (Art-painting and mathematics-symmetry)

o What do butterflies eat? (Science-biology)

o How do butterflies fly? (Engineering)

o how many ways can you create a flying butterfly model? (Technology)

* Encourage students to share already existing knowledge about butterflies

Elements of learning creativity:

* Collaborative environment through group work

• Use of available knowledge (possibly from a group discussion of what students already know about butterflies)

* The process of writing thoughts (for example, writing as a reminder as a means of mental attack)

* Learning how many different flying objects a class can create.

The above examples include several elements of teaching and mastering knowledge. First, in both cases, students develop knowledge and skills that match the subject they are learning. Secondly, teachers demonstrate that they can give creative lessons using multimodal teaching methods. Thirdly, students develop their creativity in the environment, relationships, process and creativity products.

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