

CREATIVE TECHNOLOGIES AS A FACTOR IN INCREASING THE INTELLECTUAL ACTIVITY OF STUDENTS

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Abstract – *The article discusses the role of creative technologies in developing the potential of gifted students. The efficiency criteria and types of creative technologies in the process of developing the potential of gifted adolescents are analyzed. Emphasis is placed on the personalized characteristics of creative education, which consists in placing an emphasis on a specific person, on their needs and interests, that is, on developing the potential of gifted children through creative technologies. There is a need to support the introduction of creative technologies in developing the potential of gifted students.*

Key words: "creative technologies", "personalized approach", "potential of gifted teenagers".

I. Introduction

Modern creative technologies are becoming one of the most important tools for the modernization of education in general - from education and ensuring the availability of quality education to raising the level of management. Modern creative technologies that allow you to generate, creatively formulate and develop ideas, projects and ideas, which are a powerful tool for accelerating the process in all areas of social development.

With the full development of the personality of gifted students in the modern education system, there is a need to identify methodological methods that together ensure their self-development and self-realization, the development of the individual characteristics of the child, which are conditions for achieving success in certain areas of activity. As such a set, we have identified creative technologies.

The need for the introduction of creative technologies into the practice of educational institutions is primarily due to the opportunities they provide:

- improves the level of development of critical and creative thinking, which can have a positive impact on the development of the potential of gifted students;
- active and proactive in the process of mental activity, independently making creative solutions to pedagogical problems;
- objectively identify the level of development of the potential of gifted students.

Achieve high professionalism, the ability to independently accept reasonable and effective solutions are currently impossible without mastering the methods of creative technologies.

II. Literature review

Creative technologies contribute to the mastery of all the features of the system: the logic of the process, the interconnection of all its parts, and integrative integrity.

Manageability implies the possibility of diagnostic goal-setting, planning, designing a creative process, step-by-step diagnostics, varying means and methods in order to correct the creative result.

The active use of this technology in the general educational process contributes to an increase in activity, interest and motivation for learning, and is a good preparation for independent activity and self-education.

Among the most important components of pedagogical management of the development of the potential of gifted students are methods and means that serve as a tool for joint activities of teachers and students.

In the works of V. G. Ryndak, the following most popular creative technologies used by each teacher today are identified:

- Brainstorming technology ensures the collective generation of ideas, helps to free oneself from the inertia of thinking and overcome the obvious train of thought in solving the tasks assigned to students;
- the technique of compiling a cluster determines the informational problem field of the adolescent's personality and graphically reflects their thoughts;
- the method of fantastic hypotheses contributes to the development of the potential of gifted adolescents, intellectual parameters, imagination and allows you to better understand the fundamental properties of various sciences;
- socio-pedagogical situations contribute to the implementation of new ways of solving the tasks set for students, the mastery of intellectual, creative, social ways of activity, which is preceded by reflection, comprehension and rethinking of the current situation.

III. Analysis

According to a number of scientists (E.S. Zair-Bek, N.V. Bordovskaya), the use of these creative theories at the present stage is insufficient. They have been replaced by innovative creative learning strategies. Specifically for our problem, we can suggest using the strategy of creative learning. The basis of which is the model of assertive learning, the purpose of which is the development of skills to listen carefully, the desire to understand the point of view of another person, the desire to achieve a working compromise. The most famous in the domestic practice of education, in our opinion, are the methods of training and coaching.

Let's pay attention to the gaming procedures of the training sessions. They open opportunities for learners that may not be available in other settings. So, for example, in the game, gifted students freely deal with meanings and meanings, which contributes to the development of their intellectual abilities and cognitive capabilities, the emancipation of creative abilities, the expansion of the field of consciousness, talent in communication, the ethical and moral foundations of practical behavior are laid and faith in one's own strength is strengthened.

This type of training is aimed at increasing in gifted students the ability to understand themselves, their behavior, their impact on others, which is achieved through two forms of interpretation - the language of action and verbalization. The most important thing is when students do not learn by force the introduced standards, but develop themselves. The number of techniques used in game procedures is extremely large; let us single out a group of basic techniques considered by I.V. Vachkov: self-presentation (representation of oneself); role performance (imitation of the behavior of someone); dialogue (image of relationships between peers); monologue (speaking your feelings and thoughts aloud); duplication (where the peer plays a duplicating role and at the same time tries to become a "double").

IV. Discussion

The coaching method is based on partnership interaction, that is, the interaction is equal. This method contributes to the development of new abilities and skills that increase its effectiveness in planning and mobilizing its internal potential. The basis of good coaching is the so-called "education of thirst for knowledge" and a sense of responsibility.

Therefore, one of the main goals of coaching is to teach the gifted learner to think in new ways.

The purpose of coaching is to unlock the potential of the student through an active communicative position, thereby using the following communication techniques:

open-ended questions (suggesting a detailed descriptive answer, such as "How? How? What do you mean when you talk about ...?");

- closed questions (those that require a precise, unambiguous answer, such as "When should we achieve this goal?");

- alternative questions (containing answer options);

- small talk techniques (talking on an interesting and pleasant topic, creating a favorable atmosphere);

- active listening techniques (inclusion of quotes from the interlocutor or in their phrases, a brief formulation of what was said by the partner, following his logic; transferring the conversation to a topic that both students associate or associate with the one being discussed).

So, creative technologies involve the generation, creative formulation, development of ideas, ideas and projects, which are based on the mechanism of creative influence aimed at the stereotype of students' consciousness, their knowledge, skills, abilities and needs, determined in the course of the developed research methods.

Our study was carried out in line with a personalized approach. A personalized approach involves the orientation of education to a specific person, their needs and interests, that is, the development of the potential of gifted children. Within the framework of this approach, the student is recognized as the subject of the educational process, which is capable of self-determined, self-controlled, self-controlled behavior and action. This will allow a gifted student to develop his potential along an individual route in accordance with personal needs, abilities, opportunities and interests.

This approach, as a methodological basis for studying the problems of developing the potential of gifted students, allows us to determine a system of specific principles for its implementation:

- the principle of potentiality (based on the position that every gifted child has a tendency to self-development, disclosure and development of his capabilities, abilities and resources);

- the principle of accessibility (providing students with a choice of educational programs, taking into account personal needs, abilities, opportunities and interests of the individual);

- the principle of positivity (centering teachers and gifted children on positive experience; a positive attitude in relationships and emotional comfort of subjects);

- the principle of dialogization (priority of interactive learning technologies; development of activity, responsibility, initiative, reflexivity in gifted children).

The criteria for the effectiveness of the implementation of a personalized approach in developing the potential of gifted children are: subjective-personal (increasing the level of competitiveness among students; developing their cognitive abilities, special abilities and increased selective enthusiasm for certain types of activities; increasing the level of student satisfaction with the results of their activities; identification and development of creative activity of gifted children) and constructive-didactic (development of forms, technologies of personalized education, modernization of the content of educational programs, improvement of the quality of perception of educational material due to its adaptation to the psychophysiological level of the student; increase in the level of creative activity of students).

We assume that a personalized approach to the development of the potential of gifted students will successfully develop their potential, the ability to master intellectual, creative, social ways of activity, which will ultimately ensure high performance achievements.

So, in the process of developing the potential of gifted students, we can legitimately consider creative technologies as an opportunity to develop their special abilities and cognitive capabilities, because they determine the degree of implementation of creative activity as a conscious, purposeful, controlled and effective process of mental activity.

V. Conclusion

Thus, the development of the potential of gifted adolescents through creative technologies will successfully develop the potential of students, the ability to master intellectual, creative, social methods of activity, which ultimately will ensure high performance of achievements, create and extract knowledge from the information received about students and stimulate educational and cognitive activity.

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