

DEVELOPMENT OF STUDENT CREATIVITY AND THINKING

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ABSTRACT:

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In physics classes at the Makola school, various aspects of competence development in the process of teaching were discussed.

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Competence formation, Educational quality, Competence-based approach, Creativity, Education, Educational process, Students.

INTRODUCTION. The recent rapid changes in techniques and technologies have led to increased demands for creativity in school education. Countries around the world are seeking to meet these demands by incorporating creative methods into their educational systems.

These countries recognize that integrating various activities aimed at developing students' creativity is essential for meeting the community's needs for innovative ideas. They understand that introducing creative pedagogy principles into education can promote innovation and creativity. This will help systematically shape, develop, and adapt students' thinking skills.

Based on the aim of fostering students' creative thinking skills, governments around the world are setting new goals for their educational systems. For instance, since 2009, the United Kingdom's educational system has declared its primary goal to transform the nation into a "global hub of creativity" by introducing pedagogical methods that have been proven effective in educational settings and contribute to the formation and development of students' critical thinking skills. A comprehensive action plan is being formulated to promote creativity among all students, with one of its key objectives being the development

of imagination, purposeful activity, self-awareness, and creativity – aspects that are not viewed as separate but rather as complementary components of the learning experience, enriching the learning content and taking into consideration the potential of Abraham Maslow's hierarchy of human needs.

In educational institutions in our country, it is essential to foster mature individuals who are capable of creative thinking. These individuals must be able to combat the pace and pressures of the contemporary world. Students must acquire knowledge that promotes the comprehensive development of their creativity and communication abilities. Additionally, it is crucial to create an environment that fosters learning in a relaxed atmosphere, allowing students to become one of

In the organization of creative education in high schools, with a focus on the development of students' creative thinking, it is essential to generate motivational factors that stimulate their creative thinking. To accomplish this, teachers should foster a desire among each student to pursue knowledge by instilling a sense of innovation within the classroom. By implementing classroom and extracurricular activities that promote creative thinking, students' motivation for creativity is increased, leading to a more satisfying learning experience. However, when creative methods are employed as rewards or diversions from the lesson, the effectiveness of the creativity diminishes. Improper utilization of creative ideas during lessons or their insufficient selective use fails to yield the desired results.. The teacher is required to provide developmental tasks throughout the course of a lesson, using a specific methodological framework. These tasks should include conceptual developmental tasks and tasks designed to develop creative thinking skills, in which a particular technique of creative teaching is put into practice. Additionally, the teacher should provide tasks that can be completed independently by students.

The creative thinking of both the teacher and students should be understood as an activity that leads to the development of new ways of thinking. This can be seen as a set of specific abilities, motivations, habits, and circumstances that are unique to each individual. In particular, this is evident in individuals who are considered gifted. In this sense, creativity can be defined as a process of generating new ideas through the transformation of existing elements into novel forms.

During the course of the lesson, the teacher will discuss and provide examples of innovations in physics with students. A number of innovations in physics and the physical laws that they operate according to will be justified through the discussion process. With this organization of the lesson, even in a longer format, students' attention does not diminish. Some ideas about the teacher's creative methodology during the lesson can be expressed: the constant sense of joy for students arises, supported by a desire for a deeper understanding of physics. Due to the teacher's encouraging tone of voice and graceful body language, students' fear and shyness diminish. Students' creativity and thinking skills are enhanced. Each student has the opportunity to express their own opinion independently. The

teacher does not suppress a student's incorrect answer, but rather directs it towards a more appropriate option.

- During the lesson, a climate of mutual trust and collaboration is established. The aim is to enhance compulsory knowledge in other scientific subjects; an opportunity arises for a personalized approach to each student.

- A good organization of the learning process takes place. Individual responses necessitate the use of gaming elements such as “following the leader” to alleviate tension and shyness.

The potential for utilizing the entire classroom area emerges, and effective utilization of students’ moods and levels of knowledge is achieved. Based on this, it can be inferred that several areas for efficient work to foster students’ creative thinking have been identified:

1. Encourage and utilize the project as a means for students to reinforce positive emotions, but do not let it be the sole goal of the project.

2. During the lesson, maintain the gaming and fantastical aspects within the appropriate context.

4. Maintain a professional and appropriate emotional distance in relationships with students, while treating them with respect and support, providing them with the opportunity to be self-directed and active.

5. When assisting students with constructive evaluation of their independent work, adopt an impartial approach, avoiding any abuse of the assessment process.

6. It is important to encourage students to make non-traditional decisions.

7. Assist students in resisting pressure and following general rules out of a sense of duty only.

In conclusion, motivation is the primary factor in fostering creative thinking. It manifests itself through a keen interest and perseverance in exploring vague and unfamiliar topics. This includes a desire to find solutions to problems, develop alternative and promising scenarios, conduct information searches, and utilize technological and subject-specific cognitive skills. Communication is also a significant aspect of the process.

The teacher's role in enhancing students' creative potential is critical. This can occur within the framework of traditional curriculum learning. Most importantly, educators should be prepared to deliver this type of instruction, understand the link between creativity and personal values, and motivate students to independently and effectively complete educational tasks.

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