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DEVELOPMENT OF STUDENTS' CREATIVITY ON THE BASIS OF SOLVING PROBLEM-CREATIVE TASKS

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ANNOTATION

The article discusses the method of increasing students' creativity by introducing problem-creative tasks into the educational process. The problem-developing teaching method allows solving problem situations, as a result of which students develop research and analytical abilities.

Keywords: creativity, creativity, problem-developing education, students, creative tasks, activity, educational process

One of the main tasks facing the university is the formation of graduates' abilities to solve creative, creative problems. To do this, students need to develop research and analytical skills that allow them to solve problem situations, as well as have technical knowledge of the methodology of scientific research.

For the formation and development of the above requirements among university graduates, it is necessary to apply the forms and methods of training that allow them to be purposefully formed. The basis of such methods is problem-developing education, as it is aimed at the formation of cognitive independence of students, the development of their logical, rational, creative and creative thinking and cognitive abilities.

One of the key methods of problem-developmental education is the solution of creative problems that allow students to put situations that initiate thinking, activate intellectual independent activity. Therefore, it can be argued that problem-creative tasks should become an integral part of the technical education of students at the profile level of education. However, to date, despite the importance of problem-creative tasks, it can be argued that they have not yet been developed in the teaching methodology for the specialty "Television Technologies" at the level of specialized education.

The teacher, who systematically manages the actions of students during the educational process, needs to create conditions under which the student could freely compare, abstract and reproduce the acquired knowledge. To do this, he needs these actions to appear in training. Therefore, the number one task for the teacher is to learn how to compose learning tasks so that their operational structure corresponds to the pursued pedagogical goals and educational material.

The preparedness of students for practical activities is determined by the formation of motivational, activity, cognitive, adaptive and sensitive components.

The motivation of educational and cognitive activity consists of a set of certain motives. The motive of educational and cognitive activity is the student's desire to achieve a certain level of development in education and professional activity, which is based on deep, strong and diverse general scientific and professional knowledge, skills and abilities.

The activity component, in turn, includes the execution of a sequence of technological actions from the recognition of needs, the formulation and specification of the goals of this activity, the creation and functioning of an executive system for the implementation of technological activities to the receipt and evaluation of the results of this activity.

The cognitive component is based on the awareness of one's resources, abilities, skills, and place in life. Analyzing the role of the cognitive component as a basic element of general professional competence, we can conclude that this component is an indicator of the level of formation of all competencies.

The adaptive component affects the flexibility of thinking, the ability to change the shape of the stimulus in such a way as to see new opportunities in it. The development of the adaptive component leads to the ability to respond adaptively to the need for new approaches and new products.

The sensitive component is expressed in susceptibility, sensitivity to problems, openness to new ideas and a tendency to change or destroy established stereotypes in order to create a new one. The main features of a creative personality include cognitive giftedness, sensitivity to problems, independence in uncertain situations.

All of the above indicates that the structure of problem-creative learning tasks reflects the relationship of motivational, activity, cognitive, adaptive and sensitive components and, therefore, corresponds to the specifics of the direction "Television technologies". The tasks collected in the collection, on the one hand, should reflect the specifics of problem-based creative learning, and on the other hand, correspond to the specifics of professional tasks. The formulated tasks should allow the formation of professional knowledge and skills at a high level, as well as the development of logical, rational, critical and creative thinking; personal and cognitive abilities. Therefore, it is problem-creative tasks that are of maximum interest for organizing the educational process in a technical profile.

The solution of such problems, in the process of studying the discipline "Photography", allows you to develop creative abilities, reveal the intellectual and creative potential and meaningfully study the material, develop methodical thinking and literacy, be able to analyze and justify the proposed solution method, search for the necessary information from future specialists.

Creative thinking, obviously, is unlikely to rise in a student to a more perfect level if he does not solve problems in creative thinking. Creative thinking needs to be developed and constantly worked on. Completing tasks helps to form and develop skills and consolidate them. The use of various modern technologies in the classroom will allow teachers to most fully activate the creative thinking of students.

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