

APPROACHES TO THE STUDY AND UNDERSTANDING OF CREATIVITY TODAY

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ANNATOTSIA

V state issledovatel nashey strany vydělili nalichie positive primera tvorcheskogo povedeniya, sotsialnoe zakreplenie tvorcheskogo povedeniya, nalichie pedagoga i vliyanie semi, vliyanie semeynykh otnosheniy i usloviy razvitiya na shkola kak usloviya.

Nekotorye investigators ukazyvayut na problemnoe obuchenie kak na basic method razvitiya creativity (Z.I. Kalmykova, M.I. Makhmutov and others).

Ya.A. Soglasno kontseptsii Ponomareva [85], vnutrenne (s tochki zreniya) sushchestvuet principialnoe skhodstvo mejdu stadiyami kompetentnosti deystviya v ontogeneze i stadiyami reshenia tvorcheskoy zadachi. Po ego mneniyu, tvorcheskogo cheloveka karakterisuyut dve kharakteristiki: intensivnost issledovatel'skoy motivatsii i chuvstvitel'nost k dopolnitelnym, vtorichnym proizvodnym, vznikayushchim v protesse mishleniya.

Uchenyi V. N. Druzhinin [51; 49 p.], "creativity is the general ability to create, which characterizes a person in the whole world, manifests itself in various spheres of action and is classified as a relatively independent factor of talent."

V svyazi s raznoobraziem podkhodov k izucheniyu i ponimaniyu tvorchestva vznikla neobhodimost ix classificationi.

Professional-professional osobennosti i ix otrazhenie v tvorchestve - this is a systematic approach. V rabotax issledovately nashey strane creativity izuchaetsya kak:

ability k tvorchestvu;

intellectual creativity (blindness);

an original product, neither fake nor ordinary drug;

otdalennye assotsiatsii;

reorganization vsej sistemy;

kodirovanie informatsii neobychnym sposobom;

divergentnoe mishlenie;

otsutstvie vnutrennix konfliktov lichnosti;

vykhod za predely poznania;

non-standartnoe mishlenie, pozvolyayushchee reshit problemnuyu situatsiyu i dr.

V svoem issledovanii my soglasny s authors, rassmatrivayushchimi creativity kak kobnost k tvorchestvu (blindness), a takje schitaem, chto osobenno vajno izuchat creativity s uchetom divergentnogo component mishleniya (thoughts), ne hohojego na durie i manifestyatsya v proizvodstve otvlechennykh assotsiatsiy.

And takikh rabotakh, posvyashchennykh izucheniyu creativity, bolshinstvo uchenykh podcherkivayut tesnyuyu svyaz creativity s intellectom, urovnem intellect. Uchenyi D.B. According to Bogoyavlenskoy [39], vysshey formoy intellectualnoy deyatel'nosti yavlyayetsya tvorchestvo. Po mneniyu D. B. Bogoyavlenskoy, creativity svoystvenna vsem novatoram nezavisimo ot roda deyatel'nosti.

Many researchers consider the adolescent age (5-6 years) as a sensitive period for the development of creative abilities, because the child has not lost the uproschencheskogo

relationship to the eye and has his own feelings, which is why. Odnako eto ne otmenyaet vozmozhnosti razvitiya tvorcheskih kofnostey v studencheskom vozraste. Razvitie «spetsializirovannogo» (special) tvorchestva: k obodnost k tvorchestvu v svyazi s professionalnoy sferoy deyatelnosti cheloveka yavlyaetsya charakternoy chertoy razvitiya tvorchestva v studencheskom vozraste. "Professionalnye" obraztsy dlya podrazaniya, chleny semi i podderzka sverstnikov igrayut vajnyuyu role v etot period.

В рамках issledovaniya PISA otsenka tvorcheskogo myshleniya providotsya po ryadu parametrov. Zdes my izuchili principy tvorcheskogo mishleniya na osnove issledovaniya PISA.

Tsennost human, znachimost ego lichnosti, samosoznanie, tsennyy jiznennyy opyt; Otnositelno razvitye cennostnye osnovy, razvitoe mirovozzrenie yavlyayutsya yonosheskimi kachestvami shkolnika.

And kachestve vyvoda mojno skazat, chto dlya postroeniya novogo obshchestva, prejde vsego, neobhodimo podnyat molodej, osobenno studencheskuyu, na trebuemyy vremenem uroven. For the achievement of the set goal, the study of foreign experience is necessary, the systematic analysis of its positive side, and the basic analysis of the higher educational organization emphasize the need for the study to have opportunities for the development of personal and creative competence of students.

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