

The Essence of Developing Students' Creative Ability

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Abstract: The article provides information on the creative abilities of students, ways to organize lessons and extracurricular activities, the essence of increasing students' creative abilities in lessons, and expanding students' creative abilities.

Key words: teacher, education, institution, ability, creativity, students, person, thought, motivation, knowledge, science, system, library



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INTRODUCTION

Achieving the main goal of lifelong learning in a knowledge society (lifelong enrichment of the creative potential of a person) is possible only in the context of a cluster approach. Current trends in the development of education require the development of advanced methods of regulating the market for educational services.

The internal reasons for the urgency of the problem of the quality of education are the rise of innovation, the territorialization of management, the commercialization of education, its regionalization and democratization, which additionally have a positive impact on education. The differentiation and individualization of education are a necessary condition for integration processes, one of which is the formation and development of educational clusters.

Since the second half of the 20th century, with the rapid development of science and technology, a rapid increase in the flow of information has been observed. In the higher education system, the volume of knowledge acquired and the number of subjects taught have increased sharply in relation to the improvement of educational content and teaching methods. Resources for extensive development of education were lost, and problems of creating intensive teaching technologies in higher education began to arise. People's lifestyles changed very quickly, new cultural communicative conditions were formed, new worldviews and problems began to arise between people and social institutions. Science was mixed with ideas such as management culture, specialization. As a result, traditional scientific schools and higher education, which had their own cultural communication and prestige, became unsatisfactory for society, professors, parents and students themselves. A peculiar crisis arose in the education system, which was a crisis of classical ideas and educational models in education. This crisis created a disconnect between the educational process and the changes in the lifestyle of society and the education system, its goals, content and teaching technologies. A serious crisis arose in science. The structure of management of the integration of science, education and production changed. The transition to a market economy The organization of the science and education structure on the basis of a market economy could not form a system that would ensure economic growth. The emergence of stagnation in innovative development has set the task of developing an optimal model for reforming the educational process for many countries. In this regard, the problem of

training highly qualified personnel who can meet the requirements of an innovative economy has become the most important task.

It is important to create mechanisms for a systematic approach to teaching a foreign language in connection with changes in the system of integration of science and education, as well as the system of training highly qualified, competitive personnel.

METHODOLOGY

According to sources, the history of the University of Debrecen dates back to 1538. Initially, the Calvinist College was opened in Debrecen. The institution was transformed and reorganized several times. The first institute was opened on the basis of the University of Debrecen in 1912. This is, of course, distant history. Its current state became a reality in 2000. For example, the Kossuth University of Agriculture, Medicine and Natural Sciences is a joint venture. At the same time, the university has faculties such as agronomy, art, dentistry, economics, medicine, informatics, law, music, pharmacy, natural sciences and technologies, public health, engineering, and pedagogy. The university library is the second largest among Hungarian libraries in terms of size. This library contains more than six million books.

In order to motivate students, to encourage them to creatively approach new subjects or any task, they need to be given sufficient incentives for each task they complete.

The personality of a modern teacher is primarily determined by his knowledge and high culture. Anyone who wants to move freely in the modern world needs to know a lot. A teacher is a visual example, a person who has a unique standard to which he must adhere. When analyzing the work of a teacher, an indispensable quality comes first - the skill of a teacher. There are many definitions of it. In the most general sense, it is a high and constantly improving art of education and upbringing.

Skill is based on the integration of the teacher's personal culture, knowledge and worldview with pedagogical techniques and advanced experience. To acquire skill, it is necessary to know the theory, use effective technologies of the educational process, correctly select them for a specific situation, design a process

of a given level and quality, and organize it in such a way that the required level is achieved even in the most unfavorable conditions.

RESULTS AND DISCUSSION

A real teacher will always find a non-standard answer to any question, will be able to approach it in a unique way, arouse its interest, excite it. Such a teacher knows the subject deeply, has the ability to convey his knowledge to students, and has mastered modern teaching methods.

An integral element of pedagogical technique is the teacher's ability to control his own attention and the attention of the student. In large groups of students performing a large number of operations, nothing should be left out of control. It is important for the teacher to be able to determine his own mental state by looking at the external signs of the student's actions. This cannot be ignored when choosing pedagogical actions. Taking into account the student's state at every minute forms the basis of pedagogical tactics, occupies the most important place in work.

When using an interactive method of teaching, based on communication, cooperation and collaboration of all participants in the educational process, almost all of the above requirements are met.

Here is an example of a method that is effective in developing students' creative abilities in primary education.

The “I'm looking for a friend” method

To perform this method, each student will need a blank sheet of A-4 paper and a marker or pen. Task: write an ad in the newspaper (like in the “Acquaintances” column of modern newspapers) that you are looking for a friend. Give it the title “I'm looking for a friend”. You can describe your interests in this ad, what you like to do, what other people might be interested in. The ad should be large, try to write it as sincere as possible. Think about what you yourself would like to read in the ad in order to respond to the ad. It is not necessary to write your name under the ad, or you can come up with a pseudonym for yourself.

Then the ads are hung on the walls of the classroom, and the students mark the three ads they liked the most with a sign. The teacher looks at all the ads that

have been read, takes the three ads that the children liked the most from the wall and reads them out loud.

Discussion:

- What aspects of these ads interested you?
- Would you like to have such a friend? Why?
- Who do you think can confidently call you their friend?
- Who can explain the concept of sincerity?
- Is it difficult to be sincere? Why?
- Was it difficult to write about yourself? What was this difficulty?
- Have you thought about whether you yourself can correspond to the concept of “friend”?

This method can be adapted to the topic being studied with students, and can be used in any subject, not only in geography lessons, but also in accordance with state standards.

The advantages of this method are that it helps to realize the abilities of students, overcome barriers to communication, and improve communication skills. It stimulates students' efforts to gain knowledge on the topic being studied.

It should be remembered that weak students may need help when using this method.

CONCLUSIONS

The teacher should pay attention to the following in his professional process and in working on himself: creativity, inventiveness, and creative activity aimed at creating novelty not only facilitate his work, but also play an important role in increasing the effectiveness of the educational process. In acquiring professional and pedagogical competence, self-development and self-development are of great importance. The tasks of self-development are determined through self-analysis and self-assessment. Today, creative activity is defined as activity aimed at creativity, ingenuity, and innovation. The conclusion that follows from this is that in order for students to become active participants in the educational process, every teacher must be aware of modern information and innovative pedagogical technologies and be able to use them widely.

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