



RECEPTIONS AND METHODS OF DEVELOPING THE CREATIVE ABILITIES OF STUDENTS IN THE LESSONS IN THE PRIMARY SCHOOL

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Abstract

In the modern world, a person simply needs to be able to think creatively, make non-standard decisions. Our task is not only to give students the deepest possible knowledge of the subject, but also to develop the creative abilities of each child.

Keywords: creative activity, culture, art, knowledge, work, beauty.

Even V. A. Sukhomlinsky wrote: "Teaching should not be reduced to the continuous accumulation of knowledge, to the training of memory. I want children to be travelers, discoverers and creators in this world."

Pedagogical work is not creative and cannot be, because children, circumstances, the personality of the teacher himself are unique, and any pedagogical decision must proceed from these always non-standard factors. If the actions of a person working with children do not take into account these features, then his work is already beyond what is called the word "pedagogical". (MM Potashnik) Thus, pedagogical activity is a manifestation of constant versatile creativity. Creativity is the process and result of creative activity: culture, art, knowledge, work, beauty.

A creative teacher is "one who discovers, makes wiser, and encourages" (N. Roerich). Today I want to offer you the techniques and methods for developing the creative abilities of students directly, which I use in the classroom.

- Let's start work. You have cards with words on your tables
Black, flies, cowardly, crawls, hare, beautiful, beetle, dragonfly, jumps.
- Divide them into 3 groups.
- Let's summarize, what are these words?
- Make sentences with these words.
- Well done!

Quest "New Application"





A well-known object is named. It is necessary to name as many unusual ways of using it as possible.

I have a mysterious box in my hands. This box contains an object with which I will reveal a small secret. I will give you a riddle about this item, and you try to guess what is in this box.

Mystery

Black Ivashka,

wooden shirt,

Where to walk

There remains a trace. (pencil)

Teacher

What can you do with a pencil?

Members

Write down your thoughts, your dreams.

Will we take this pencil and see what it is capable of, try to become poets? You say we do not have such abilities. You're not right. After all, we are all creators, you just need to listen to your heart. I will reveal to you the already well-known technique for writing syncwine, which I use in my work with children.

You know what the basis of the poem is Cinquain.

The order of writing Sinkwine

- The first line is one keyword (a noun that determines the content of the syncwine.
- The second line - two adjectives characterizing the given concept.
- Third line - three verbs showing the action of the concept.
- The fourth line is a short sentence in which the author expresses his attitude towards someone or something.
- Fifth line - one word, usually a noun, through which a person expresses his feelings, associations associated with this concept.

Now we will try to compose a syncwine.

Teacher

- Let the word creativity be the first line in your poem.

(Participants write cinquain)

- Read what you got.

Members

- creation.

Non-standard, unique.

surprises, develops, opens.

System of educational technologies.





Mastery.

Teacher. You and I have become masters - poets.

From Grade 1 with the help of tongue twisters, students get acquainted with the concept of "rhyme". And by the end of the first grade, they themselves can compose pure phrases.

Sha-sha-sha-Ta-ta-ta-

Mom is washing the baby. Our house is clean.

With great pleasure, the children complete the task in which the poem must be continued.

According to the forces of the students, I offer tasks for the selection of rhymes.

In our house on the window, the Mouse cries and roars:

Sitting gray _____. Ask the bees to give.

At the lessons of speech development, the children themselves make up riddles about the seasons, about animals, about household items. At an open lesson, the children and I made up a poem from sentences, selecting them according to rhyme.

And now you try to compose a riddle or a poem. To do this, select 2 homonymous pairs in the homonym dictionary and rhyme them, creating a poetic text.

Sample: walk-walk; braids - braids

Girls walk around the village

And all the girls have braids.

And under the wind the grasses go:

The guys sharpened their braids.

At the classroom hours, when talking on the topic "My duties in the classroom", they came up with a device for washing the board.

And now we will be in the role of children. You must invent technology that teaches children, and what do you think. The technology consists of three parts. To name these three parts and the technology itself, you need to come up with neologisms

You have made a scientific discovery in technology.

In addition, in my work I often use various image technologies, for example, modeling from plasticine, working with natural material, drawing with a brush, finger, staged works and draw drawings for them.

From the very beginning of the lesson, I take non-standard tasks for oral counting.

For example, such tasks:

A multi-colored yoke hung over the river. What is it

8 9 10 2 4 5

2 4 5 6 8 9 10

u g a a R a d





Examples are given, the answer of which corresponds to a certain letter.

I also use these tasks.

Exercise.

Solve the expressions of the first and second columns. Finish the proverbs (combine expressions with the same meanings):

$$4 * 3 \quad 18 : 3$$

(A lot of snow-) (Little forest - plant)

$$12 : 2 \quad 42 - 22$$

(Many forests, take care,) (brother and sister)

$$5 * 4 \quad 2 * 6$$

(Forest and water -) (lots of bread)

Solution.

$$4 * 3 = 12 \quad 2 * 6 = 12$$

Lots of snow, lots of bread.

Another technique in my work is

"Drudles"

The basis of a drudle (puzzles for the development of imagination and creativity) can be any scribbles and blots. A drudle is NOT a completely finished picture that requires an answer to the question: "What is drawn here?" .

Each answer develops imagination and creative thinking.

When conducting excursions, we pay attention to the sky, over which clouds float. In them, children see various objects.

In mathematics lessons, we draw geometric shapes and imagine what it looks like.

You have clouds on your tables, try to imagine what they look like.

Reflection. Circle your palm on a piece of paper.

Each finger is some kind of position on which you need to express your opinion.

- big - for me it is important and interesting...
- index - I got specific advice, I was surprised
- medium - I didn't like it, I liked it
- nameless - my assessment of the psychological atmosphere
- little finger - it was not enough for me, I had a question

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