

The new methodical system of creative thinking of students V-VI grades

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Abstract. In the article discusses the main features of children's creativity, formation of creative thinking and problem, identifying the condition to ensure the maximum and comprehensive development of creative thinking, aspects of the formation of creative thinking of student's grades 5-6 in the process of drawing from life. Pedagogical conditions for the development of creative thinking in the process of drawing from life, the foundations of how to promote creative person pupils'health, knowledge of the inner world of man, his spiritual formation and creative self-improvement.

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Introduction

Creative thinking of students is one of the priorities of modern education. This is due to the needs of society in the accumulation of intellectual and creative potential, through which the public can reach new frontiers of development, since the only bright creative solutions to help you find a way out of a complex web of economic, political and social problems [1, 2, 3, 4, 5].

Kazakhstan for lots of years of independence made improving in general education system. Approved a new standard of general secondary education, close to the world standards and draft standards drawn up higher education. In accordance with the requirements of the new standard in the educational system represents the region of "art. Parliament of the Republic of Kazakhstan adopted the Law "On Education", which defines a number of priorities - the development of creative, spiritual and physical capacities of the personality, the formation of the usual foundations of morality and a healthy lifestyle, enriching intelligence by creating conditions for the development of individuality, as well as introduction to the achievements of the world and national culture. In the organization of the educational process, provided that the testing of new technologies for learning, the introduction of new content can be developed educational programs implemented in an experiment in the organization of education. However, the modern era brings a number of urgent problems in the field of spiritual and moral development of society, which require urgent

solution to the question of creative growth pupils'health in secondary schools. [6]

There is a problem of rethinking the challenges facing higher and secondary school to the Republic of Kazakhstan. Especially the part of the general education system, which deals with the spiritual and aesthetic and creative development of the individual. Especially that part of the general education system, which deals with the spiritual and aesthetic and creative development of the individual. Children's creativity as a basic property of spirituality is a powerful factor in resisting the destructive social phenomena. Due to rapid accumulation of knowledge and the limited capabilities of their processing individual education science reoriented with the idea of all-round development of the individual to the idea of development of abilities to self-realization, considering that the increased need for the individual to self-actualization.

The main thing in this study - is to identify conditions which would assure to the maximum and comprehensive development of creative thinking.

Any purposeful work begins with a thought, and not by chance all of the outstanding artists and educators first tried to activate the mental activity of the student, as is activated by thinking and creativity. Explaining the psychology of mental activity, AV Brushlinskii writes: "Thinking - it is always the search for and discovery of significant new." [7]

Methods

We now turn to the question of how to promote the development of creative thinking in the

process of drawing from life. First of all, it should be noted the special role of self-awareness techniques and rules of intellectual activity. The student must clearly enough to understand the nature of mental work to realize at least its basic techniques. If he has no desire and skills to organize their mental activity, he usually does not reach the level of development of thinking, even under the most favorable inclinations and good conditions. To increase the productivity of mental activity, you can use the ability to manage the stages of thinking, as formulation of the problem, creating an optimal motivation, control the direction of involuntary associations, the maximum inclusion as a figurative and symbolic components, the use of the advantages of conceptual thinking as well as reduction of excessive severity in assessing results, - all to enhance the thinking process and make it more effective.

The ability to logically process the material is often develops in adolescents spontaneously. The development of these skills should be a special task the teacher. It affects not only the depth and strength of knowledge, but also the possibility of further development of intelligence and especially teenagers.

How can students develop artistic thinking?

Solving the problem in the development of creative thinking of children in the educational process of fine art is of great importance, especially now, in the face of creative renaissance. This problem can be solved if the organization-oriented process which includes various forms of classroom and extracurricular activities which are tailored to the attainment of spiritual and meaningful aspects of art in the unity of perception and creative activities on the basis of communication, co-creation, as well as by improving the pedagogical guide the development of creative abilities of children through art. [8]

The main part

Our experimental research has gone in the direction of - the development of creative thinking through education and training in the process of drawing from life. This study took place in the following areas:

collection of creative images through special experimental tasks in the 5-6 grades.

- Observation of the students in the process of drawing from nature, the analysis in the development of children's creative thinking in performing their job. The objects of our study were children's drawings and assignments with the development of children's creative thinking in the process of drawing from life.

The process of learning the fine arts, according to our experimental program starts students grades 5-6. Training is conducted on the lessons of

the subject "Art." At this age, there is a willingness of students to identify the causes of the phenomena of the real world, the ability to form base their judgments logically disclose their reasoning, to generalize the findings. The middle stage of creativity begins the development of creative thinking, so the method development tasks determined by us to draw lessons from the life ways of perceiving the world to students, which is displayed graphically.

In order to investigate the level of development of creative thinking of students, their learning ability and mental operations, which can be characterized by analyzing the individual characteristics of thinking we used the following criteria:

- The degree of filling of the layout and harmonious surfaces of the sheet;
- The degree of assimilation of the elementary laws of ratification of the composition;
- The extent of the structural arrangement of objects;
- The degree of transfer of linear and aerial perspective;
- The extent of the transfer, the laws of light and shade;
- The degree of similarity of images with objects of nature;
- The degree of elaboration of detail and generalization pattern.

According to the criteria determined by the level of development of creative thinking in the classroom drawing from life, which we have designated quality - a high level [VU] average [SU] and low [SU]

According to the above criteria has been defined level of creative thinking of students of the control group at the beginning of the year, in the middle and the end of the year enrolled in the basic program of secondary general education standard. It was found that the majority of children's level of development thinking can be characterized as a medium, and low.

In this regard, we have made a number of recommendations for the development of creative thinking of students:

- Learn to give correct definitions, analyze, compare and distinguish objects and phenomena, it is clear
- Correctly and clearly express their thoughts,
- Educate ability to reason, draw conclusions,
- To draw conclusions, generalizations.

Students grades 5-6 experimental groups were held throughout the year at 4 lessons drawing

from nature. The teacher led lessons on guidelines of the conduct of drawing lessons from nature, we have developed.

Before this program seeks to provide professional assistance in the preparation of teachers for the management and organization of the training and educational work of art lessons at secondary school.

The program identifies the following training and education goals:

- Education and the development of creativity and visual skills, expanding the range of feelings, imagination and visual perception, imagination, nurturing emotional responsiveness to the phenomena of artistic culture;

- The development of creative thinking of students in the process of drawing from life

- Teach children the correct judgment about the form of objects on the basis of scientific data on the phenomena of perspective, the theory of shadows, color science, anatomy.

- Teach children to carefully review and analyze the shape of objects, right to see, understand and represent the shape of the object

- To understand and practically learn such basics graphic reading and writing, as a prospect, linear-shaped structural arrangement on the plane, the laws of distribution of light and shade on the form, depending on its design. [9]

The goals for the program of educational and training objectives are pursued in the content of teaching materials and lesson drawing from nature to art lessons.

The result of the pupils of the experimental group performed the level of development of creative thinking of students at the beginning of the year, mid-year and year-end

As a result of the experimental work at the school has a particular method of teaching, which, respectively, yielded results. Fifth-grade pupils of the school during the work on the still life correctly answered that the center of the composition is the part that is quite clearly expresses the main idea content of the plot, the center is allocated volume, brightness, and other means of acting in accordance with the basic laws of composition.

Students of the second class, thanks to the development of creative thinking, in their compositions ideological eyeballs very rarely have a literal geometric center as the geometric center of the equilibrium is contrary to the impressions given by the direct perception of life. Center of the composition may move slightly to the side, but not so as to give the rest of the space a piece of disposable material or empty, nothing unnecessary space. It helps students develop a sense of balance, that is, a

feeling of fullness sheet composition. The most valuable is the one song on which nothing can take away and to which nothing can be added.

As a result of studies it has been observed that many of the students of class 5-6 developed an interest in the work, the desire to show the creative imagination. Analyzing the final result of the work during this period of time, revealed several major advantages:

- Students do not have difficulty with the choice of the format for the image;

- Students are better the end result of their work;

- Noticeable accuracy or reasonableness of the sketch, which affects the final result;

- There is a vision of a volume image content;

- The order of application of light and shade on objects;

- Compliance with the outer shape of an object with the objects of nature;

- Similarity of images with the objects of nature.

When students have completed this work are characterized by artistic taste, and in the course of the work required to be creative.

The results of the experimental procedure confirm that a significant amount and the quality of the visual system of knowledge, skills and abilities based on drawing from nature give recognition to students interest in creative exploration and the end result of creative thinking. The experiment proved that specifically organized teacher training drawing from nature, content and methods which are based on meaningful generalization of knowledge from the general to the particular and from the particular to the general, can significantly affect the dynamics of the development of creative thinking of students.

Drawing lessons from life in the fine arts develop creative thinking and aesthetic tastes of students. Personality development involves the formation of creative abilities, which are the main indicator of fluency and flexibility of thinking, originality, accuracy, and courage, a manifestation of curiosity.

Drafted recommendations provide basic provisions for the development of creative thinking in adolescence. However, there needs further introduction of innovative techniques and methods of this, one of the basic cognitive processes in the life of every person.

Methodical implementation of our proposed system of creative thinking of students by drawing lessons from nature in the course of the experimental work has given qualitative changes in the structure of

the personal characteristics of all groups of students, higher appraisal and effective indexes.

Conclusion

In this study, we examined aspects of the formation of creative thinking of students grades 5-6 in the process of drawing from life. In accordance with the purpose, objectives of the study were identified pedagogical conditions for the development of creative thinking in the process of drawing from life, the foundations of how to promote students' creative personality, knowledge of the inner world of man, his spiritual formation and creative self.

As the formation of creative thinking teenager learns more and more aware of the generalized patterns of events. Especially thinking begins to move from the unit via special for everyone, from the casual to the necessary, from the phenomena significantly in them, from one entity definition to an ever deeper knowledge of reality, to an understanding of the relationship of its various moments, the sides of her nature. More precisely teen is not only and not so much deeper knows the reality, to the extent that, as it develops thinking, thinking how much more it develops, as it delves into the reality of cognitive penetration. That's why we imagined a particularly important to identify the main patterns of development and the development of creative thinking at this age. [10]

The degree of development of thinking young student allows a teenager to start a systematic study of the fundamentals of science. The content and logic of subjects, the nature of learning in classes V-VI requires reliance on the ability to think independently, to reason, to compare, to draw conclusions and generalizations.

In compiling this work, the objectives and targets set out in this paper, namely, identify the main patterns of development and diagnosis of creative thinking of students in grades 5-6 at drawing lessons from nature. Generalized material on the issue of creative thinking in the visual arts.

Conclusions. Thus, the implementation of the development of creative thinking of students by drawing lessons from life at secondary school, training and education should be one of the guiding principles and content of the educational process in secondary school. Task of forming a creative artistic personality of the students and teaching resources can

be addressed within the framework of secondary education through the creation of an integrated system of art education and training in order to develop creative thinking of children.

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