

THE PEDAGOGICAL-PSYCHOLOGICAL FOUNDATIONS OF IMPROVING CREATIVE ABILITIES OF THE STUDENTS

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Annotation:

The article describes in detail the pedagogical and psychological foundations of improving the creative abilities of student youth.

Recent achievements in the field of science and technology and significant changes and innovations in the sphere of education provide an opportunity to bring modern instruments of teaching. In order to understand and realize the essence of reforms in the field of education, it is desirable to conduct various assignments, cases oriented for the development cognitive activity, creative interviews and trainings, portfolios, creative castings, as well as to organize the activities of clubs. In this procedure, the development of students' abilities mainly plays a vital role.

So what is the ability? What is creative talent? What should be done to develop the ability? What pedagogical conditions are necessary in this process?

Talent is such a psychological feature of a person that the acquisition of knowledge, experiences, skills depend on this feature, exactly. But this feature itself does not depend on this knowledge and skills. Human abilities are seen as opportunities rather than skills, abilities and knowledge. Abilities consist of opportunities, and are, also, the skill level in a particular job. The ability to music, manifested in the child, requires the opportunities for him to be a musician, special education, perseverance, good health, the presence of musical instruments, notes and many other conditions. Without them, abilities can be extinguished without progress.

Abilities are manifested only in activity. Therefore, it is manifested only in those activities that can not be carried out without such abilities. Based on the fact that the student also does not have the necessary skills and qualification system, as well as the methods of finding a solid knowledge content, if seriously checked, it will be a serious psychological error of the educator when urgently concluding as he or she has not abilities.

Talent is a perfect combination of the qualities that provide a person with the opportunity to perform this or that activity effectively. In this definition, it is necessary to pay attention not to the effective performance of the activity depending on the ability, but only to the possibility that it can be done so. It is mentioned to be gained the necessary knowledge and skills, besides the presence of the harmonious combination of abilities that are appropriate for the effective implementation of the activity. The ability not only determines the possibility of success in this or that activity, but also, the introduction of this opportunity is determined by the level of development of certain abilities and what knowledge and skills to be possessed.

Abilities are divided into educational and creative abilities. They differ from each other in the fact that the first determines the effectiveness of training based on acquiring knowledge, skills and abilities by a person, while the other determines the possibility of creating new forms of discoveries, material and spiritual culture.

Talent is one of the most common psychological concepts. It is studied by some Russian psychologists, such as, B.M.Teplov, V.D.Shadrikov, S.L.Rubnshteynd and N.Y. Zavalishin.

B.M.Teplov identified the abilities as follows:

1) abilities are individual psychological characteristics that distinguish one person from another;

2) features that are relevant to the success of any one activity or several activities;

3) abilities developed in this person, do not affect knowledge, skills and capabilities.

S.L. Rubinshteyn understood the abilities as a result of strengthening mental processes. "Abilities are a generalized mental abilities system which are defined in a person. Abilities, unlike skills, are the results of the determination of spiritual processes that regulate movement and activity," – the scientist Shadrikov emphasized.

There are classifications of abilities based on different characteristics:

- on implementation: potential (not carried out in a particular type of activity, but can be renewed when social conditions change), real(carried out and developed in a particular activity);
- about spiritual processes : thinking, perception, memory and etc;
- according to activity: general ability (convenience and providing productivity of mastering different types of activity), special ability (related to a specific type of activity);
- about the functions of the psyche: communicative, regulating, cognitive.

Creativity is an individual feature of the psychological functional system, which determines the effectiveness of its creative process.

In addition, creative abilities should be classified as general abilities, because it is possible to see in any professional activity, and they, along with the mind, serve as the basis for special abilities. "All the special abilities of a person, on the basis, are different appearances of the general ability to gain the achievements of their human culture and stimulate them".

As already mentioned above, the productivity of abilities is determined regarding to a certain type of activity. At the same time, it is important to show creative abilities. On psychological and pedagogical research, a lot of theoretical and practical information on the problems of creativity was collected.

As known, in terms of the complexity of the problems which have to be solved, the number of personal qualities required of the teacher and the level of responsibility imposed on him by society, teaching is the most difficult and most noble profession among many other professions, their creative essence is aimed at the most important thing in the world - improving human.

Today, it is allowed to combine the professional requirements of the teacher into three main complexes; 1) common civil dignities, 2) the qualities that determine the peculiarities of the teacher's profession; 3) the acquisition of special knowledge, skills, and qualifications serve as the basis for the construction of the teacher's professionalism.

It is obvious, according to different views on the professional qualities of the teacher, that independent and creative thinking is one of the permanent and most important components of the teacher's professionalism in modern conditions.

In terms of development of creative abilities and responding to modern trends in education the following teaching instruments are the most effective: educational references, dissemination materials, models, tables, codoscope, tape recorder, video, projector, language rooms, computers and telecommunications networks.

In educational activities the following explanations on the stages of the formation of creative skills of students should be given:

- The formation of creative abilities, as well as the main motivation for the development of creative abilities in general, is the professional importance of creative activity;

- The formation of creative skills of students should be started at school, which significantly reduces the introductory stage;

- Creative skills are not subjective, so they are formed in a contextual approach;

- Since we mean the formation of a certain qualification again after a certain period of time, the study of the formation process will be discrete (continuous);

- Self-observation means the ability to assess independently the actions performed.

From the above, we can conclude that the following set of pedagogical conditions ensures the effectiveness of improving the creative abilities of students of the Pedagogical Institute in their educational activities:

- motivational conditions: to justify of the role of creativity in the professional activities of the teacher; the awareness of emerging of new opportunities for solving problems;
- constructive conditions: to equipp students with information about the mechanisms of creative activities; including creative tasks in the content of the lesson; appropriate methodological assistance;
- organizational conditions: to use the methods and forms of organizing creative- educational activity; to use of individual and team forms organizing training;
- communicative conditions: to formate a sufficiently high level of the communicative culture of the teacher; to use of communication as a type of subject-subject interaction between the teacher and students.

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