

Creativity of Students with Independent Activity

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ABSTRACT: This article is devoted to the organization of independent and creative activities of students of vocational education institutions. The author examines the issues of organizing creative independent activity of students, the tasks that teachers should solve in the process of independent activity of a student, analyzes the views of various authors, lists the most common types of independent activity of students in vocational education, reveals the importance of independent activity in the formation of professional skills of future specialists, it is proposed to focus on the problems that currently exist in this area.

KEYWORD: creativity, independent creative activity, technology, formation, competence, ability to solve problems independently, reproduction, heuristic approach.

Introduction

A feature of the modern stage of the development of scientific knowledge is the growing interest in the problem of creativity as an element of creativity, due to its role in the formation of a multifaceted personality capable of producing a large number of new ideas. In many countries of the world, they are concerned about the problem of developing creativity among young students. Creativity comes from the word "create" and means "to search, invent and create something that has not been encountered in the past experience." Creativity is specific to a person, as it always assumes a creator-subject. Creativity presupposes that a person has abilities, motives, knowledge and skills that contribute to the creation of a product that is characterized by novelty, originality, uniqueness.

Modern society needs specialists who are able to quickly make non-standard decisions, act creatively, independently, who can contribute to the development of a particular industry. Independent activity is a form of educational and cognitive activity, in which such qualities of a student's personality as organization, purposefulness, creativity, responsibility are manifested. Independent activity of students contributes to the formation of initiative, discipline, accuracy, a sense of responsibility necessary for a future specialist in professional activity.

The independent activity of students is considered as a purposeful self-organized, self-managed activity, structured by the student himself, built on deep internal motives. In modern conditions, the ability of a student to creative independent activity acquires a qualitatively new meaning, which is determined by the willingness of a university graduate to quickly adapt to practical professional activity in intensively changing conditions. The fact that independent work of a student is the main way of educating independence and developing professional competence, today no one doubts.

It is during independent activity that a high culture of intellectual work is developed. In the process of such work, the individual abilities of students, their inclinations and interests are most fully revealed, which contribute to the development of the ability to analyze facts and phenomena, teach independent thinking, which leads to creative development and the creation of their own opinions, their views, ideas, their position.

Situation analysis

Let's look at the category of "Independent work" itself. The modern dictionary of pedagogy interprets independence as the ability to set a certain goal, persistently achieve its fulfillment on their own, take responsibility for their activities, act consciously and proactively, not only in a familiar situation, but also in new conditions requiring non-standard decisions. Independence is not given to a person from birth. It is formed as he grows up and at each age stage has its own characteristics.

In this regard, the idea of N.G.Dairi is interesting, who notes: "... it is necessary to see the origin of independence, its development, the stages of its complication and correlate with this the stages of complexity of various types of independent work" [7]. In our opinion, the above judgment contains a fruitful idea about the levels of independence shown by students when performing less complex and more complex types of independent work.

S.I. Zinoviev notes that in higher education the concept of independence is associated with the idea of independence in choosing ways and means of solving the tasks facing a person. This means that the student must perform independent work without guidance and assistance from university teachers. Independent work of students is a form of organization of their educational activities, carried out under the direct or indirect guidance of a teacher, during which students mostly or completely independently perform various types of tasks in order to develop knowledge, skills, skills and personal qualities.

Independent work is a type of educational activity in which a certain level of student's independence is assumed in all its structural components: from problem formulation to control, self-control and correction with a dialectical transition from performing the simplest types of work to more complex, exploratory ones, with a constant transformation of the guiding function of pedagogical management towards its transition into forms orientation and correction with the gradual transfer of all functions to the trainee. It seems to me that this approach corresponds to the reality and nature of independent activity.

Independent work in the modern educational process is considered as a form of learning organization that is able to provide independent search for the necessary information, creative perception and understanding of educational material during classroom classes, various forms of cognitive activity of students in the classroom and during extracurricular time, the development of analytical abilities, control skills and planning of study time, the development of skills and skills of rational organization educational work.

A survey of students aimed at self-improvement revealed several problems that students face. It turned out that 18% of students find it difficult to allocate their time, 60% of students noted that there is not enough time, 15% of students complained of difficulty in doing independent work. So the main problem is lack of time. To understand the real reality, let's try to calculate student time. Students usually have 3-4 pairs of classroom classes a day (conditionally from 8.30 to 15.30), then there may be consultations (another 1-2 hours), which means that the student leaves the institute at 16-17 hours. Many people get to their place of residence in about one hour. Two more hours can be spent on rest and eating. In general, at 19-20 o'clock a student can start doing independent work at home. Many students have various household chores that also take up time. After a busy day, a student may experience malaise, loss of strength, etc. Thus, it can be concluded that only the most energetic, able-bodied students with good health will be engaged in independent work at home. Such, as a rule, there are few. The rest of the students need a lot of time to recuperate. How to find a way out of this situation? There are two main directions of independent work of students:

the first is to increase the role of independent work in the classroom. The implementation of this path requires teachers to develop methods and forms of organization of classroom classes that can ensure a high level of independence of students and improve the quality of training;

the second is to increase the activity of students in all areas of independent work during extracurricular time. But, as follows from the above, this is due to a number of difficulties, primarily with the unavailability of both the majority of students and teachers. Students do not attend consultations appointed by teachers, leaving work on control and course assignments at the end of the semester. In addition, the existing methodological support for control and course assignments is not enough for the effective organization of independent work.

It should be noted that the inefficiency and slowness of performing extracurricular independent work is caused by the teacher's insufficiently clear organization of students' cognitive activity in extracurricular independent work. Often, the teacher does not orient students to master the basic knowledge, skills, does not clearly select the educational material for the task, includes voluminous tasks in extracurricular independent work that must be completed in a short time. All these troubles reduce the effectiveness of independent work and lower the cognitive motives of students.

Methodology

The traditional learning system is not always able to develop the creativity of the individual, as it is based on memorizing information and accumulating facts. Most often in everyday life, there is a suppression of creative personality traits. Therefore, it is necessary to introduce into the learning process special creative independent tasks that allow you to develop creative thinking, creativity and use your creative abilities in the future. The development of each student is individual, so it is advisable to prepare differentiated assignments.

To develop creative thinking means to form and improve mental operations: analysis, synthesis, comparison and generalization, classification, planning, abstraction, and to possess such characteristics of thinking as criticality, depth, flexibility, breadth, speed, variability, as well as to develop imagination and possess knowledge of different contents.

Independent work is mandatory for the development of creativity, and it is determined by the curriculum. In the structure of educational activity, it takes from one-third to two-thirds of the total study time. The organization of independent work has a systematic character throughout the entire time of students' studies. An important aspect of independent work is that it solves not only educational tasks, but also solves the problem of self-development and self-improvement of the student.

In the modern educational process, the student is not a simple consumer of information, but a creative seeker of knowledge. At the same time, the task of the teacher is not only to transmit information in a ready-made form, but also to encourage the student to independent cognitive activity, to form his skills of independence in obtaining knowledge, as this is necessary for professional activity and career growth.

Practice shows that students differ in the level of readiness to implement the requirements for independent work. There are two main groups of students: - the first is characterized by the fact that its representatives are focused on performing tasks of independent work and have universal educational competencies that allow them to successfully cope with the requirements for its implementation (the ability to understand and memorize acquired information, think logically, reproduce material in writing and orally, carry out measurements, calculations, design, etc.).

Given this situation, the teacher should develop differentiated tasks that differ in complexity when organizing the student's independent activity. To do this, it is necessary to study the capabilities of students and, based on the results, divide students according to the type of readiness for independent activity. In the future, each

group should develop its own development program and a set of tasks for independent activity. This approach will ensure the optimization of the process, and will increase the efficiency of independent activity.

Independent work of students is classified: - at the place of organization (classroom and extracurricular); - according to the goals of the organization (the goals of the discipline formulated and justified in the work program); -according to the method of organization (individual, group). -according to the form of organization of training (lecture, seminar, practical lesson, control lesson).

Independent work of students is planned by each teacher in the work program of the discipline, and its credit types are recorded in the technological map, in which students can always find information about the volume of independent work, about the time of their completion and the maximum score when evaluating the results of their performance. The amount of time allocated for extracurricular independent work is reflected: in the curriculum as a whole for theoretical training, for each of the cycles of disciplines, for each discipline, in the work programs of academic disciplines with an approximate distribution by sections or specific topics.

Independent work of a student can be organized at different levels, depending on the didactic goals and the readiness of students:

1. Independent work on a sample or reproductive independent work — a low level of independence. they require the transfer of a known solution method directly into a similar or remotely similar situation within the subject. These works are carried out on the basis of "specific algorithms" previously demonstrated by the teacher and tested by students when performing previous tasks, thus, by performing independent work of this type, students make a direct transfer of a known method to a similar intra-subject situation. In this case, all the actions of the student are subordinated to mastering a set of methods of independent activity. the fundamental possibility of mastering the methods of independent work follows from the similarity of the conditions of this and previously known tasks (from the similarity of the subject area and the relations between objects), and the
2. Independent work of the reconstructive-variable type — the threshold level of independence. They allow us to meaningfully transfer knowledge into typical situations, teach us to analyze events, phenomena, facts, create conditions for the development of students' mental activity, form techniques and methods of cognitive activity.
3. Heuristic independent work or partially-search — advanced level of independence. contribute to the formation of the creative personality of students. when performing this type of work, there is a constant search for new solutions, generalization and systematization of the acquired knowledge, their transfer to completely non-standard situations.
4. Intra—subject and inter-subject research or creative independent work - a high level of independence. This is the highest step in the system of independent work. To perform such independent work, it is necessary to be able to transform and transfer knowledge and ways of solving problems, independently develop new ways of solving, determine the content, purpose, develop a plan for solving an educational task. Independent works of this type usually contain cognitive tasks, according to the conditions of which it is necessary: to analyze unusual situations; to identify characteristic signs of educational problems arising in these situations; to look for ways to solve these problems; to choose from the known methods the most rational, modifying them in accordance with the conditions of the learning situation. Heuristic and creative independent work have great opportunities for the development of students' creativity.

In order to effectively perform independent work at different levels, a student needs to possess a stable set of activities for solving various types of educational tasks. First of all, we are talking about the ability to take notes, select examples, compare, establish inter-subject connections, use, analyze, systematize, draw conclusions, make a conceptual tree.

The teacher, depending on the specifics of his subject, can use such technologies as:

1. Technology "Plus, minus, interesting".
2. Technology "Alternatives, options, opportunities".
3. "Consider both sides" technology.
4. "SKAMPER" technology
5. Six hats technology.
6. Creating projects.
7. Solving problem situations.
8. Solving cases.

Conclusions

Thus, creative independent work is a special means of learning, which, firstly, corresponds to a specific goal and task in each specific situation of assimilation, secondly, forms a certain amount of creative competence for students to solve cognitive tasks, and thirdly, develops a psychological attitude for students to independently systematically replenish their knowledge. fourthly, it is the most important tool of pedagogical guidance and management of independent activity of students, and, finally, it is the most important condition for self-organization and self-discipline of students in cognitive activity.

Solving the problems of forming a creative personality of a graduate capable of self-development, self-education, independent innovation is impossible by simply transferring ready-made knowledge from a teacher to a student. It is necessary to transfer the student from the position of a passive consumer of knowledge to the position of an active subject of the educational process involved in the formation of their competencies, able to formulate a problem, analyze ways to solve it, find the optimal result and prove their case. In this context, it becomes obvious that the independent work of students in the modern educational process fundamentally changes its status. Strengthening the role of creative independent activity of the student means a radical revision of the organization of the educational process at the university, which should be built in such a way as to develop the ability to learn, to form the student's abilities for self-development, creative application of the acquired knowledge, to various ways of learnin

The effectiveness of independent work in the learning process largely depends on the conditions of its organization, the content and nature of tasks, the logic of their construction, the source of knowledge, the relationship of available and assumed knowledge in the content of tasks, the quality of the results achieved during the performance of this work, etc. However, questions involuntarily arise: What optimal conditions need to be created for creative independent activity students? How much should a student be independent in such an activity? How to organize a differentiated approach to the organization of independent activity of students? What technologies are effective in this or that case? Unfortunately, there is no definite answer to these questions yet. Probably, in order to solve these problematic issues, it is necessary to approach individually and, firstly, find the facet of independence that will give the best result and help the student's development, study the capabilities of each student and develop differentiated tasks in complexity, and finally proceed to the development of effective technologies for organizing students' independent activities.

It should be noted that independent work of students is possible only if the student has a stable interest and desire in obtaining knowledge. At the same time, internal motivation, which comes from the activity itself, has the greatest motivating force. Here we can talk about the interest in learning and the creation of

conditions for the successful development of the student's intellectual skills, when the perception of new information causes positive emotions, and the activity itself encourages learning.

Control over the implementation should be strictly individual, despite the fact that the tasks can be complex. The technology of organizing the control of independent work of students includes a careful selection of controls, the definition of its stages, the development of individual forms of control.

To work with the use of acquired knowledge, skills and abilities, teachers very often offer creative tasks, because they contribute to the formation of the skills of using knowledge to solve relevant practical problems. For each creative task, the teacher needs to develop regulatory requirements, and for individual groups of students, also take into account the level of creative activity. If necessary, the teacher should consult on the implementation of these tasks. Such creative independent work is of interest if the tasks are characterized by novelty, when research is proposed using new methods of research or measurement, it involves active mental or practical activity related to finding the most rational ways to perform the proposed tasks, analyzing the results of work and writing a report.

The organization of independent work is an effective means of activating the creative independence of students. Independence and activity of students are closely related, since independence is the highest form of activity, which is determined by the nature and way of activity of students. The basis of students' independent work is the student's conscious approach to the learning process, that is, the highest degree of thinking. At each stage of students' independent work, there is a need for clear, timely and effective control and verification of the assimilation of knowledge, as well as the level of forced skills and abilities, and the development of abilities.

To ensure the effectiveness of students' independent work, it is necessary:

- justification of the combination of volumes of classroom and independent work;
- methodically correct organization of the student's work in and out of the classroom;
- providing the student with the necessary methodological materials in order to turn the process of independent work into a creative process;
- using active learning methods;
- control over the organization and progress of the student's independent work and the adoption of measures encouraging the student for its high-quality performance. The importance of independent work of students is difficult to overestimate. After all, only when performing tasks independently, knowledge is consolidated. Students begin to understand the educational material, they have a desire to learn. Independent work is not aimed at giving knowledge. It is aimed at teaching students the correct independent search and development of creativity.

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