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Торайғыров университета

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EFFECTS OF NON-TRADITIONAL LESSONS FOR THE DEVELOPMENT OF CREATIVE ABILITIES OF PRIMARY SCHOOL PUPILS

Socio-economic development of Kazakhstan in the XXI century confronts to teachers more complex tasks than ever before.

The Message of the first President N. A. Nazarbayev to the people of Kazakhstan states that the education reform is one of the most important tools to ensure the real competitiveness of Kazakhstan. To achieve the performance of tasks, it is necessary to create a modern educational system with the needs of economic and social modernization. It is necessary to create conditions for education throughout a person's life [1].

In modern society, especially demanded intellectually developed, creative thinking experts. Today it is not enough to have great theoretical knowledge, practical skills and sustainable skills. The development of thinking, the ability to solve problems independently and be active, make decisions and adapt to the changing conditions of life – that's what requirements must meet modern specialist.

It is only one way out of this situation – to look for new learning technologies, new forms of training that will teach children to learn to acquire knowledge on their own, develop imagination and creativity of students.

In the article investigated the technique of development the creative abilities of primary school pupils by non-traditional lessons.

Keywords: primary school pupil, development, creativity, imagination, innovative lessons.

Introduction

The urgency of the study can be attributed to a number of circumstances. Thus, the focus of the modernization of secondary and vocational schools at the present stage of development is provided primarily to improve the quality of mastering of educational and professional knowledge, practical and creative training of school graduates. On how they will be developed depends on the creativity of our society.

Acting on the personality, the formation of creativity enriches the emotional and practical experience, the psyche develops, produces intellectual potential, promotes education and aesthetic intelligence, leads to the accumulation of skills and knowledge, the development of natural instincts of children, their moral qualities. It adjusts for the future, active and creative-conscious amateur students that meet their spiritual needs, satisfy their desire for self-realization and manifestation of personal qualities. All this is an effective means of integrated development of personality, revealing the formation of its creative potential.

For the organization of a favorable climate, orienting students to the creative, you must choose such forms of lesson that will stimulate activities of students. Non-traditional forms of lessons are aimed at improving the performance of students.

The experiences of school teachers and research innovative teachers have shown that non-traditional forms of lessons support students' interest in the subject and increase the motivation of learning.

However, the analysis of scientific and methodological literature showed that there is no specific studies on the role of non-traditional lessons as a means of formation of creative abilities. Also poorly described features of non-traditional lessons as units of the educational process.

Objective: to determine the level of creativity object of research: the learning process in primary schools.

Subject of research: the influence of non-traditional lessons on the development of creative abilities of younger students.

The purpose of the study: to identify the level of creative abilities of younger students and develop a methodology for developing their creative abilities through non-traditional lessons.

Research objectives:

- to identify the level of creative abilities of younger students;
- characterize non-traditional lessons;
- identify methods for developing the creative abilities of younger students through non-traditional lessons.

Methods of research – analysis of scientific and methodical literature, synthesis, generalization, comparison, observation, conversation, pedagogical

experiment, the quantitative and qualitative analysis of the results of experimental work.

Database research: school №17 in Turkestan.

The results of the study. Creativity – is creation. It generates a new spiritual and material values. The desire for creativity characteristic of modern schools. This is still the world of youth and hope, where the soil is favorable for creativity and where not quenched search spiritualized mind and good. Important in pedagogy of creativity – not to fade away God’s gift does not interfere with the mysterious flower blossom poetry in the soul of the child, the student, novice master. Development of creative abilities – the most important task of primary education.

Pedagogical definition of creativity, which is given in the pedagogical encyclopedia defines it as the ability to create original products in the process of working on that applied independently acquired knowledge, skills, appear at least in the minimum deviation from the sample individuality, art. From a philosophical standpoint, creativity include the ability to creatively imagine, observe, think extraordinary.

Bogoyavlenskaya D. B. [2] to determine the creative abilities identifies the following parameters: the fluency of thought, flexibility of thought, originality, curiosity, fantastic.

Bogdanova T. G. in book: «Diagnosis of cognitive sphere of the child» [3] identifies a set of abilities: the ability to take risks, divergent thinking, flexibility in thinking and actions, quick thinking, the ability to express original ideas, to invent something new, imagination, perception of ambiguous things; high aesthetic values, developed intuition.

Conditions of effective development of creative abilities of primary school pupils: create a situation of choice, the learning process includes tasks that are with respect to the imagination, organized in co-creation of a children’s group with the appearance and development of creative abilities of each, used technology development of creative thinking, performed a systematic review of diagnostic results. Each child has a different kind of talent. Of course, not all children have the ability to write, to imagine, to invent. And yet, every human talents can be developed. An incentive is necessary for their development.

What are the ways to stimulate creativity?

Ways to stimulate creativity: providing an enabling environment; goodwill on the part of the teacher, his rejection of criticism of the child, the child’s environmental enrichment, wide variety of new items for him and incentives for the development of his curiosity, encouraging statements of original ideas; providing opportunities for practice, the use of personal example of creative approach to problem solving; providing children with opportunities to actively ask questions.

The importance of creativity of primary school pupils, his abilities in solving any learning task to take the initiative, inventiveness, independence for all is now obvious. Correlating the process of creativity and learning, obviously, it is necessary to talk about creating an environment that would facilitate the emergence and development of all students' qualities and aptitudes, usually stands out as the characteristic features of a creative personality. The effectiveness of the school is determined by the extent to which the educational process ensures the development of creative abilities of students, preparing them for life in society.

For the study of creativity in the learning process (at lessons of Russian, literature, arts) in the early school years, we conducted a study that was conducted in three phases. In the first stage of ascertaining experiment we picked up techniques and diagnostic tests conducted, aimed at identifying creativity in primary school children.

Development of creativity is largely determined by the level of a child's imagination. So we picked up a technique aimed at studying the development of imagination and creativity of children. Many researchers (L. S. Vygotsky [4], O. N. Dyachenko [5], N. A. Vetlugina [6]) pointed to the need for such objective environment, which would serve as a trigger for an important role on specific subjects in the development of creativity in children. At the second stage of the experiment we have created the necessary conditions to equip developing environment for primary school students in the learning process. The third stage – control – was aimed at determining the effectiveness of the use of non-traditional lessons, including lessons games as means of formation of creativity primary school pupils. The study involved students from 2 «А» class (control group) and 2 «В» class (experimental group) studied in school № 17. To assess the creativity, productivity, originality and ways to create drawings we used a methodology developed by O. M. Dyachenko and A. I. Kirilova [7]. Subjects were presented sequentially by twenty cards, each of which was painted by figure. Figures represented as contours of elements subject images (eg picture of a tree trunk with one branch, a circle – a head with two ears, etc.) students are asked to finish each of the figures so as to obtain some kind of picture.

Quantitative analysis of the results was to identify the degree of originality, unusual images. Counting of factor originality of each student, which was equal to the number of figures, not repeating. Cognitive motivation of primary school student creativity manifests itself in the form of search activity, the sensitivity to the novelty of the stimulus situation, finding new in normal, high selectivity with respect to the test the new (subject, quality). Scientists note the dynamics of the research activity of the child creativity. By 7–8 years of primary school student creativity is expressed often in the form of their own set of issues and problems

in relation to the new, the unknown, and expands the range of research students. This leads to the fact that in the early school years a major component of creativity becomes problematic, providing a constant openness to the new baby and sharpens the desire to search for inconsistencies and contradictions. Solution proposed and independently (seen) problems in a creative child are often accompanied by a manifestation of originality. This is another important component of creativity, expressing the degree of dissimilarity, non-standard, unusual.

E. A. Panko [8] technique «invent the game» aimed at identifying the skills of the younger students to create a new game, formulate rules of the game, and assign roles to anticipate possible situations. It is aimed at determining the ability to forecast, anticipation and to allow faster problem resolution. Technique «invent the game» (author E. A. Panko). Instructions for holding.

Student receives a task for 5 minutes to come up with any game, and give details of it, answering the following questions of the experimenter:

- What is the name game?
- What is it?
- How many people need to play?
- What roles do the participants get in the game?
- How we will act the game?
- What are the rules?
- What will need to complete the game?
- Will the game results be assessed and progress of individual participants, or not?

At the heart of the ability to develop creativity is such personal characteristics as creativity. Many scientists (A. V. Petrovsky, E. N. Sokolov, Ya. N. Kolominsky) determined creativity as a feature of mental processes, in particular to characterize thinking as understanding the main, essential, fluency (fast transition from one mode to the other solutions), flexibility (diversity of ideas), originality (unusual, witty, self-solving), openness (multifaceted vision), imagination (fantasy - bright, vivid, stereotyped).

To identify creativity, we used a special technique of «Verbal fantasy» (author R. S. Nemov) [9]. Instructions. Student is given the task to come up with a story (tale) of any living being (person, animal) or anything other of child's choice, and present it orally for 5 minutes. To concoct a theme or plot of the story (stories, fairy tales) will be limited to 1 minute, then the child starts the story.

In the course of the story creativity child evaluated by the following criteria:

- 1) the rate of processes of imagination;
- 2) unusual, original images;
- 3) The wealth of imagination;

4) the depth and elaborate (of detail) images;

5) sensibility, emotional images.

For each of these attributes story receives from 0 to 2 points.

0 points – this feature is missing in the story;

1 point – this feature is available, but is weak;

2 points – a sign of the corresponding expressed strongly enough.

At the first stage of the study as described in «figures» (authors O. M. Dyachenko, A. I. Kirilova) [7, p.10], we identified six types of solutions to the problems of the students in developing the experimental imagination.

0 type. This type of solution is characterized by the fact that the student still does not take the problem in the construction of the image of the imagination, using the specified element. He did not fill given element, and draws near something special (free fantasy). 1 type. Trainee fill figure on the card so that the image will separate subject (wood, etc.), but the image contour, schematic, devoid of details. 2 type. Represented by a separate entity, but with different details. 3 type. Portraying single object, a primary school student already includes it in some imaginary story (not just a girl, and the girl, doing exercises). 4 type. Child represents several objects on an imaginary story (the girl walking with a dog). 5 type. The desired figure is used qualitatively in a new way.

If the 1-4 types performed as the main part of a picture that drew the disciple, now the figure is included as one of the minor elements embodies the image of the imagination (the triangle is no longer roof of the house, and lead pencil, which paints a picture of the boy, etc.).

With this type of solution disciple shows great freedom in the use of elements to create images of the imagination. During the task the child can make various additions, alterations, varied and convert familiar material, as well as create new combinations of old elements of the lessons. These studies are presented in Table 1. Thus, the coefficient of originality of each test in all groups is closely related to the identified types of solutions in proposed tasks.

Table 1 – Diagnosis of ways to create drawings and originality

Groups	Total number of pupils	Types of problem solving (originality)					
		0 type	1 type	2 type	3 type	4 type	5 type
2 «а» class (control group)	20	2	2	5	5	3	3
2 «б» class (experimental group)	20	4	4	3	3	5	1

In the second step of ascertaining experiment, we used a technique of E. A. Panko «invent the game» [10]. Criteria for assessing the content of the game invented by a child in this methodology were follows:

- 1) originality and novelty;
- 2) the reasonableness of the conditions;
- 3) the presence in the game of different roles for its members;
- 4) the availability of certain rules of the game;
- 5) the accuracy of the evaluation criteria of the success of the game.

For each of the criteria devised disciple game can be assessed from 0 to 2 points. A 0 means no points in the game of any of the five features listed above (for each of these points in the game is evaluated separately)

1 point – the presence, but weak expression of this trait in the game. 2 points – the presence and clearly expressed in the game corresponding attribute. For all of these criteria and features of the game invented by a schoolboy in the sum can get from 0 to 10 points. And based on the total number of grade points received by the conclusion about the level of fantasy.

Conclusions about the level of fantasy:

10 points – very high; 8–9 points – high; 6–7 points - the average; 4–5 points – low; 0–3 points – very low. The study results are displayed in Table 2.

Table 2 – Assessment of invented games

Groups	Total number of pupils	Level of development of creative abilities				
		Very high	High	Middle	Low	Very low
2 «а» class (control group)	20	4	3	5	5	3
2 «б» class (experimental group)	20	2	3	3	7	

Thus, in the control group, 7 people have shown a high level of organization and imagination in devising the content of the game, and the experimental group of 5 people, a low level of imagination – in the experimental group – 12 students, in the control group – 8. In the third step of ascertaining experiment, we used a technique of R. S. Nemov «Verbal fantasy» and develop parameters for evaluating the elements of fantasy of primary school students.

Estimating the rate of processes of imagination If within 1 minute the child does not come up with the plot of the story, the experimenter himself tells him a story and for the speed of imagination puts 0 points. The child gets 1 point if he invented the story in one minute. If the child invented for 1 minute, at least two different scenes – measured at 2 points.

Evaluation of unusual, original images.

0 points – a retelling of the previously seen, heard; 1 point – a retelling of the earliest known since the introduction of elements of novelty; 2 points – self-inventing the story with a new storyline.

Estimating wealth of imagination.

In evaluating the quality of the processes of imagination fixed total number of different living things, objects, situations and actions of different characteristics and traits ascribed all this in the story of the student. 2 points – number of objects and features more than ten; 1 point – the total number of parts from six to ten; 0 points – signs in the story a little, but not less than five.

Estimation of depth and elaboration of images.

This indicator is defined by how varied the story presented the details and specifications relating to the image (humans, animals, fantastic creatures), plays a key role or occupies a central place in the story. 0 points - the central object is depicted schematically, without detailed study of its aspects; 1 point – the description of the central object of his story detailing moderate; 2 points – the main image is painted in detail.

Evaluation of sensibility and emotion.

This is measured by the fact whether the cause images in the story interest and emotion in the listener.

0 points – the images are of little interest, banal. 1 point – images evoke little interest. 2 points – images evoke an emotional reaction of the audience (surprise, admiration, fear). Thus, the maximum number of points for the child can get your imagination to 10, minimum – 0. These studies are presented in Table 3.

Table 3 – Evaluation of the elements of fantasy of primary school pupils

Groups	Total number of pupils	Level of fantasy development				
		Very high	High	Middle	Low	Very low
2 «a» class (control group)	20	2	4	8	3	3
2 «b» class (experimental group)	20	1	3	7	5	4

The table shows that the students have insufficient depth fantasy elements in both the control and the experimental group. The second phase of work (formative experiment) included techniques to develop creativity in didactic game, and in the creative play and to promote a common creative activity. The first group of methods include creative tasks that help to master the expressive properties of

the language (inventing epithets). Children are invited to come up with adjectives describing one or another fairy tale characters. The following methods – inventing comparisons and synonyms or antonyms words. Performing this task contributed to the development of associative links. Admission inflection helped the children feel the difference in shades of words. Important role in the development of creativity belongs to such methods as writing fairy stories, which offers teachers, inventing continuation of familiar fairy tales, fairy tale writing on the picture.

For the development of creative abilities in the game, the children were offered two roles fairy-tale characters, unrelated overall plot (Aibolit and soldiers, a policeman and a princess). Students must have been invented to play their roles. It could be a phone conversation or a game dramatization, game fantasy. The other children watched their peers, then a change of game participants. Experience has shown that the use of this technique significantly stimulated the overall voice and creativity of children playing. At the stage of forming experiment was conducted we have developed innovative lessons that include the game. In this case, as shown by our observations, the children in the classroom were more active, many expressed their opinions and expressed interest in the subject. Shy and timid children began to raise their hand and try to answer.

These data confirm the final questionnaire. It was conducted in the same text. These results were obtained (table 4):

Table 4 – Заключительная анкета

08.10.2018	14.03.2019
Do you like to study?	
Yes, I do - 10	11
No, I don't - 2	---
Not so... - 3	1
I don't know - 1	---
You favorite subject	
Majority answer: technology, sport, art, music	Environment, reading, Math, English
What kind of activities do you prefer to do in the lessons?	
Excursion	Practical , excursion
If you were a teacher, what kind of activities you included in your lessons?	
Discussions, excursions	Practical activities, games, crosswords, walking to forest
Do you like the lessons of English?	

Yes, I do - 7 No, I don't - 1 Not so... - 5 I don't know - 1	11 --- 2 1
Do you like to play and do exercises during the lesson?	
Yes, I do- 7 No, I don't - 2 Not so... - 1 I don't know - 2 The other students answered that they don't know, because they have never played during the lesson!	14 --- --- ---
What kind of games and exercises do you like ?	
2 чел. - puzzles 1 чел. – report 1 чел. – poetry The other students don't know what to answer!	All students answered: puzzles, crosswords, questioning, mazes and etc.

A content analysis of the survey responses again shows that children become more interested in the subject, they have awakened a desire to actively participate in the work in the classroom, they showed a desire to know more of what they know. This conclusion is confirmed by our observations on the activity of the children in the classroom. Non-traditional Lessons undoubtedly increase the activity of children.

In the third phase (control), we summed up the work done on the development of creativity through non-traditional lessons.

Results of the study are reflected in the summary table 5.

Table 5 – The level of creativity of primary school pupils means the game (according to the results of the control experiment)

Groups	Total number of pupils	Reflection of creativeness elements					
		Methodology 1		Methodology 2		Methodology 3	
		H.	L.	H.	L.	H.	L.
2 «a» class (control group)							
2 «b» class (experimental group)	20	8	4	7	8	6	6
	20	12	3	14	2	11	1

Thus, as a result of the research we have considered changes in the development of creativity of primary school children: the experimental group significantly increased the number of children with high levels of creative

elements; in percentage terms, this amounted to 52 % of the previous indicators in ascertaining experiment.

Conclusion

1 Non-traditional lessons provide an opportunity not only to raise the interest of students to the subject, but also to develop their creative independence, creative thinking, and train to work with different sources of knowledge.

2 Non-traditional Lessons stimulate the activity of the students; contribute to the development of their personal qualities.

3 These forms of work «remove» traditional lesson enliven thought.

4 Effectiveness of educational process depends on the ability of teachers to organize lessons and intelligently choose one or another form of employment.

5 Development of creative abilities of students depends not only on non-traditional forms of the lesson, but also on the pedagogical creativity of teachers.

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Дәстүрлі емес сабақтардың кіші мектеп оқушыларының шығармашылық қабілеттерін дамытуға ықпалы

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Влияние нетрадиционных уроков на развитие творческих способностей младших школьников

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XXI ғасырдағы Қазақстанның әлеуметтік-экономикалық дамуы педагогтардың алдына бұрынғыдан да күрделі міндеттер қояды.

Елбасы Н. Ә. Назарбаевтың Қазақстан халқына Жолдауында білім беру реформасы – Қазақстанның нақты бәсекеге қабілеттілігін қамтамасыз етуге мүмкіндік беретін аса маңызды құралдардың бірі екендігі айтылған. Алға қойылған міндеттердің орындалуына қол жеткізу үшін экономикалық және әлеуметтік жаңғырту қажеттеріне сәйкес келетін осы заманғы білім беру жүйесін құру қажет. Адамның өмір бойы білім алуына жағдай жасау қажет [1].

Қазіргі қоғамда әсіресе интеллектуалды дамыған, креативті ойлайтын мамандар сұранысқа ие. Бүгінгі күні үлкен теориялық білім, практикалық іскерліктер және тұрақты дағдылар болу жеткіліксіз. Ойлаудың дамуы, проблемаларды өз бетіңше шеше білу және белсенді болу, шешім қабылдау және өзгермелі өмір жағдайына бейімделу қабілеті – дәл қазіргі заманғы маманның талаптарына сай болуы керек.

Осы жағдайдан шығудың бір ғана жолы бар – балаларды өз бетіңше білім алуға, оқушылардың қиялын және шығармашылығын дамытуға үйрететін оқытудың жаңа технологияларын, оқытудың жаңа формаларын іздеу.

Мақалада дәстүрлі емес сабақтарда бастауыш сынып оқушыларының шығармашылық қабілеттерін дамыту әдістемесі қарастырылған.

Социально-экономическое развитие Казахстана в XXI веке ставит перед педагогами более сложные задачи, чем раньше.

В Послании первого президента Н. А. Назарбаева народу Казахстана говорится о том, что реформа образования – это один из важнейших инструментов, позволяющих обеспечить реальную конкурентоспособность Казахстана. Чтобы добиться выполнения поставленных задач, необходимо создать современную систему образования, соответствующую потребностям экономической и социальной модернизации. Необходимо создать условия для получения образования на протяжении всей жизни человека [1].

В современном обществе в первую очередь востребован интеллектуально развитый, творчески мыслящий специалист. Сегодня недостаточно обладать значительными теоретическими знаниями, устойчивыми практическими навыками и умениями. Развитое мышление, способность решать проблемы, самостоятельно и активно действовать, принимать решения, адаптироваться к изменяющимся условиям жизни – вот каким требованиям должен отвечать современный специалист.

Выход из такой ситуации один – искать новые технологии обучения, новые формы занятий, которые научат ребят учиться добывать знания самостоятельно, разовьют способности и творческий потенциал учащихся.

В статье разработана методика развития творческих способностей младших школьников посредством нетрадиционных уроков.

Ключевые слова: младший школьник, развитие, творческие способности, воображение, нетрадиционные уроки.

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