9.6 Pedagogical foundations of teaching creative disciplines

Introduction

Activation of cognitive activity of students is one of the most urgent problems of the entire educational system, modern pedagogical science and practice. In the modern world, the amount of knowledge needed for a person has increased dramatically and rapidly. It is important to teach the ability and, most importantly, the desire to independently replenish their knowledge, not to get lost in the fleeting flow of information. It is necessary to teach students to learn, to prepare them for self-education, for independent mastering of knowledge, to form the ability to see problems and look for ways to solve them.

The transformative nature of the activity is always combined directly with the activity of the student. Knowledge obtained in a ready-made form often causes difficulties for students in their application and solving specific tasks. One of the significant drawbacks of students' knowledge is the separation of theoretical positions learned by students from the ability to apply them in practice. In the concept of "activation of cognitive activity" we are talking about the peculiarities of human mental activity.

In addition to psychology, didactics deals with his research, considering the general patterns of the student's learning process. The main purpose of the teacher's work is to develop their creative abilities. It is known that human abilities, including students, develop in the process of activity. The means of developing the cognitive abilities of students is the skillful and confident application of such methods and techniques that ensure high activity of students in the educational process.

9.6.1 The system of the teacher's work to activate cognitive activity students

It should be created taking into account the gradual and purposeful development of creative cognitive abilities of students, the development of their thinking. But we must not forget that without the student's desire to learn, all the efforts of the teacher

will not bring the expected results. This leads to the conclusion that students need to form study motives, the main of which is interest in the subject, the desire to solve problems. Of course, students are taught not only because they should be interested. Studying is work that needs a lot of effort. The strong interest of students in the subject is due to curiosity and curiosity, which determines the success of students in learning. And most importantly, the teacher's work to activate the cognitive activity of students will be the most effective, and, consequently, the quality and quantity of knowledge of students will be higher if during the lessons techniques and means are used that activate the cognitive activity of schoolchildren and develop their interest in the material.

The problem of activating the learning process has been haunting us for a long time. F.I. Buslaev also wrote in the book "On the teaching of the Russian language": "The method of teaching is twofold: either the student is forced to search for himself and find what they want to teach him, or the subject being taught is given to him ready, without any torture on his part" [335, c.2]

Thus, already in the XIX century, two main methods of teaching were conceived. One of them provided for the communication of knowledge in a ready-made form, and the other - the search activity of students. 1. Activity - the basis of personality development cognitive educational motive An important problem that determines the essence of personality formation is activity. The problem of activity is the subject of study of all the sciences of society. This is the most important basis for human development, his formation as a person. Activity is the most important form of manifestation of a person's life, his active attitude to the surrounding reality ... [337]

The wealth of activity, according to philosophers, is inexhaustible. Turning to the question of the role of activity in the development of a student, it is necessary to find out what is the most intensified development of his personality. An earlier form of child development is play, then learning, and then work. In a number of his works, the greatest psychologist V.G. Ananyev expressed the idea that work is not only an early form of human development in phylogeny, but also the very necessity in ontogenesis. Without reducing the importance of play in the development of a child (and not only a

child, but also an adult), he argues that the real life of a young child is carried out not through play, but in labor actions, even elementary ones.

From the time when they stop feeding the baby with a spoon (at the insistence of the child himself - I myself!), not a single need of the baby is satisfied without work. All self-service activities: feeding, dressing, taking care of yourself, your room - are important aspects of his daily life. The damage to the development of the child and his personality is the performance of actions by adults for him. In sensorimotor actions, in neuropsychic and physical stress, in labor processes, a system of skills and abilities is developed that underlie the ability to work - the properties of a person as a subject of labor. [338]

Work is not only the early and main basis of people's life and society, but also the main factor in the development of their personality. It should be remembered that in order to develop a child's personality, it is necessary to constantly organize a variety of activities that are able to comprehensively cover the development of personality with their influence. Each activity has rich possibilities for this. Play, learning, work, social, artistic, sports and other activities do not replace one another. Each of them has an inexhaustible wealth for the development of the younger person's personality.

Currently, various approaches to the definition of activity are known, which are divided into three types: functional, system-structural and operational. To manage an activity, it is not enough to know what an activity is as a process. Here it is reasonable to use analysis to identify the structure of the activity as a system. This approach A.N. Leontiev calls the general structure of activity: human life (in its higher manifestations mediated by psychic reflection), individual activities (according to the criterion of motivating motives), actions (processes that obey conscious goals), operations (which directly depend on the conditions for achieving a specific goal). Now such an approach in understanding the structure of activity is implemented in the studies of A.N. Leontiev, P.Ya. Galperin, N.F. Talyzina, Yu.K. Babansky, K.K. Platonov, B.F. Lomov, A.L. Zhuravlev, A.F. Esaulov and others. [338] Educational activity consists in the description of the observed, in the search for an answer to the question posed

and an explanation of the observed facts, as well as in the execution of the planned plan.

We can distinguish the following models of educational activity: description, heuristics, prescription activity (heuristic and algorithmic), algorithm activity such a sequence represents a transition from a lower level of activity description to a higher one. The cognition of any phenomenon begins with the description of the observation of it. Based on the description, the initial structure of the activity (heuristics) is found, which becomes the basis for creating the installation.

The algorithm can be considered as a more cognized structure of activity. The process of assimilation of knowledge, skills and abilities involves the organization of independent cognitive activity of students, which provides awareness of the structure of the process of educational cognition. At the initial stage of the organization, the main role belongs to the teacher: under his leadership, the ability to independently perform certain tasks of cognitive activity is formed.

And only if the initial cognitive skills are formed, there can be a transition to the formation of more complex skills. And at the same time, the management of the process of cognition takes place at a new, higher level: at the level of self-control. .

9.6.2 Goals and objectives of activating cognitive activity

The main goal of the teacher to activate the cognitive activity of students is to develop their creative abilities, increase the effectiveness of the acquisition of new knowledge by students, develop creative activity, as well as the acquisition of collective action skills, and the use of various activation techniques is a means to achieve the goal. It is important for the work of a teacher to understand this.

The means of developing the cognitive abilities of students is the skillful application of methods and techniques that ensure high activity of students in the educational process, it is necessary to form the motives of study, the desire of students to solve cognitive tasks. There is no other way to develop students' abilities, except for organizing their active activities. The skillful use of techniques and methods that ensure

high activity in educational cognition is a means of developing the cognitive abilities of students.

Taking care of the development of students, it is necessary to use the best active teaching methods more often, which will correspond to the existing development of students. Applying certain methods, it is always necessary to take into account the level of development of students' abilities at the moment. It is permissible to give complex cognitive tasks only to students who have a high level of cognitive development. Tasks that exceed the capabilities of the student, the level of development available to him, will not play a positive role in learning.

They undermine the student's faith in his own strength and abilities. The teacher's work system should be built taking into account the smooth and purposeful achievement of the desired goal - the development of cognitive creative abilities of students. Students should learn not only to solve problems, but also, they need to develop a desire to solve these problems. Educating students about the motives of teaching is one of the main tasks of modern education. So, the techniques and methods of cognitive activity used by the teacher, students in teaching should provide for the gradual, purposeful and systematic development of students' thinking and the simultaneous formation of teaching motives in them. Education is the most important and reliable way to get a systematic education.

Being a complex, specially organized process, learning is, as a specific process of cognition, controlled by a teacher. It is the mentoring role of the teacher that ensures the full assimilation of knowledge, skills and abilities by students, the development of their mental strength and creative abilities. Cognitive activity is the unity of sensory perception, theoretical thinking and practical activity. It is carried out at every step of life, in all kinds of activities and relationships of students.

Learning always takes place in communication and is a two-way process in which teachers and students closely interact: teaching and learning. The movement in the learning process goes from solving one learning task to another, advancing the student along the path of knowledge: from ignorance to knowledge. The attitude of students to the teacher's teaching is usually manifested by their activity. The following

components are distinguished in the structure of activity: readiness to perform training tasks; striving for independent activity; conscientiousness of completing tasks; systematic training; the desire to increase your personal level and others.

With activity, there is another very important aspect of motivating students' learning, this is independence. Activity and independence are inseparable from each other: more active schoolchildren, as a rule, are more independent; insufficient activity of a student makes him dependent on others and deprives him of independence. Student activity management is traditionally called activation.

Activation can be defined as a constantly ongoing process of encouraging students to energetic, purposeful learning, overcoming passive and typical activities, decline and stagnation in mental work. In pedagogical practice, various ways of activating cognitive activity are used, the main ones among them are a variety of forms, methods, and means of teaching that will stimulate the activity and independence of students.

The greatest activating effect in the classroom is given by situations in which students themselves must: .

- defend your opinion; .take part in discussions and discussions;
- ask questions to your friends and teachers;
- review the answers of comrades; .evaluate the answers and written works of comrades;
- engage in the training of laggards;
- explain incomprehensible places to weaker students;
- independently choose a feasible task;
- to find several possible solutions to a cognitive task (problem);
- to solve cognitive tasks through the complex application of the solutions known to them.

It can be said that new technologies of independent learning mean, first of all, an increase in the activity of students: the truth obtained through their own exertion of effort has a huge cognitive value. From this it can be concluded that the success of learning is ultimately determined by the attitude of students to learning, their desire for

knowledge, conscious and independent acquisition of knowledge, skills, and their activity.

9.6.3 Levels of cognitive activity

The first level is reproducing activity. Which is characterized by the student's desire to understand, remember and reproduce knowledge. This level is distinguished by the absence of questions such as: "Why?" The second level is interpretive activity. It is characterized by the student's desire to identify the meaning of what is being studied, the desire to know the connections between phenomena and processes, to master the ways of applying knowledge. The student strives to bring the work started to the end, in case of difficulty, he does not refuse to complete the task, but looks for solutions.

The third level is creative. It is characterized by an interest and a desire not only to penetrate deeply into the essence of phenomena and their interrelations, but also to find a new way for this purpose. A characteristic feature is the manifestation of perseverance and perseverance in achieving the goal, broad interests. Activity is an essential condition and indicator of the implementation of any learning principle.

Principles of activation of cognitive activity of students When choosing certain teaching methods, it is necessary to strive for a fruitful result. At the same time, the student is required not only to understand, remember and reproduce the acquired knowledge, but also to be able to apply them in practice, to develop. Naturally, the cognitive activity of a student cannot be reduced only to listening, perception and fixation of educational material.

He tries to apply the newly acquired knowledge immediately mentally in practice. And the more actively this mental and practical learning process proceeds, the better its result. The principle of problemativeness As the main principle is better to consider the principle of problemativeness. With the help of complicated tasks or questions, create such a problematic situation in the student's thinking, for which he lacks the available knowledge, and then he is forced to actively seek and replenish new knowledge himself with the help of a teacher and with the participation of other listeners, based on his own or someone else's experience, logic.

Thus, the student receives new knowledge not in a ready-made form from the teacher, but as a result of independent active activity. And most importantly, the content of the problem material should be tailored to the interests of students. The principle of ensuring the maximum possible adequacy of educational and cognitive activity to the nature of practical tasks The essence of this principle is that the organization of educational and cognitive activity of students by its nature is as close as possible to real activity.

This should ensure the transition of the theory of new knowledge to practice. The principle of mutual learning is no less important in the organization of educational and cognitive activity of students is the principle of mutual learning. Students in the learning process can teach each other by exchanging knowledge. Successful self-education requires not only a theoretical basis, but also the ability to analyze and generalize the studied phenomena, facts, information; the ability to creatively approach the use of this knowledge; the ability to draw conclusions from their own and others' mistakes; be able to develop their knowledge and skills.

9.6.4 The principle of research of the studied problems

It is very important that the educational and cognitive activity of students be creative, exploratory in nature and, if possible, contain elements of analysis and generalization. The process of studying phenomena or problems should, by all signs, be of a research nature. The principle of individualization For any educational process, the principle of individualization is important - it is the organization of educational and cognitive activity taking into account the individual characteristics and capabilities of the student, there are a lot of features: adaptation to the learning process, the ability to perceive new things, etc. This requires the use of teaching methods that would take into account the individual characteristics of each student.\

The principle of self-learning is very important in the educational process is self-learning. This principle individualizes the activity of each student based on their personal desire to replenish and improve their knowledge and skills, studying additional literature independently, receiving consultations. The principle of motivation The activity of both independent and collective activity of students is

possible only if there are incentives. Therefore, a special place is given to motivation. The main thing at the beginning of active activity should not be forced, but the desire of the student to solve the problem, to know something, to prove, to challenge.

The principles of activating the educational and cognitive activity of students and the choice of teaching methods should be chosen taking into account the peculiarities of the educational process. In addition to the principles and methods, there are also factors that encourage students to be active. 6. Formation of teaching motives The motives that encourage the acquisition of knowledge can be different. These include, first of all, broad social motives: it is necessary to study well in order to master the desired specialty in the future, a sense of duty, responsibility to the team, etc.

However, research shows that among all the motives for learning, the most effective is interest in the subject. Interest is the main motive for the activation of students. The teacher needs to take this into account already when creating and planning educational material. A student will never study a problem that has nothing to do with him. Of course, it does not follow from this that students need to be taught only what they are interested in.

It is necessary to educate students in willpower, the ability to overcome difficulties, to instill in them a responsible attitude to their duties. But at the same time, we must strive to facilitate the learning process for them, making it attractive. Creative educational activity is a powerful incentive to cognition. Curiosity caused by an unexpected result of an experience, an interesting fact, attracts the student's attention to the material of this lesson, but is not transferred to other lessons. This is an unstable interest.

A higher stage of interest is curiosity, when a student shows his own desire to understand the topic more deeply, to understand what is being studied. In this case, the student is usually active in the classroom, asks the teacher questions, participates with pleasure in discussing the results, gives his examples, reads additional literature, conducts experiments independently, etc. But the material of another topic may be boring for him and interest in the subject disappears. Therefore, the task is to maintain curiosity and strive to form a stable interest in the subject among students, in which the

process of learning new knowledge captures them during their studies, and independent solution of problems and tasks is enjoyable.

Competitiveness is also one of the main factors for the active activity of students. However, this may come down not only to a competition for the best grades, it may also be other motives. For example, no one wants to "lose face" in front of their classmates, everyone strives to show their best side, demonstrate the amount of their knowledge and skills. Competitiveness is especially often seen in classes held in a playful way.

It is an effective motivational process. Any game encourages its participant to take action. An important condition for the development of interest in the subject is the relationship between students and the teacher. The education of interest in the subject among schoolchildren largely depends on the personality of the teacher. The teacher must have certain qualities so that his relationship with students helps to show interest, they are, first of all,: the erudition of the teacher, the ability to make the necessary requirements for students and consistently complicate cognitive tasks.

Such teachers provide an intellectual mood in the classroom, introduce students to the joy of learning; Passion for the subject and love of work, the ability to encourage students to search for various solutions to cognitive problems; A friendly attitude towards students, creating an atmosphere of complete trust. All this disposes to the fact that you can calmly think, find the cause of the error, rejoice in your success and the success of a friend, etc.;

Pedagogical optimism is faith in the student, in his cognitive powers, the ability to timely see and support weak, barely noticeable sprouts of cognitive interest and thereby encourage the desire to learn, to learn. So, taking into account these factors, the teacher can effectively activate the activities of students, since a different approach to classes, rather than a monotonous one, will arouse interest in the lessons, the visit will be accompanied by the interest and joy of the students.

9.6.5 Conclusion

The most intensive development of personality in school years occurs when organizing their active cognitive activity. To do this, it is necessary to form motives.

The most significant motive of teaching is cognitive interest. This means that the activation of cognitive activity should begin with the arousal of cognitive interest. Cognitive interest is a solid means of learning.

Classical pedagogy of the past stated: "The deadly sin of a teacher is to be boring." Therefore, it is necessary to give preference to those forms and methods that will attract students to actively acquire knowledge. For further activation of cognitive activity, it is necessary to take into account that it is necessary to ensure that students understand the material.

At the same time , four aspects should be distinguished:

- organization of students' perception of new material;

- the use of evidence-based methods of explanation;

- consideration of methodological requirements and psychological patterns;

- learning to work with a textbook.

A characteristic feature of improving the forms of education is the use by teachers of various types of lessons, forms, methods, techniques in the system of studying a section or topic. Moreover, the most experienced teachers have more opportunities, because they form their own methodological experience, which allows them to maximize the strengths of their skills and thereby activate the cognitive activity of students. The formation of students' cognitive interest in the subject is a complex process involving the use of various techniques in the system of means of developing learning and the correct style of relations between the teacher and students.