



ИННОВАЦИИ В ОБРАЗОВАНИИ РЕСПУБЛИКИ КАЗАХСТАН
И МИРОВОЙ ОПЫТ

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FICTION AS MATERIAL FOR CREATIVE THINKING ACTIVITIES

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The article presents the description of the experiment on testing a methodical manual on fiction written by English and American writers. In the course of the research different methods and techniques aimed at developing creative thinking abilities were given and proposed. Assignments for individual students' work provide developing oral and written language competence through reading fiction.

Key words: creative thinking; language competence; method of association; system of exercises; written and oral speech.

There is an increasing demand for nontrivial solutions of methodological problems in teaching foreign languages, new approaches to old and already well developed problems in modern society. It requires people's demonstration of creative abilities in everyday, professional, personal situations. This demand is caused by objective reasons, mainly society development, globalization, integration of new states into the world space, increase of life rhythm of modern people.

The importance of developing creative abilities is associated primarily with the unprecedented role of the new ideas to create new technologies. In this regard, various teaching techniques and courses to develop creative abilities of personality are gaining popularity. At the same time, creative abilities are wanted in different spheres of life: in arts, in professional fields, in everyday life, etc. For this purpose, there have been developed a number of methods [1].

Let us consider some of them:

1. «Six Hats of Thinking» by Edward de Bono. This technology of creative thinking is good, for example, in any discussion. It is ideal for teamwork, but is also suitable for individual use. This technique helps to control thinking. Bright colors of hats make each of them distinct, visible and help to set students' thoughts in the right direction. This technology of creative thinking develops tolerance, critical thinking, creative abilities regardless of the students' age.

2. «Brainstorming» by Alex Osborn. This technique promotes a collective discovery of new ideas. Its goal is to get as many different ideas as possible. The generation of ideas and their critique are divided in time, while the participants in the creative process are divided into generators of ideas and critics. The ideas voiced are developed through the use of associations and are transformed and modified.

3. «Focal method» by C. Whiting. In this technology, new ideas allow the student to find a connection to a given object by features or properties of randomly taken objects. Unusual combinations are obtained by using free associations. This method is known as a TIPS tool (the theory of inventive problem solving).

4. «Analogies» by George M. Prince and William J.J. Gordon. The main method of creative thinking in this technique is building analogies. An analogy awakens associations, which in turn stimulate creative possibilities.

5. «Method of garlands of associations» by Henry Y. Bush. The main method of creative thinking in this technology is the combination of several stages of work with random words and associations:

1) Construction of chains of synonyms of the object.

2) Random selection of words (nouns in the noun case).

3) Combination of each element from a garland of synonyms with random words.

4) Selecting several adjectives to each of the random word selection elements. This is how garlands of attributes are obtained.

5) Combination of elements of garlands of synonyms and garlands of features.

6) Free associations are selected for each of the elements of the feature garland. A garland of free associations should include many elements in the feature garland. The tool for free association garlands is the question «what does the word ... remind us of? In this case, each answer becomes the starting point for the next question. For example: «What does the word blue remind us of» – «the sky» – «What does the word sky remind us of» – «an airplane». That's how the word sky, plane, wings make up a garland.

7) Ideas are divided into rational, interesting and unsuitable.

The preparation of a teaching manual for developing language and creative skills among English language students was based on the use of the above mentioned methods in reading. Adapted texts of children's literature are often used as reading material.

Creative thinking techniques such as: «Six Hats of Thinking», «Brainstorming», «Focal Objects method», «Analogies» were tested on working with the texts among English language students. They help students to develop their creative thinking abilities. The manual for reading contains adapted texts from children's literature and consists of twenty-nine lessons. The reading material is equipped with special tasks and exercises that precede reading the text, are performed during the reading process, and develop creative thinking of the students in the exercises after reading the text. This kind of reading can be done either in the classroom or at home.

Each lesson is preceded by brief information about the authors of the works to be read, which gives the students some background knowledge about the writers of English and American literature. This article gives some reviews of testing the special tasks and exercises to develop oral and written language skills with the focus on students' creative thinking.

The methods of creative thinking when working on a fiction text at an English lesson can be divided into two groups: 1) creative thinking methods of the object perception and comprehension, revealing its main features; 2) creative thinking methods of transforming the features of the object and creating a new object. The main function of the first group assignments is cognitive and is related to understanding the object, which has an unlimited number of features within the framework of the considered situation. In our case, the object of cognition is a text, the transformation of which or the creation of a new object on its basis is to present a creative result of students' activity.

The first group of exercises in the experimental material represents characters and events containing the elements that are not in the work. This process of «filling in the uncertainty» is determined by the term «specification». It is concretization that can be considered, according to G. Waldmann, as a result of the reader's imagination [2].

The second group of techniques is focused directly on the transformation of the original object (text) and the creation of a new one on its basis. The main result of the application of these techniques is to obtain a new product. The following creative techniques were used in the manual when working with a text: «Association», «Change of role functions», «Making a story from a few unrelated words», «Creative reproduction», «Personal empathy». These techniques are actively used in classes to develop students' creative thinking and actualize their creative activity.

In this regard it is better to tell about one of the stories of the manual «The Happy Prince». It is an interesting example of a story dedicated to the problems of poverty, vanity and kindness. It is based on the events that happened to a prince who was ignorant of grief and poverty when he lived and after his death his statue was placed on a pedestal. Standing there he could see the suffering and hardships of ordinary people. The prince tried to realize his good wishes to the common people through a swallow, which didn't follow his relatives and decided to spend the night at the top of the statue.

In the first stage of working with this text, the students were asked to use the method of association with the certain words, phrases. Before reading the text, the students were asked to write down five adjectives that associate with the word «prince» on a piece of paper. Then the students were to write down five adjectives that are completely unsuitable for the word, which is much harder to do because they had to carefully analyze their feelings and emotions to find the right definitions.

After completing this task, you may ask the following question: What associations come to your mind when you hear a word combination «Happy Prince». Write down and discuss your ideas in a group. Using the method of «composing a story from a few unrelated words» at this stage allow the students learn how to find connections between the elements that seem to have nothing in common. To do this, the students were offered a choice of several unrelated words, taken from the text, with which they were to compose some story: «Read the following words: a statue, a poor student, a heart. Make up your own story using these words». In this exercise, the important thing was not the fact how true this or that element of information was, but how useful a certain combination of words was, how could it show the problem in a new, unusual perspective and it is a good idea to see the possible ways to solve it [3].

In the second stage of the work, the students were to read the text using a pencil to ask the author some questions that deserve special attention during the reading and write them down in order to identify the statements and discussion in the classroom. Their task is to identify the fragments in the text that are the most problematic and controversial. After they first read the text, they can also compare their own stories based on individual words from the story and determine which one is closest to what they have read.

In addition, while reading the text, the students were also invited to immerse themselves in the problem, to get into the images of the main characters, to present the situation, to feel their inner state: for example, «The author made the statue of «Happy Prince» weep, because of the ugliness and the misery of his city and what kind of statue would you choose to carry out the idea of your story? Tell about your thoughts, feelings and share with the group about it. The Swallow decided to stay with the Prince for the

night. And what would you do if you were the swallow». «Imagine that you're the swallow that helped the prince. Instead of flying away with other birds to the warm regions, the swallow stayed to help the prince. And what would you do if you were that swallow? Describe your feelings, thoughts, emotions».

Thus, the main creative perception of empathy (personal analogy) principle allows identifying oneself with the object and the subject in language creative activity and comprehend personal feelings, emotions and make a creative result that promotes the development of imagination, originality and flexibility of thinking. In the third stage of the work the students were offered to use the method "Creative reproduction", when the students by changing the age of the characters, time or place of the story create a new fiction text: F.g. "Make up a story about two men, who became best friends in just three days.

The story begins like this: "Imagine that the heroes of the story live in our time. One young man works abroad, comes for a few days to visit his old father, who before his death asks him to help the family of his old friend. But unfortunately, our man does not have time, because his father's friend, who had not waited for his old friend to arrive, also leaves a letter in which he regrets an act from which he stopped communicating with his old friend and in which he asks for help to his son, whose age is our hero. The events unfolded in such a way that two young men became friends in a few days. The students are given the task to help the main character, describe his way of life, tell about the relationship between the two friends. [4].

Thus, the methods of developing creative abilities while reading fiction promote the development of students' creative thinking in professional training, create the necessary conditions for self-realization of the future creative personality of a specialist. The experiment on reading fiction with special creative techniques was conducted in three stages:

- introduction (September 2019);
- forming (October 2019 – January 2020);
- control (February 2020)

There are different methods for determining the level of creative thinking. All of them serve to assess the qualities of thinking – the ability to analyze and compare, the ability to make logical constructions. At the starting stage (September 2019), the students were asked to write a test to determine the initial level of creative thinking, using D.Johnson's Creative Questionnaire, which is an express method of psycho diagnostics of creativity. [5].

The creativity questionnaire consists of eight characteristics of creative thinking and behaviour and allows both self-assessment (high school age, students) and expert assessment of creativity by other specialists. In this way, we have obtained indicators that directly reflect the results of research on students' creative thinking levels.

Creativity Features:

1. Sensitivity to the problem, preference for difficulties, the ability to feel the subtle, uncertain, complex, contradictory features of the world.
2. The ability to put forward and express a large number of different ideas, images, hypotheses, options.
3. The use of various strategies for solving the problem, the ability to offer different types, types, categories of ideas.
4. The ability to complement the idea with various details, to develop, improve the idea-image.
5. Originality, non-standard thinking and behavior, uniqueness of the results of activity, individual style.
6. Ability to transform, develop images and ideas, dynamism, ingenuity, the ability to structure.
7. Emotional interest in creative activity, sense of humor, interest, need, creative motivation.
8. Independence of thinking, evaluations, behavior, responsibility for non-standard position, behavior style based on oneself, self-sufficient behavior.

The results of the level of creative thinking at the starting stage of the experiment among the students of control group are: very high-0%, high-40%, middle-20%, low-40%, very low- 0%.

At the forming stage of the experiment there were used the above mentioned methods while reading the manual with the students.

The control stage was aimed at determining the level of students' creative thinking based on the results of application of the developed methods. The repeated testing of students was conducted to determine the final level of creative thinking development and to compare it with the level at the starting stage. The results of the level of creative thinking at the control stage of the experiment are: very high-20%, high-40%, middle-40%, low-0%, very low-0%.

Analyzing and comparing the results of the student survey in September 2019 and February 2020, we can conclude that we have managed to increase the number of students with high level of thinking by 20%. It is good to see that at the starting stage of the experiment there were no students with «very low» level of creative thinking and at the control stage there were no students with «low» level of creative thinking. And also it should be pointed out that at the starting stage of the experiment there were no students with «very high» level of creative thinking and at the control stage the number of students with «very high» level of creative thinking increased.

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ОБУЧЕНИЕ ЧТЕНИЮ И СОЗДАНИЮ НЕСПЛОШНЫХ ТЕКСТОВ ЧЕРЕЗ ТРЕНИРОВОЧНЫЙ СИГНАЛЬНО-ИЛЛЮСТРАТИВНЫЙ МАТЕРИАЛ

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Успешность процесса образования, зависит от того, на сколько умеешь воспринимать и понимать информацию, которую получаешь при чтении. Чтение текста – это основной способ для того, чтобы получить информацию по всем учебным предметам. Тексты окружают нас повсюду и их нужно уметь читать. В школьных учебниках больше сплошных текстов, тогда как в окружающем нас мире везде несплошной.

Ключевые слова: информация, несплошной текст, опорные сигналы, текст, алгоритм, нано технологии.

Среди метапредметных результатов школьного образования особое место занимает готовность и способность учащихся к самостоятельной информационно-познавательной деятельности, включая умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, полученную из различных источников. Это особенно важно сейчас, когда вследствие развития информационных технологий происходит изменение социокультурной среды (появляются аудиокнижки, электронные книги, социальные сети и т.п.), что ведет к повышению значимости чтения и расширению понятия «грамотность чтения».

Грамотность чтения – это способность человека к пониманию письменных текстов и рефлексии а них, к использованию их содержания для достижения собственных целей, развития знаний и возможностей, для активного участия в жизни общества. Как показывает казахстанская практика преподавания русского языка, в том числе и в школах с казахским языком обучения, что учащиеся не готовы работать с несплошными текстами, отчего и возникает необходимость научить учащихся работать с ними, чтобы потом свободно научиться ориентироваться в современном языковом пространстве.

В.Ф. Шаталов объяснил эту структуру так: «Опорные сигналы – это элемент игры, экономия времени и ориентация детской психологии на интересное явление. Но главная цель – это понимание и долговременная память ученика на основе логических связей заданной темы» [1].

Несплошной текст – это наши мысли, это наша опора его практической деятельности, связывающее звено между учителем и учеником. От традиционной наглядности они отличаются тем, что являются опорами мысли, опорами действий. Мы строим свой ответ, пользуясь несплошным текстом, читаем его, работаем с ним, при этом на уроке не один не чувствует себя беспомощным. Исчезает скованность, страх перед ответом, нагрузка на память. Мы избавлены от зазубривания правил и формулировок. Усваивают теоретический материал осмысленно. Составляем правила по несплошному тексту, выполняют практическое задание.

В работах современных исследователей можно найти материал по методике составления несплошных текстов. Однако применительно к школьной практике методика развития составления несплошных текстов не разработано. Из анализа учебников русского языка и литературы можно сделать вывод, что теоретический материал детям дается сложно, задания выполняют автоматически. Умение работать с информацией, включает четыре уровня работы с текстом: поиск информации и понимание прочитанного; преобразование и интерпретация информации; применение и представление информации; оценка информации.

Все данные умения относятся к информационной грамотности и применяются не только к текстовой информации, но и к информации, представленной в любом другом виде. Составление