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**ЗАСТОСУВАННЯ ТВОРЧИХ РОБІТ ЯК ЗАСІБ РОЗВИТКУ БАЗОВИХ
МОВНИХ НАВИЧОК УЧНІВ**
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Department of Philology**

**THE USE OF CREATIVE TASKS AS A MEANS OF DEVELOPING LEARNERS’
BASIC LANGUAGE SKILLS**
Bachelor’s Thesis

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INTRODUCTION

Relevance of the research. The spiritual and economic changes taking place in Ukraine determine the reform of education, which should promote the establishment of man as the highest social value, the disclosure of his abilities, the satisfaction of various educational needs. Modern life poses new tasks for the school: the education of a creative personality, capable, in contrast to the performer, to think independently, to form original ideas, to make non-standard decisions.

During the formation of worldview, development of creative abilities and skills, self-education and self-realization of the individual, special attention is paid to the National Doctrine of Educational Development. State national program “Education” (Ukraine of the XXI century) is a priority direction of reforming the content of general education and determines the development of humanitarian thinking, fluency in the native language.

The concept of language education for a 12-year-old school focuses on the Ukrainian language as a means of self-knowledge, self-development and human self-expression. Therefore, the native language program orients the teacher to the formation of creative independence of students in cognitive activity. General education institutions has been created in Ukraine to solve the set tasks and educational institutions of a new type have been established, among which an important role in the formation of creative personality is played by the college - a secondary school of the third degree philological-philosophical and cultural-aesthetic profiles. The educational process in institutions of this type is carried out taking into account the main provisions of the Concept of specialized training and provides acquisition by high school students of skills of independent scientific and practical, research activities, the development of their intellectual, creative features in the process of in-depth study of the Ukrainian language. Efforts of teachers are aimed primarily at the formation and development of creative personality, important features of which are independence in intellectual and creative activities, ability to self-organization, self-development and self-education.

The “National Doctrine of Development Education of Ukraine in the XXI Century” emphasizes the urgent need of our society in talented individuals capable of self-affirmation in various situations of life and activity and realization of their own creative potential. Thus, modern pedagogical theory and practice has to prove the urgency of changing the knowledge paradigm of education and upbringing on activity-development and obligatory transition from information-reproductive to personality-oriented and creative-oriented development of each individual.

Given the needs of our country in integral creative personalities with a high level of culture, spirituality, social and creative activity, the problem of creative development is especially

important for personality and in particular becomes important while designing and implementing his or her own creative development. These conclusions are based on the provisions of the modern concept of human freedom.

Analytical consideration of approaches to understanding theories and concepts of creative development of personality made it possible to state that aspiration to creativity is a quality that can be inherent in any person; disclosure of creative potential in various activities is the basis for the formation of a holistic creative personality; creative development personality is an effective way to its self-improvement, self-actualization and self-realization.

Today there is a huge research heritage in the light of the problems of creativity and problems, related to the creative development of the individual, which consists of philosophical, psychological and pedagogical, art history and other methodological sources and can be successfully updated to today's educational space. The results of the analysis of the scientific literature with research problems indicate a significant interest of domestic and foreign authors to study the essence of creativity and creative personality. However, creativity is largely considered by scientists as a set of personal qualities of the individual and as an activity of a certain nature. This is reflected in the scientific discussion regarding the relationship between creativity and activity, as well as in creative development and self-realization of an individual.

In this aspect, creativity is defined by researchers as a process of a complex objective-subjective connection between the person who creates and the objects of creativity, as well as the unity of knowledge and transformation. Based on the study of philosophical, psychological, pedagogical, art sources and works on the theory of creativity it is found that during its historical evolution, mankind has accumulated a thorough scientific heritage, considering the phenomenon of man as a personification of creativity and beauty. It is also established that the issues of creativity attracted a huge number of researchers and artists since ancient times and to these days, and still there is no holistic concepts regarding the sources of creativity, the relationship of the individual and creativity, a full understanding of the nature of the creative process and patterns of creative thinking, imagination, intuition, determining ways for human self-realization in creative activity.

Back in the early twentieth century P. Engelmeier suggested the term eurylogy to the scientific field that studied various problems of the theory of creativity such as the specifics of the creative process, creative thinking, creative abilities, creative potential, and, in general - creative development of the individual which covered the whole process of creativity from conception to its actual implementation. Subsequently common provisions of eurylogy and some aspects of

creative development of personality were set out in philosophical and pedagogical works created in different periods of history, which were based on the ideas of famous thinkers, teachers, psychologists.

It is well-known that theoretical legacy of prominent thinkers of antiquity such as Socrates, Plato, Aristotle, has a particular scientific value of understanding the importance of problems of creative development of personality. Ideas of ancient philosophy on the problem of creativity and creative human development were continued by thinkers in the Middle Ages and early Renaissance: F. Aquinas, M. Cusa, F. Paracelsus, who considered these phenomena as a manifestation of essence God-creator, who exists and acts on man and through man.

The purpose of the study: to identify the development of creative abilities of students as a means of social adaptation.

Objectives of the study:

- to find out methodological and methodical approaches to the development of creative abilities of students as a means of social adaptation;
- to systematize the stages of collecting advanced pedagogical experience of teachers in the development of creative abilities;
- to analyze the innovative approaches of teachers to teaching Ukrainian language and literature;
- to identify the factors of effectiveness of lessons of Ukrainian language and literature;
- to generalize the positive aspects of the application of innovative methods of teaching the Ukrainian language and literature.

Object of research: advanced pedagogical experience of a teacher in the development of creative abilities of students as a means of social adaptation.

Subject of research: methodological aspects of the use of advanced educational technologies for the development of creative abilities of students as a means of social adaptation.

PART I

THEORETICAL AND METHODOLOGICAL PRINCIPLES OF USING CREATIVE TASKS AS A MEANS OF DEVELOPING STUDENTS' BASIC LANGUAGE SKILLS

1.1. Theoretical Concepts of Using Creative Tasks

The modern development of civilization is in active dynamism, there is a rapid growth of the social role of the individual, the humanization and democratization of society, the rapid change of technology in the world. All this necessitates the transformation of the educational system as a whole. The task of educating people with high creative potential appears not only as an urgent problem of modern pedagogical science and practice, but also as a social necessity.

One of the main tasks of the modern school of Ukraine is the education of creative personality, because it is much better and easier to adapt to domestic, social and industrial conditions, more effectively use and change them according to their own preferences, beliefs and more (Barabanov, 1960).

Social transformations in Ukrainian society have radically changed priorities in the field of education. Innovative philosophy has defined the main strategy of pedagogical activity: the direction of the educational process on the formation of the spiritual world of the individual, the establishment of universal values, the disclosure and development of potential opportunities and abilities of students. The solution of these urgent problems is possible only on the basis of wide introduction of the new pedagogical technologies directed on development of creative forces, abilities and inclinations of the person (Bratynych, 2000).

The modern school should promote the development of a democratic culture, the formation of the necessary competencies for living in the European community, political, legal and socio-economic knowledge. The priorities of pan-European education are to provide the younger generation with knowledge of the common European heritage and practical skills to adapt to life and study in different European countries, to be mobile, socially capable, able to communicate and protect their rights.

Orientation to the student's personality in the process of pedagogical stimulation of the development of their creative abilities is based on the fact that from the moment of birth the child changes, transforms the world around him on his own initiative. She learns, creatively masters the world of things, creating a new game, a fairy tale. This places fundamentally new requirements on the teacher, because he, as a creative person, must be ready to work in a creative, innovative mode, to update the learning process.

The school needs new non-traditional ideas, theories that would meet the optimal development of the child, the modern needs of mankind. And therefore an important role is played by the creative development of the individual, which should be based on the use of various tools, approaches to child development, focused on achieving the original result.

The most effective way to develop a creative personality is to involve all students in productive creative activity, because to develop abilities means to equip a child with a way of activity, to give him a key, the principle of work, to create conditions for performance and flourishing of his talent (Infantry, Kiktenko, Lyubarska, 2001).

In didactics, based on the theory of knowledge and modern achievements of psychological and pedagogical sciences, a number of concepts of learning, mastering knowledge, skills and abilities have been developed and are actively used.

Some authors, such as V. Okon and I. P. Podlasy, define these concepts: as didactic systems, which means a set of internally consistent statements based on the unity of purpose, content and didactic principles concerning the methods and organization of teachers and students. "Didactic systems are characterized by the internal integrity of structures created by the unity of goals, organizational principles, content, forms and methods of teaching." (Teilhard de Chardin P., Teilhard de Chardin Pierre, 1987).

Pedagogical concepts of the concept of teaching and didactic systems are identical in content, in this regard, it is legitimate to use both the first and second concepts. I. P. Podlasy distinguishes two didactic systems, which are fundamentally different from each other: J. F. Herbart's system; J. Dewey's didactic system.

Thus, we can distinguish three groups of learning concepts: traditional; pedocentric; modern. Each group consists of certain areas and pedagogical theories. This division is based on the understanding of the didactic process - the object and subject of didactics.

In the traditional system of education, the dominant role is played by teaching - the activity of the teacher. This group includes the classroom system of Comenius, the free education of J. J. Rousseau, the concept of teaching the poor IG Pestalozzi, the theory of material education G. Spencer.

In the pedocentric concept, the main emphasis is on learning - the activities of the student. At the heart of this concept is the pedocentrism of J. Dewey. This group includes the concept of the labor school of the German teacher, the theorist of the labor school G. Kershensteiner (1854-

1932), the concept of the school of action of the German teacher, the theorist of experimental pedagogy W. Lay (1862-1926) (Akimova, 2003).

The modern didactic system proceeds from the fact that teaching and learning are a learning process, and their various and semantic relations in the structure of this process are the subject of didactics. Modern didactic concepts include the following:

- theory of gradual formation of mental actions (TPFRD);
- programmed, problem-based, educational, developmental, personality-oriented and personality-developmental learning;
- pedagogy of cooperation;
- humanistic pedagogy, etc.

The traditional didactic system, or explanatory-illustrative type of teaching, is based mainly on the ideas of Johann Friedrich Herbart and is characterized by such concepts as management, regulation, rules, regulations, the leading role of the teacher. The purpose of training, according to J. F. Herbart is the formation of intellectual skills, ideas, concepts, theoretical knowledge.

The main contribution of J. F. Herbart's didactics is to separate the stages (degrees) of learning: clarity - association - system - method. These formal degrees (stages) do not depend on the content of educational material, determine the course of the educational process in all lessons and in all subjects. The learning process, respectively, flows from ideas to concepts, from concepts to skills of a theoretical nature.

Herbart understood the logic of learning as a sequence of such actions: explanation, comprehension, generalization and use in practice. However, this system lacks detachment from the interests and needs of the student and from life. It does not promote the activation of mental actions of the student, suppresses his independence, initiative and creativity (Polevikova, 2003).

“According to modern estimates, it has adversely affected the development of the school: under its influence, views have begun to spread, according to which the purpose of education is to transfer ready-made knowledge to be learned; first of all, the teacher should be active in the educational process, students should be given a passive role, they must “sit quietly, be attentive, follow the instructions of teachers”; the most perfect was the scheme of the lesson, based on the same for all “formal degrees” (Polevikova, 2003); the teacher must follow the guidelines, has no right to indulge students, adapt the program to their requirements and interests. But without

Herbart's didactics, the impetus he gave, without a critical understanding of the experience of Herbart's education, there would be no modern theory and practice.

At the beginning of the twentieth century, new concepts of learning appeared. The most notable role among them was played by the concept of pedocentrism elaborated by Jan Dewey. It is also called progressive, reformist, learning by doing. He suggested organizing the learning process, taking into account the interests, needs and abilities of students. The purpose of training should be the development of general and mental abilities, various skills and abilities. This direction in pedagogy took into account the characteristics of students and was opposed to the Herbartan model of teaching (school of book learning was opposed to school of work and life).

The following shortcomings of the Herbartan model of learning were criticized:

- superficial education based on disciplinary measures;
- “Bookish” learning, which is devoid of connection with life;
- transfer of “ready” knowledge to students, application of “passive” teaching methods aimed at memorizing educational material;
- insufficient consideration of interests, needs and requests of students;
- separation of the content of education from social needs;
- insufficient attention to the development of students' abilities.

Dewey's main contribution to didactics is the substantiation of the concept of the “complete act of thinking.” (Martin Jay, 2003) According to him, a person begins to think when faced with difficulties, overcoming which is important for him. Properly organized learning, according to Dewey, should be problematic.

Accordingly, the structure of the learning process in pedocentrism consists of: the feeling of difficulties in the process of cognitive activity, the definition of the hypothesis and its testing, formulation of conclusions and new activities depending on the acquired knowledge. These stages of the learning process in comparison with the Herbartan system really model students' research thinking, contribute to scientific research, making unexpected decisions.

The place of “book learning” was taken by “active learning”, which is based on the student's own cognitive activity. The teacher is an assistant who does not impose on the student neither the content of the teaching material nor the method of its study, but only helps to overcome difficulties when students turn to him for help. Instead of a stable curriculum common to all,

indicative programs were introduced, the content of which was only approximately determined by the teacher. Oral and written words gave way to theoretical and practical classes, which conducted independent research work of students (Bogdanova, 1994).

Undoubtedly, such an approach activates cognitive activity and promotes the development of thinking, the ability to solve problems, allows students to develop. However, the absolutization of such a system, its extension to all subjects and levels raises doubts and objections. Reassessment of spontaneous activity of students, the focus of learning only on their interests leads to non-systematic, random selection of educational material. Such training is not economical, because it involves a lot of time. The teacher becomes a consultant and cannot manage the learning process.

Thus, didactics is faced with a choice: either to provide systematic, fundamental knowledge at a high academic level by the method of directive learning and, as a consequence, to lose individuality, psychological identity and inhibit the development of personality; or to give uncontrolled initiative to students in the didactic process, guided only by their needs - and thus lose regularity in learning, reduce the level of education. The solution to this problem is found in modern didactic systems.

The second half of the twentieth century is characterized by the development of didactic thought both in our country and abroad. The contour of the modern didactic system was gradually determined. It has the following features: its methodological basis is the objective laws of philosophy of knowledge (epistemology), materialism, humanism, humanistic psychology, through which modern didactics was able to overcome the one-sided approach to analysis and interpretation of the learning process characteristic of philosophical systems of pragmatism, rationalism, empiricism.

“Although slowly, the understanding of the complex approach to the creation of a modern didactic system as the main methodological principle is growing more and more confidently among domestic researchers every year. Only that didactic system will be suitable for solving this problem, a global educational task of comprehensive and harmonious development of personality, which is based on the whole set of modern knowledge about the mechanisms of learning, goals and motives of cognitive activity. Such a system could be called ideal” (Burlachuk, 1978);

In it the essence of learning is not reduced to the transfer of ready-made knowledge to students, nor to self-overcoming difficulties, nor to students' own inventions, because “life requires the creation of such a didactic system that would allow students not only to acquire more knowledge, skills and abilities. (in itself it will be insufficient), goes and form in them the ability to quickly navigate in a particular field of knowledge, to find the necessary information, ie a system

that would prepare students for self-educational activities”. It should be based on an updated scientific and pedagogical methodological paradigm, which “aims to implement project forms of interaction between teachers and students, to improve the culture of communication of teachers, their ability to correctly solve complex learning and extracurricular situations. The technological form of realization of this paradigm should be subject-subject relations between teachers and students (Bekh, 1998).

The above features of the modern didactic system involve a change in the strategy of the national education system, which should relate, according to GO Ball, the strategy of “educational development” and the strategy of “pedagogical activity itself.”

Thus, the main task of education in modern conditions is its translation “... into the inner world of the individual. For this purpose it is necessary to organize psychologically substantiated activity of two equivalent in relations subjects: the teacher - the pupil, aspiring to actualize formation at pupils of intrapersonal motivation at satisfaction of their essential (existing and formed) needs. We are talking about educational technology - the internal organization of content, ie the logic and structure of content in the context of the relationship of participants in educational, including pedagogical action.

As such, there is no single modern didactic system in pedagogy, but there are a number of concepts that have common features and patterns. These concepts of learning in most approaches involve not only the formation of knowledge, there is a general comprehensive and harmonious development of the student’s personality, his spiritual, intellectual, physical and other skills and abilities, the formation of motivations of educational and cognitive and future meaningful life. They are aimed at “holistic personal growth” of the student as a subject of learning. Psychologically, the purpose of such education is to try to give “... general development to students, including cognitive, emotional, moral and aesthetic.” (Abramova, 2001).

The content of education is based mainly on subjects, although there may also be integrative courses. The educational process must adequately meet the goals and content of learning, and therefore it is understood as a two-way and guided by the teacher. The teacher manages the educational and cognitive activities of students, organizes and leads them, stimulates independent work, while avoiding the extremes of traditional and pedocentric didactics and using their virtues.

1.2. Methodological Aspects of Using Creative Tasks

Regarding the methodology of scientific research, it seems appropriate also the opinion of the domestic scientist and outstanding teacher S. Goncharenko, who emphasized that the key requirement for modern pedagogical research should be “methodological completeness and sufficiency, ie the use of different types and levels of methodological analysis”. Actually it is said that, “the methodology focuses on methods, ways of research of true and practically effective knowledge”, and therefore, carrying out pedagogical research,” it is necessary focus on methodological principles and their specific scientific forms manifestation in accordance with the theoretical position of the researcher. In other words – “The methodology focuses on methods, ways of researching the true and practically effective knowledge “and therefore, carrying out pedagogical research, “it is necessary to focus on methodological principles and specific scientific forms of their manifestation in accordance with the theoretical position researcher” (Berdyayev, 1989).

Therefore, it is obvious that the methodology of science in the current conditions is the independent realm of knowledge that contains various principles and techniques, operations, forms and methods not only general construction of scientific knowledge, but also its separate branch.

The methodology of research of a problem of creative development of the person is based on the following: the general provisions of the theory of development of the person, the theory of knowledge, its basic methodological principles - historicism, systematic, development, scientific, comprehensive study of phenomena and processes, their interconnection and interdependence; principles of integrity research and integrated use of appropriate methods research; conceptual provisions regarding various aspects of the theory creativity; optimal use of many known methodological approaches (systemic, phenomenological, anthropological, axiological, personality-oriented, activity, technological, acmeological, culturological, creative) and necessary for the study of dialectical principles connection of objective and subjective factors of creative development personality and integrity and integrated use of the relevant research methods.

For now, it is worth mentioning that the methodological principles it is customary to call the initial theoretical and methodological provisions, which based on certain knowledge and determine the method of its construction. Among the known methodological principles, according to which the study of the problem of creative development of personality should be built, we can name such as:

- the principle of historicism (its essence is to reflect objective reality as a whole, which develops and is considered in as a complex system of objects, phenomena and processes based on

taking into account certain causes and conditions that affect their occurrence, change, development and establishment of the main trends of this whole, and in pedagogy - adequate perception and understanding of past achievements and experience, objective assessment of current achievements and reliable forecasting the future);

- the principle of system (involves clarifying the objectivity in terms of the existing in the world of the universal relationship of all objects and phenomena, ie system, the complexity of true knowledge about the object of study is a necessary reflection of systemic relationships existing in the most objective reality, multifaceted and multilevel analysis of the studied pedagogical reality) (Busel, 2002);

- the principle of development (based on the fact that in nature and society never stops the process of change, or constant and continuous replacement of the old with new, in pedagogical research - is the renewal, improvement, transformation and even to some extent diversification of content and methods of pedagogical theory and practice).

Thus, depending on the relevance and features of the studied problem of creative development of personality and taking into account the optimality and varying degrees of proportionality, it is advisable to use several methodological approaches, including:

There exists a systems approach that helps to identify the general system properties of the individual elements that make up the system. This approach as a way to study the characteristics of system objects based on the use of categories: system, element, whole, part, content, form, function, connection, interaction has become the subject of research by scientists in various fields (P. Anokhin, V. Afanasyev, S. Hessen, S. Goncharenko, M. Lesechko, Y. Surmin and others). Thus, according to their conclusions, the basic provisions of systems theory make it possible to understand any system as a finite set of functional elements that are interconnected and interact not only with each other and the environment, but also form a whole within time.

This is confirmed by the statements of Academician S. Goncharenko, who emphasizes that “the system approach is applied to phenomena that have many interconnected elements, united by common functions and goals, unity of management and operation”, as well as the fact that this “approach provides for the perception of the object of study as a system “and exists” as a whole, even when it consists of disparate elements” (Berdyayev, 1989). That is, a systems approach helps to consider any fragment of reality, including the creative development of the individual as the system itself.

Phenomenological approach based on humanistic theoretical and methodological principles and is undoubtedly important for study the process of creative development of personality, because it can be involved in almost all currents of classical and modern philosophy (E. Husserl, O. Losev, K. Rogers), where they come to the fore problems of meaning and interpretation.

It is also significant that the application of the principles of phenomenology reflection and reduction significantly contributes to creative development personality, in particular its self-knowledge and self-improvement through awareness of the universal essence of things, abstraction from particulars, focus on ideas, meanings, etc. In addition, it is expedient to emphasize that at the same time reflection becomes necessary prerequisite and means of any, primarily creative, activity.

Anthropological approach contributes to the formation of a holistic view about the phenomenon of man as the highest "creation" of nature, as well as comprehensive consideration of all phenomena of nature, human social life view of the limits of existence, based on the systematic use of data many scientific fields that study man as a subject education and training, as well as its creative development in teaching process. In this context, it seems appropriate to highlight the important conclusion of the outstanding teacher-researcher K. Ushinsky that, when pedagogy wants to educate a person in all senses, it is must first of all know it also in all aspects.

Finding out the possibilities of this methodological approach devoted their work to many scientists - philosophers and educators (Socrates, G. Skovoroda, L. Feuerbach, T. de Chardin, A. Schopenhauer, R. Steiner).

Therefore, based on the findings of these researchers, it should be emphasized the exceptional importance of the anthropological approach in determining methodological basis for the creative development of the individual, which helps to realize that in general human life can and, undoubtedly, it should be recognized as a creative process.

E. Fromm insisted on this, emphasizing that the implementation productive, life-affirming principle, which is based on vitalism (love of life), is perhaps the most important meaning of existence man. Another scientist believed that the person himself, thanks to self-awareness, mind, imagination, creativity, open to self-creation, she it can even be an ideal measure not only for oneself but also for oneself throughout history (Brooklynsky, 2009).

In this context, some opinions deserve attention M. Berdyaev, who wrote that the conclusion of all world life and the world culture - posing the problem of anthropological insight, when all converges at this point and everything sharpens at this point (Abramova, 2001).

Now the essence of the anthropological approach can be understood, based on the inference of a famous domestic scientist-philosopher S. Crimean, according to whose views, development universal macrocivilization, world society, globalization economics, communications, human communication, intellectualization the technosphere of the planet and the emergence of the global information field result in the formation of man as a planetary subject (Bekh, 1998).

In the practical actualization of the anthropological approach to learning, education and development of personality in modern conditions, according to Academician V. Kremen, should be called “child-centered” or one of the most effective ways to bring education closer to individuality each child in order to give him all the opportunities to become himself, to become happy and capable of self-realization. It is important that such an approach is characterized by a natural rather than an authoritarian one style of personal development.

Therefore, it seems quite logical that it is actually anthropological the approach contributed to the formation of such a scientific field as pedagogy anthropology, which made it possible, according to its present representative B. Bim-Bad, analytically examine man as educator and as a pupil; experimentally and experimentally to study numerous facts, factors, processes and phenomena of changes in personality and in teams; build deductive-hypothetical and inductive-empirical models and theories - systems of basic ideas within their own subject; give a holistic view of the patterns in a particular fields of knowledge (Akimova, 2003).

Axiological approach by which you can determine possibilities of assessments, their criteria, the place of values in the structure of life, objectivity and subjectivity of values, the ratio of different systems values among themselves. It should also be noted that accordingly approach system of pedagogical influences is aimed at the approval and perception of such values, which are related to the person, because they are derived from the ratio of the categories “world” and “man”.

According to the famous scientist-teacher O. Rudnytska, axiological the approach means identifying culture with the spiritual realm life, forms of evolution of religious, moral, legal, philosophical, political norms of society and its aesthetic views and tastes (Bogdanova, 2008).

According to many other researchers, certain provisions this methodological approach to the role of values in understanding culture, their specifics as a component of culture and basic properties of values and value relations (I. Bekh, I. Zyazyun, L. Koval, V. Rybalka, L. Khomich, M. Scheller), axiological the interpretation of culture is the study of the sphere of existence a person who is not accidentally called the “world of values”. After all, objects cultures are formed by a person who acts in accordance with objective or subjective goals and values. Therefore, to

study the problem creative personality development this approach is important in the context identifying and understanding the values of the human creator, creativity and works of art as a way and result of human life.

The personal approach helps in pedagogical research take into account and reflect the will, needs, individual, age and other features of the person. Thanks to him it is possible to stimulate formation of cognitive, cultural, spiritual and aesthetic interests personality, as well as the development of her creative self-awareness, integrity, harmony and creativity.

The basis of a person-centered approach is the position humanistic theory of the recognition of man as the highest value in society, as well as the protection of its rights to freedom, comprehensive development and manifestation of their own abilities. These provisions were developed by researchers different historical epochs and scientific directions (L. Vygotsky, A. Disterweg, O. Leontiev, A. Maslow, A. Petrovsky, K. Rogers, E. Fromm and others).

The significant role of this approach is emphasized by the modern scientist- psychologist I. Bekh, believing that its use in teaching influences on the personality removes conflicts between different actualized personal inclinations and restrictions imposed on them conditions of social order, as well as interpersonal requirements relations and healthy social integration, and noting that for successful course of these processes it is necessary to harmonize them by coordination and transformation into personally important human values (Burlachuk, 1978).

Therefore, the use of a person-centered approach to research on the problem of creative development of personality is complete expedient also because it allows detailed consideration of such personally important human values, such as: creative thinking, intellect, intuition, imagination, creative potential, creative activity, creative abilities, talents, creativity and others.

The activity approach presupposes the study of the means of manifestation of life activity of the individual taking into account awareness, expediency and transformative nature in relation to the creation and use products of human activity.

Problems directly or indirectly related to the phenomenon “Human activity”, scientists have studied various areas theoretical search (V. Davydov, I. Zyazyun, M. Kagan, I. Kucheryavy, O. Leontiev, S. Sysoeva) and considered it the essence of man and a kind of chain in its connection with reality, as well as the main way of transforming this reality. Therefore, it should be noted that researchers, classifying different activities, singled out as basic such as: cognitive, value-oriented, communicative and transformative (creative).

Scientists often call transformational activity creativity, which is characterized as the highest, special and conscious activity, aimed at self-development and self-realization of the human personality.

Thus, creativity is seen as a way of human existence, after all, it is in it that the individual self-affirms, self-actualizes, self-realization - that is, forms, reproduces and develops itself.

At the same time, it seems appropriate to give a different view of modern ones scholars-philosophers who emphasize: in the understanding of creativity as activity, which generates a completely new, contains a statement about the lack of an ordinary person's creative principle, which is present and convexly represented in gifted people.

Given the problems of pedagogical research creative personality development, the activity approach was chosen for consideration and substantiation of pedagogical activity as activity of creative and at the same time possible for any person. That is right note that in this case the activity approach makes it possible research of pedagogical activity also as professional and creative, because it is based on: professional competence, pedagogical skill, theoretical and methodological training, spirituality, erudition, communication, culture, creativity of everyone teacher. Therefore, the application of this methodological approach to the study of creative personality development makes it possible to prove that pedagogical activity can become purely creative, or, in the words S. Sysoeva, really is a real "pedagogical work" (Bogdanova, 2008).

The technological approach adds a deeper understanding of importance possession of technologies to acquire the necessary knowledge, skills and abilities research, experimental and professional activities, in particular pedagogical skills in modern socio-cultural and educational space.

Problems of technological support of educational processes many scientists in the field of psychology and pedagogy were interested (S. Goncharenko, J. Dewey, M. Clarin, I. Lerner, A. Makarenko, O. Pekhota, J. Pestalozzi, V. Sukhomlinsky and others). Some of them, exploring the technological aspects of the outlined problems, focused their attention to the purely communicative role of technology, others - to the technical side of the relevant phenomena, and the third - stated the presence of a combination pedagogical process with the means of its implementation.

It is significant that now in relation to the technological approach in particular it is important to update the motivational factor, which he insists on researcher of problems of educational technologies O. Infantry, emphasizing that "The technological literacy of the future

teacher allows him to go deeper to realize one's true vocation, to evaluate potential ones more realistically opportunities to look at the pedagogical process from the standpoint of its ultimate result" (Bogdanova, 1994).

Thus, it should be recognized that the technological approach directly related to such a phenomenon as "pedagogical skill" , which is based on: feasibility, productivity, dialogicity, optimality in the choice of means, as well as creativity – for content of activities.

For example, the introduction of creative educational technologies to the process of creative personality development can make it more optimal and efficient. Therefore, the application of this methodological approach in the study of creative development of personality, probably able to help understand the integrity of the pedagogical process with its purpose, content and the necessary creative means, forms and methods.

Acmeological approach contributes to the implementation of a comprehensive research and clarification of the holistic picture of the subject that reaches degree of maturity, when his individual, personal and subjective activity characteristics are mastered in unity, in all relationships in order to actively influence the achievement of higher levels that each individual can reach. This approach is based on interdisciplinary integrative scientific field - acmeology, which characterized as the science of the laws of maximum achievement perfection in all kinds of adult life.

Representatives of research on acmeological issues (B. Ananiev, O. Bodalov, O. Derkach, N. Kuzmina and others) see the performance of this methodological method is that it helps to consider in more detail ways and ways of improvement personality of an adult during the period of active realization of his creative opportunities.

Thus, the acmeological approach, in our opinion, allows to solve not only especially important problems of professional development personality, but also its creative development through the use systematic and integrated general methodological approaches, as well as - many methodological principles, including: development, humanism, life, modeling, optimality, manufacturability, feedback, etc. (Busel, 2002).

The culturological approach helps to clarify and substantiate universal significance of culture, which must always be proven and to be confirmed in the life of the individual aimed at identification and implementation of the original meaning of cultural heritage for creative development of personality. Thus, we can state that this methodological approach is absolutely necessary, first of all, for research of the problem of creative development of personality.

It is worth mentioning that modern scientists (I. Zyazyun, L. Pechko, V. Rybalka, O. Rudnytska, G. Filipchuk, O. Shevnyuk, G. Shevchenko, B. Yusov and others), which solve the problems of culturology in education, recognized two ways of mastering it: apologetic (when for the beginning of the reference is taken a certain set and volume of the highest achievements humanity in the field of culture) and genetic (when culturological knowledge and perceptions are interrelated with the needs and perspectives of the creative personality development and are acquired through their active actualization in life of each person). In other words, culturological approach allows the reproduction of “the situation of personal growth in culture and together with the culture, the repetition of the process of culturogenesis on individual level” (Bratynych, 2000).

In the current conditions, this approach should be considered in context of such a phenomenon as multiculturalism, taking into account which personality thinks, gains experience, makes decisions, develops and operates in the space of socio-cultural systems. This is primarily manifested in a person’s desire to join the inner world of other people, understand their feelings, thoughts, logic, worldview, the specifics of a particular national culture, as well as the uniqueness of other cultures. With it is known that the acquisition of multicultural personality promotes development she has figurative thinking, enrichment of the associative fund and formation of a system of motivations for creative self-realization. To the same culturological approach largely reveals different aspects and the importance of art as an important component of culture for the process creative development of the individual in general and his creative ability to cognition, creation and preservation of culture in particular.

The creative approach is one of the relatively new methodological ones approaches that make it possible to identify those personal properties of the individual that reflect his deep qualities for creation of original ideas, discoveries, values and acceptance non-standard solutions in solving various problems situations.

In pedagogical research of the problem of creative development personality this creative approach significantly helps in solving issues related to: identifying new problems in typical standard situations; selection of the most effective ways and methods solving current theoretical and practical problems; combining the latest ways of working with previously known; application of optimal transfer of acquired personal experience, knowledge and skills by improving learning conditions and any activities to the process of their own creative self-realization. In particular, a creative approach contributes to a thorough analysis of the unusual pedagogical facts and phenomena, isolation, substantiation and development rational decisions and recommendations for the formation and updating creative potential of the individual, identification of creative resources and means their implementation in pedagogical and creative activities.

PART II

**EMPIRICAL STUDY OF PSYCHOLOGICAL FEATURES OF DEVELOPMENT
OF THINKING OF CHILDREN OF PRIMARY SCHOOL AGE**

2.1. Organization, Program and Research Methods

The basics of intelligence in early school age are based on the development of thinking. Systematization of ideas and reflection in them of significant patterns and relationships within different branches of reality - a transitional step to logical thinking. Another source of children's logic is the formation of visual-schematic thinking. In generalized, schematic representations, the basic properties of objects are isolated and significant relationships are established between them.

Insufficient dismemberment of figurative and conceptual characteristics of objects in the child's thinking leads to frequent difficulties in learning the material. Checking the formation of the foundations of verbal-logical thinking, it is desirable to build on the basis of a combination of purely verbal tasks with tasks, the implementation of which involves actions with visual material.

Thus, based on the above, 3 methods were selected to study the peculiarities of the development of thinking of junior high school students, namely, the method of "Grouping" Voronkova, "Fourth extra" Zyambatsevichene and "Projective matrices of Raven" were used.

Since thinking is directly related to memorization, the "Grouping" technique was used to establish a semantic connection between words.

Objective: To determine at what level younger students are able to establish semantic groups from memorized material.

Purpose: to determine the ability to semantic mental processing of memorized material.

A number of 20 words are presented for memorization, which are grouped by content (only 5 groups of 4 words each). Memorization is carried out by the method of incomplete memorization (the material is presented and reproduced three times). Indicators are recorded and reproduced words are counted, their grouping is determined. Limiting the amount of short-term memory usually affects the first and second playback. The first reproduction is characterized by the lower limit of the normal distribution, ie 3 words for 6-7 years and 5 words for 14 years. At the second reproduction there are 1-2 partially formed groups and at the third - 3-4 groups on 2-3 words.

Having determined the ability of the younger student to semantic processing of mental tasks, the method "Fourth superfluous" developed by E.F. Zambatsevichene was chosen.

Task: to determine the level of development of junior students in relation to generalizations of concepts, the logic of choice.

Purpose: research of the level of generalizations, logical substantiation, possibilities of formation and use of generalized representations.

The child is offered 4 words, three of which are related in meaning, and one word does not match the others, it is suggested to find an extra word. Standard correct answers are evaluated in 1 point (total number of points 12). Development results are calculated as follows:

12-11 - high level of intellectual development;

8-10 - average level of development;

5-7 - reduced level of development;

0-4 - low level of development

From the previous methods the following technique “Projective Raven matrices” was determined.

Objective: to determine how much younger students are able to establish a relationship, analogy, notice progressive changes, regroup the material, break down all the material into its component parts, that is, determine the overall level of intellectual thinking.

Purpose: to measure the factor of general intellectual thinking. The test of progressive matrices was developed in 1936 in England by J. Raven (together with L. Penrose). It consists of 5 series of 12 tasks:

- Series A (relationship in a matrix consisting of a single image);
- Series B (analogy between pairs of matrix figures);
- Series C (progressive changes in the figures of the matrix vertically and horizontally);
- Series D (regrouping of matrix figures);
- Series E (decomposition of matrix figures into constituent elements).

In each series, the same type of tasks is selected, lined up with increasing complexity. Each of the 60 matrices of the black and white version of the test is a geometric image with the missing fragment, which must be selected from 6-8 of the proposed options.

Each correct answer is counted in 1 point, the highest score of the subject can be 1 point. Points are calculated first separately for each series, and then added up. The total score is an index

of the intellectual ability of the subject, reveals his ability to think logically. Intellectual ability is expressed by the whole result, taking into account the physical age of the subject. The result obtained in the table is translated into the walls.

Thus on a special scale distinguish 5 degrees of intellectual level:

1 degree - 140-160 - high intelligence;

2nd degree - 130-139 - average intelligence;

3rd degree - 89-90 - low intelligence;

4th degree - 70-79 - intelligence below average;

5th degree - 60-69 - defect.

2.2. Analysis and Interpretation of Experimental Results

There are two levels in the creative activity of schoolchildren. First involves creativity under the guidance of a teacher who stimulates intellectual activity of subjects of study. At the second level are detected hidden potentials of each pupil, unlimited movement is possible within the entire creative system. To this level of activity the student passes from own initiative, but only after the successful implementation of the set task teacher. Therefore, external stimulation is an important tool formation of internal motivation of creative activity. As a result of the analysis conceptual provisions of personality-oriented learning, creative and developmental, research, design educational technologies and the concept of pedagogical stimulation found that students with a high level of the development of creative independence require cognitive guidance activities, while others to increase the level of achievement in a particular form activities, waiting for the application of incentive techniques in the conditions educational cooperation. Therefore, the purpose of experimental work was development and verification of the effectiveness of methods of developing creative independence students of colleges in the process of learning the Ukrainian language, built on the principles of emotional stimulation.

Based on the analysis of linguistic, psychological and pedagogical, methodological literature, the results of the statement of knowledge and skills of students are determined starting points of experimental methods: creative independence of students is formed on the basis of experience of thinking and speaking creative activity, in the structure of which are motivational, procedural and productive-reflexive components.

Experimental research training is built taking into account the following principles: differentiation and individualization of learning, personally oriented learning, co-creation of subjects of cognitive activity, communicative-activity and functional-stylistic approaches to learning the Ukrainian language, using the text as a priority didactic tool in language teaching.

The content of work on the development of creative independence is determined experimental program, which highlights the topics as for collective and for self-study; defined knowledge and skills, which students must master. In particular, while studying the topic “Simple sentence” to high school students was offered for the collective elaboration of the following issues: inversion as a means of stylistic coloring text; stylistic functions of the infinitive application, definitions, circumstances; stylistic use of incomplete sentences; functioning of words-sentences in speech. Independently worked out communicative types of sentences, questions delimitation of noun circumstances and indirect applications, signs and types incomplete sentences, word-sentences, etc. To the experimental program the question of communicative-rhetorical aspect of speech is introduced: communicative and rhetorical properties of speech - correctness, logic, diversity, purity, relevance, sufficiency; types of speech: story (actual story, message, answer, name, announcement); description (landscape, portrait, instructions, characteristics); reflection (inductive, deductive, reflection-assertion, reflection-refutation, with direct evidence, with evidence to the contrary), etc.

After conducting experimental work to identify the level of development of thinking of children of primary school age, the data were interpreted. Interpretation was carried out by correlating the results with the theoretical concept, decoding individual details. In developing the methodological part, a set of methods was used to study the psychological features of the development of thinking in children of primary school age, which can identify how developed thinking in primary school children, its psychological features.

In developing the methodological part, a set of methods was used to study thought processes, which can be used to find out how developed thinking is in younger students.

Using the methods of “Grouping”, “Fourth extra” and “Projective matrices of Raven” were studied the peculiarities of the development of thinking of eight boys and ten girls of the 4th grade of Beregovo Secondary School.

The ability to semantic mental processing of memorized material was studied by the method of “Grouping”.

The results of the study by the method of “Grouping” are given in table. 2.1.

Table 2.1

The results of the study by the method of “Grouping”

| Subject № | Gender | Degree of intellectual level |
|------------------|---------------|-------------------------------------|
| 1 | Boy | 4 high |
| 2 | Boy | 3 average |
| 3 | Boy | 1 low |
| 4 | Boy | 0 low |
| 5 | Boy | 2 medium |
| 6 | Girl | 4 high |
| 7 | Girl | 3 average |
| 8 | Boy | 3 average |
| 9 | Girl | 4 high |
| 10 | Girl | 3 average |
| 11 | Girl | 2 medium |
| 12 | Boy | 2 medium |
| 13 | Boy | 1 low |
| 14 | Girl | 3 average |
| 15 | Girl | 4 high |
| 16 | Girl | 4 high |
| 17 | Girl | 2 medium |
| 18 | Girl | 3 average |

Summarizing the results of the table 2.1 it can be said that the highest amount of points scored by the respondents was 4, which is the norm. The following indicators are predominant in girls. High scores also include 3 points, which is available for both boys and girls. The lowest

indicators are the number of points as 0, which is manifested in 37.5% of respondents - boys. The average score is 1-2 points, which is the case with most boys and girls.

In the study group, of which boys — 44% and girls — 56%, it should be noted the predominance of averages. In particular, the average level of boys is 50%, and girls — 60%. High level for girls — 40%, for boys — 12.5%. Thus, this indicates that girls have a higher ability to semantically process the material than boys.

Analyzing in detail the results of the study of the ability to semantic mental processing of material memorized by the method of “Grouping” we can say the following:

- only 37.5% of male respondents have a low level in the group;
- girls do not have a low level at all (0%);
- The average level prevails among both girls and boys.

The logic of thinking was studied according to the method of “Fourth superfluous”.

The results of the study by the method of “Fourth redundant” are given in table. 2.2.

Table 2.2

The results of the study by the method of “Fourth extra”

| Subject № | Gender | Points |
|------------------|---------------|---------------|
| 1 | Boy | 9 average |
| 2 | Boy | 11 high |
| 3 | Boy | 7 reduced |
| 4 | Boy | 4 low |
| 5 | Boy | 9 average |
| 6 | Girl | 10 average |
| 7 | Girl | 11 high |
| 8 | Boy | 9 average |
| 9 | Girl | 11 high |
| 10 | Girl | 11 high |

| | | |
|----|------|------------|
| 11 | Girl | 10 average |
| 12 | Boy | 7 reduced |
| 13 | Boy | 10 average |
| 14 | Girl | 7 reduced |
| 15 | Girl | 9 average |
| 16 | Girl | 11 high |
| 17 | Girl | 11 high |
| 18 | Girl | 11 high |

According to the results given in table 2.3 it follows that among the respondents both the average and high levels of logical thinking are predominant, i.e the total number of points scored is relatively high 12-11 points, relative to the average 8-10 points. There is also a slight decrease in the level of development, in particular, it is more present in boys, i.e the number of points from 5 to 7. There is also a low level in the respondents - boys who scored 0-4 points.

Summarizing the results shown in the tables, we can say that in the study group including boys — 44% and girls — 56%, it should be noted the predominance of high and medium levels of mental development. In particular, the high level of boys — 12.5%, average — 50%, and girls high — 70%, average — 37.5%. Thus, this indicates that girls have more developed logical thinking than boys.

Analyzing in detail the results of the study to determine the level of mental development of primary school students EF Zambatsivichene “Fourth extra” we can say the following:

- in the group there is a low level only in 12.5% of respondents - boys;
- girls do not have a low level at all;
- high level prevails among girls (70%) and average among boys (50%).

The results of the study by the method of “Projective matrices of Raven” are given in table.

2.4.

Table 2.4

The results of the study by the method of “Projective matrices of Raven”

| Subject № | Gender | Number of points Level of development |
|------------------|---------------|--|
| 1 | Boy | 138 average |
| 2 | Boy | 143 high |
| 3 | Boy | 142 high |
| 4 | Boy | 140 high |
| 5 | Boy | 138 average |
| 6 | Girl | 146 average |
| 7 | Girl | 151 high |
| 8 | Boy | 136 average |
| 9 | Girl | 140 high |
| 10 | Girl | 149 high |
| 11 | Girl | 143 high |
| 12 | Boy | 89 low |
| 13 | Boy | 90 low |
| 14 | Girl | 140 high |
| 15 | Girl | 149 high |
| 16 | Girl | 142 average |
| 17 | Girl | 135 average |
| 18 | Girl | 140 high |

According to Table 2.4, respondents who scored 151-140 points have a high level of development of general intelligence, in particular the predominance among respondents - girls, when the norm is 140-160. There is also an average level, which in points is 130-139 points. The

low level was not significant, in particular it was evaluated in such points as 89-90. Intelligence is below average, ie - 70-79 points among the respondents was not found. Defects in this case, which included - 60-69 are also not observed.

Summarizing the results shown in Table 2.5, we can say that in the study group including boys — 44% and girls — 56%, it should be noted the predominance of high levels of overall development in girls — 70%. In boys, the average level is identified with a high level.

Analyzing in detail the results of the study to determine the general level of mental development of primary school children, we can say the following:

- in the group there is a low level in 25% of boys;
- girls do not have a low level at all;
- high level prevails among girls (70%), and the average is at the same level as high among boys (37.5%).

The basics of intelligence in early school age are based on the development of thinking. Systematization of ideas and reflection in them of significant patterns and relationships within different branches of reality - a transitional step to logical thinking. Another source of children's logic is the formation of visual-schematic thinking. In generalized, schematic representations, the basic properties of objects are isolated and significant relationships are established between them.

Insufficient dismemberment of figurative and conceptual characteristics of objects in the child's thinking leads to frequent difficulties in learning the material. Checking the formation of the foundations of verbal-logical thinking, it is desirable to build on the basis of a combination of purely verbal tasks with tasks, the implementation of which involves actions with visual material.

In order to study the peculiarities of the development of thinking of primary school students, we conducted a comprehensive diagnosis. The study of the peculiarities of the development of thinking was conducted on the basis of the 4th grade of Beregovo Secondary School. Number of respondents 18 people (students 9-10 years old, including 10 girls and 8 boys). The diagnostic program included the following methods: the "Grouping" method, the "Fourth Extra" method and the "Raven Projective Matrices" method.

According to the first method of "Grouping" in the study group of which boys - 44% and girls - 56%, it should be noted the predominance of averages. In particular, the average level of boys is 50%, and girls - 60%. High level for girls - 40%, for boys - 12.5%. Thus, this indicates that

girls have a higher ability to semantically process the material than boys. In the group there is a low level only in 37.5% of respondents-boys, while in girls there is no low level at all (0%);

According to the second method “Fourth extra” we can say that in the study group of which boys - 44% and girls - 56%, it should be noted the predominance of high and medium levels of mental development. In particular, the high level of boys - 12.5%, average - 50%, and girls high - 70%, average - 37.5%. Thus, this indicates that girls have more developed logical thinking than boys. In the group there is a low level only in 12.5% of respondents - boys. Girls do not have a low level at all;

According to the method of “Raven’s Projective Matrices” in the study group, it should be noted the predominance of high levels of overall development in the respondents of girls — 70%. In boys, the average level is identified with a high level. The group has a low level in 25% of boys. At the same time, girls do not have a low level at all. The high level prevails among girls (70%), and the average is at the same level as high among boys (37.5%).

So, summing up the study, we can say that the level of development of thinking is better in girls, because in all three methods they are dominated by mostly high rates, while boys have average. As for the low level, it is present only in boys and throughout the diagnosis is not observed at all in girls.

As the diagnosis of students of two classes, namely the third and fourth, was carried out, a comparative analysis of the results of the study was performed.

Figure 1 shows the results of the study according to the method of “Logical problems” of students of 4th grade and 3rd grade, where I — the level of development of the ability to understand the educational task; II — the level of development of the ability to plan their actions; III — the level of development of the ability to analyze the conditions of the problem. Thus, a high level of development of the ability to understand the educational task is available in 55% of 4th grade students, medium — 37% and low — 9%. The level of development of the ability to plan their actions is at a high level of 5%, on average — 77% and at a low level of 19%. The level of development of the ability to analyze the conditions of the problem in 40% of fourth-graders is high, average in 55%, low is inherent in 5% of students. A high level of development of the ability to understand the educational task is inherent in 45% of 3rd grade students, medium — 50%, low — 5%. The level of development of the ability to plan their actions is at a high level of 5%, on average — 73% and a low level of 22%. The level of development of the ability to analyze the conditions of the problem in 25% — high, average in 60%, low in 15% of third-graders.

The results of the experimental study were analyzed and interpreted. It was found that in the study group half of students understand the learning task very well, most are able to plan their actions and analyze the conditions of the task, which has a positive impact on the learning success of these students, which according to performance reports is high at all levels. There was also a low level of ability to understand the learning task and the ability to plan their actions, the ability to analyze the conditions of the task, which negatively affects the learning of these students. It is determined that children are able to classify, generalize and analyze mostly in equal numbers at high and medium levels, which allows them to successfully cope with the requirements of the curriculum, to divide objects into groups according to characteristics, to reason and decompose a complex object parts without difficulties. Only a few boys have a low level of these abilities, which prevents them from adapting to the requirements and fulfilling them on a par with their peers. Almost all children are able to semantically process the memorized material, with the exception of a few boys. It was determined that children have an average level of general intellectual development. Also, several girls have above average. These indicators are positive, because among the subjects there was no level below the average and the area of pathology, which would indicate mental retardation. The speed of the thought process is high in almost all girls, which allows them quickly understand and perform the tasks set before them, while low is available in most boys.

A comparative analysis of the results of third and fourth grade students in the form of diagrams. It is determined that 4th grade students in greater numbers than third-graders are able to understand the educational task at a high level, half of third-graders and a minority of fourth-graders on average. More 4th graders have low levels. The level of development of the ability to plan their actions is at a high level in the same number of students of 4th and 3rd grades, their difference is insignificant relative to the average level - the advantage of fourth-graders and low three percent more than third-graders. The ability to analyze the conditions of the problem is high in most students of the fourth grade, average in the 3rd. Low is typical of most third-graders. Mostly third-graders are able to classify, generalize, and analyze at a high level, fourth-graders are able to classify, generalize, and analyze, and fourth-graders are more than five percent lower. Most 4th graders are able to semantically process material that is remembered at a high level, the middle grade in half of third graders, and the low level available in a small amount only in third graders. The comparison revealed the same dynamics of general intellectual development both at the level above the average and at the average. The speed of the thought process is high in half of 4th graders, average in most third graders and lower in 4th graders.

According to the reporting on the success of training, high results were found according to the methods of students who have high and medium success. Average results are observed in

students who have both high and average academic performance. Low results are observed in students with low performance and in isolated cases average.

The system of work on the development of creative independence was implemented by the following areas: 1) stimulating students to independent cognitive and creative activity; 2) cognitive and creative leadership activity of students in the process of independent study of the Ukrainian language; 3) development of speech and creative independence.

Stimulating students to develop creative independence in the process the study of the Ukrainian language was carried out with the help of a special system methods, exercises and tasks. As a result of generalization of technological approaches to the formation of a creative personality, the dissertation presents a system of methods stimulating creative independence of high school students: emotional stimulation, stimulation of duty and responsibility, cognitive interest and creativity. The most productive in experimental training revealed methods of stimulating creative abilities, in particular the creation of situations of creative search: linguistic research, linguistic experiment, creative modeling, creative project. The effectiveness of experimental research was facilitated by the following methods of stimulating the development of creative independence, as creation positive emotional background of the lesson during the linguistic analysis of texts and solving issues relevant to high school students, implementation stimulating and diagnostic test tasks, use of works art, problem-based teaching of educational material, organization educational discussions.

The system of multilevel exercises was built from taking into account the structure of cognitive processes and covered: reproductive-recognizable, reproductive-practical, reconstructive-creative, constructive-creative tasks; tasks with a certain level of assistance (maximum, sufficient, minimum) and intellectual and creative, which do not contain additional information about their implementation.

PART III

WORK TO IMPROVE THE USE OF CREATIVE TASKS AS A MEANS OF DEVELOPING STUDENTS' BASIC LANGUAGE SKILLS

3.1. The Role of Using Creative Tasks

Changes in public life and consciousness require the formation of a creative personality of the student on the basis of quality education and the development of his creative abilities and self-improvement (Busel, 2002).

The development of the creative potential of the individual is one of the urgent tasks of modern society. Therefore, before school today, when a child needs not only knowledge but also high creative potential, competence, the formation of personal qualities that will help to find their place in life, become an active member of society and happy, confident in their own forces of man, along with traditional tasks, there are tasks of creative development of personality (Abramova, 2001).

The most favorable for disclosure and accelerated development abilities are the younger school age. This is the most responsible stage of childhood, when the child wants to learn, learns to learn and believes in their own strength.

The need to promote the creative potential of the individual is evidenced by studies by G. Kostyuk, N. Kuzmin, O. Matyushkin, V. Molyako, O. Music, J. Ponomarev, B. Teplov. They showed that creativity is a specific form of human interaction with the world, which, in addition to pleasure, creates the conditions for spiritual growth, and the development of abilities - not a general, abstract, but complex psychological and pedagogical phenomenon that requires purposeful, systematic work.

However, the dynamic reform of the education sector requires new approaches to the formation of creative personality of students, in particular innovative.

You can develop creative abilities in different ways. Individual students (gifted) mostly train their talents on their own to develop their abilities, and improve their abilities so that they become creative. But the role of the teacher is important for the development of creative abilities of most students. Therefore, one of the main tasks of the teacher is to manage creative processes finding students going from simple to complex: creation a situation that promotes the creative activity and orientation of the child, development of her imagination, associative thinking, ability to understand regularities, the desire to constantly improve, to solve increasingly complex creative tasks (Bogdanova, 1994).

The basis of creative abilities should be the talents inherent in each person. But whether they will be transformed into abilities - depends on the child's environment.

Creative abilities are rather difficult psychological and pedagogical phenomena to which the teacher should promote first of all: choosing appropriate and interesting material according to the program, and also taking into account individual features. At the same time are defined criteria for the effectiveness of innovative activities of teachers:

- 1) creative perception of pedagogical innovations;
- 2) creative activity;
- 3) methodological and technological readiness for the introduction of innovations;
- 4) pedagogical innovative thinking;
- 5) the culture of communication - and the following levels: reproductive, productive and creative (Abulkhanova-Slavskaya, 1986).

We can say that innovative technologies significantly expand the possibilities of presenting educational material (Abramova, 2001).

Creativity is always creation, i.e the construction of a new and original, non-standard vision in the usual new possibilities of its functioning or its inclusion as part of a new system (Bim-Bad, 2002).

The following factors are inadmissible in creative activity: copying; activity according to a template, ready sample, rule, algorithm; imitation.

Creativity aims at inner perfection, that is, creating something new, a person creates himself.

The desire for creativity is caused by different needs:

- physiological; affection and love;
- in personal safety;
- in respect for others, adequate self-esteem;
- in implementation their abilities, in self-determination;
- in communication;
- in independence, in success (Pavelkiv, 2011).

The educational process should be filled with such creative activities that would contribute to the full satisfaction and development of children's cognitive abilities. Work efficiency significantly increases under the following psychological and pedagogical conditions: the creation of an emotional, friendly atmosphere in the process of performing creative tasks; implementation of reliance on interests of students, needs, potentials, etc. organization of students' activities to solve creative problems; awakening in each student of research activity, deepening interest in creative activity, which further encourages to successful actions and achievement of the set goal (Abulkhanova-Slavskaya, 1986).

Principles of organization of training for the purpose of creative development the potential of the junior student based on the use of innovative technologies:

- the principle of connection with the practice of life;
- the principle of self-development;
- the principle of optimal combination individual and collective forms of educational and creative activity;
- the principle of informativeness;
- the principle of belief in strength and ability children (Barabanov, 1960).

Criteria for students' ability to be creative are:

- application of new approaches to educational solutions problems;
- complex and variant use in educational

practical activities of the whole set of theoretical knowledge and practical skills;

- seeing a new problem in a seemingly familiar situation, finding different ways to solve it;
- application of scientific-evidence-based choice of actions in a specific educational situation;
- conducting a systematic self-analysis of their own activities, research work on the creative generalization of their own experience, the experience of others;
- flexibility in choosing the optimal solution in non-standard situations (Bim-Bad, 2002).

The development of creative personality must be managed, because there are factors that affect this development:

- conditions in which the child is brought up;
- the environment that surrounds it;
- the nature of its educational activities.

Innovative technologies are radically new or improved technologies. They quickly entered all areas of our lives.

In this regard, there is an urgent need to use them under time to study many disciplines (Berdyayev, 1989).

The priority direction of the educational system of Ukraine is that confirmed by state laws and regulations, there is access to quality education. Therefore, the introduction of innovative technologies in the educational process is one of the most important issues that are considered today in education (Bekh, 1998).

Early school age is an important stage of education creative thinking of the child. But in search of methods of development creative potential should take into account the peculiarity of the psyche, originality of cognitive and emotional spheres of children of this age.

The teacher must create a source of inner strength for the child, a source that gives energy to overcome difficulties and form a desire to learn. The use of the situation of success should help to increase work tone, increase the productivity of educational work, as well as help each student to realize himself as a full-fledged person and, accordingly, to ensure success in learning (Bim-Bad, 1998).

In the period of rapid scientific and technological development, rapid growth of scientific knowledge and their widespread use in production, one of the main tasks of learning is the development of creative thinking, cognitive abilities of students, the ability to independently replenish knowledge. The solution of this problem is organically connected with the intensification of learning, with the development of systems of methods and techniques of teaching, which are aimed at forming the cognitive activity of students, their learning, development of intellectual abilities of students and ability to work with modern technology. The Concept of Labor Education in Secondary Schools of Ukraine states: "The conceptual basis for teaching labor education should be the formation of personality, not just a carrier of a certain mixture of knowledge, the formation of a person living and working in the world of technology and complex technologies."

The purpose of labor training is the formation of technically, technologically educated personality, prepared for life and active work in a modern high-tech information society, vital knowledge, skills and abilities of housekeeping, providing conditions for professional self-determination of students, developing creative skills, education of labor culture.

Today it is widely believed that in order to raise the subject and methods of its teaching at the appropriate scientific and methodological level, it is necessary to return to the technologies of project-based learning. It should be based on the creative activity of students, focused on their free choice of design object. The updated program of labor training reflected the methods of creative activity.

The search for a scientific organization of creative work has made it possible to develop new methods for solving problems. Among the methods of creative activity developed by scientists, the most effective and well-known in the modern literature on creativity are: the method of fantasizing, the method of combining, the method of focal objects, the method of ideality, the method of functional analogies. It is with such creative methods of design and engineering activities, in accordance with the content of the new curriculum for labor education for grades 5-9, students get acquainted. In order to teach students to formulate a problem and determine the creative method of project activities, the teacher acts in stages. First, he / she asks students to choose a problem (from the ones suggested), which, in their opinion, is relevant, and to justify their choice. The teacher draws up a schedule of project groups, which contains topics, problems, a brief description of the proposed work, and invites students to decide on the topic and role in the project during the week. For each topic, the teacher offers an indicative list of references (its review can be homework before the lesson, which will determine the topic and objectives of the project). The next step - the teacher teaches students to identify the problem area and identify the tasks that are most relevant. It is based on figurative imagination and associative thinking of students, which allows to more fully activate their life experience and knowledge. This method of work can be structured as follows: after students choose topics that interest them, the teacher reveals different types of problems and offers to form project groups based on a visual image of a particular problem or problem area.

Requirements for the use of models of creative methods in technology lessons:

1. Planning results.
2. The presence of a technical and technological problem, the solution of which requires a creative search.

3. The presence in the structure of the lesson of motivation and expected results of educational and practical activities of students.

4. The solution of the problem or the task should be based on a certain structure.

5. The activity of students should be independent (individual), pair, group.

6. Students should use creative methods to solve inventive or problem problems (fantasizing, combining, focal objects, ideality, functional analogies);

7. The presence of reflection, ie awareness of students' knowledge and skills acquired in class.

In order to effectively apply creative methods in the lesson, the teacher does not remove from them any of the above elements. Practical work experience shows that one of the ways to solve the problem of lack of time is careful preparation for the lesson, drawing up a clear algorithm of their actions, development of handouts, more accurate timing, etc. In preparation for the lesson, the teacher thinks through each step, clearly knows what he will do at a certain stage of teaching students to use creative methods.

In order to teach students creativity, the teacher himself creatively prepares for the lesson, constantly looking for new ways in methodology and technological learning.

The teacher of technology sets himself the task:

- organization of research work;
- use of various methods and forms of independent, cognitive and practical work.
- establishing contacts between teacher and student.

The teacher does not plan to completely replace the traditional form of learning as well combines with other pedagogical technologies where it is most appropriate (Fromm, 1992).

Applying the methods of creative activity, children get:

- knowledge and skills of basic research methods (literature analysis, search for information sources, data collection and processing, scientific explanation of the results, vision and formulation of new problems, hypotheses, methods for solving them);
- skills and abilities to own technical means;
- communication skills;

- ability to independently integrate previously acquired knowledge from different subjects to solve cognitive problems contained in a telecommunications project;
- in the case of an international project - practical knowledge of the partner's language.

These basic skills allow students and teachers to feel quite comfortable in the information society.

Using modern pedagogical technologies, in technology lessons, the teacher involves the disclosure of creative, intellectual, spiritual, cultural potential of both teacher and student. The possibility of creative self-development arises provided that the relationship between teacher and student is based on mutual understanding, trust, cooperation. The student takes an active position in the process of teaching and education, and the teacher is his reliable partner.

An important role in the use of creative methods in teaching is played by the didactic principles used by the teacher, in particular:

- formation of interest in the subject;
- creative attitude to learning (pedagogy of cooperation);
- scientificity;
- sequence of innovations;
- putting the student in an active-cognitive position;
- formation of a culture of thinking;
- identification with a part of Ukrainian society.

The main principles of reforming the content of modern school education in Ukraine are humanization, differentiation and integration. Their implementation aims to form a creative personality as a condition and result of a full learning outcome.

The role of creativity in the educational process is determined by a number of important considerations:

First, creativity helps to develop the ability to solve new problems, navigate in new conditions, overcome various difficulties.

Secondly, creativity awakens and stimulates the development of interest in activities, because it is always associated with the discovery of something new, finding something previously unknown.

Thus, all curricula for labor training provide consistent formation of students' ideas about the content and stages of the holistic process of designing and manufacturing products, their preparation for design and technological activities, which will take place in the following classes:

- the choice of technological activity;
- artistic design;
- technical design;
- selection of construction materials;
- choice of technological processes, tools, equipment;
- manufacture of products;
- analysis and evaluation of the process and result of work;
- simple marketing research.

Emphasis in the work of students is transferred to the development of creative and critical thinking, the ability to work with information sources, various types of design and technological documentation; formation of students' skills of project activities, the ability to analyze and evaluate technological objects, consciously choose certain technological processes, techniques and techniques. Thus, the knowledge, skills and abilities that students of different grades must master are a prerequisite for their successful solution of problems of design and technological activities, the development of a creative approach in solving technological problems.

Technology lessons cover a wide range of issues in production equipment and technology. Unlike other disciplines, such lessons give students the opportunity to try their hand, develop inclinations, abilities and interests.

3.2. Prospects for the Use of Creative Tasks as a Means of Developing Students' Basic Language Skills

The modern development of civilization is in active dynamism, there is a rapid growth of the social role of the individual, the humanization and democratization of society, the rapid change of technology in the world. All this necessitates the transformation of the educational system as a whole. The task of educating people with high creative potential appears not only as an urgent problem of modern pedagogical science and practice, but also as a social necessity.

One of the main tasks of the modern school of Ukraine is the education of creative personality, because it is much better and easier to adapt to domestic, social and industrial conditions, more effectively use and change them according to their own preferences, beliefs and more.

Social transformations in Ukrainian society have radically changed priorities in the field of education. Innovative philosophy has defined the main strategy of pedagogical activity: the direction of the educational process on the formation of the spiritual world of the individual, the establishment of universal values, the disclosure and development of potential opportunities and abilities of students. The solution of these urgent problems is possible only on the basis of wide introduction of the new pedagogical technologies directed on development of creative forces, abilities and inclinations of the person (Sysoeva, 1998).

The modern school should promote the development of a democratic culture, the formation of the necessary competencies for living in the European community, political, legal and socio-economic knowledge. The priorities of pan-European education are to provide the younger generation with knowledge about the common European heritage and practical skills to adapt to life and study in different European countries, to be mobile, socially capable, able to communicate and protect their rights.

Orientation to the student's personality in the process of pedagogical stimulation of the development of their creative abilities is based on the fact that from the moment of birth the child changes, transforms the world around him on his own initiative. It learns, creatively masters the world of things, creating a new game, a fairy tale. This places fundamentally new requirements on the teacher, because he, as a creative person, must be ready to work in a creative, innovative mode, to update the learning process.

The school needs new non-traditional ideas, theories that would meet the optimal development of the child, the modern needs of mankind. And therefore an important role is played by the creative development of the individual, which should be based on the use of various tools, approaches to child development, focused on achieving the original result.

The most effective way to develop a creative personality is to involve all students in productive creative activity, because to develop abilities means to equip a child with a way of activity, to give him a key, a principle of work, to create conditions for his talent.

Lessons in the Ukrainian language and literature provide an opportunity to promote the development of creative abilities of students as a means of social adaptation. The "starting point"

for successful learning and development of creative abilities is the presence of three components of intellectual activity aimed at mastering something fundamentally new:

- high level of formation of elementary cognitive processes;
- high level of active thinking;
- high level of organization and purposefulness of cognitive processes.

In view of this, the algorithm of the teacher Talashuk L.V. on the formation of a creative personality can be schematically depicted as follows:

Thus, on the way to the realization of the problem Talashuk L.V. tries to manage the processes of creative search, going from simple to complex: to create situations that promote creative activity and orientation of the student, to develop his imagination, associative thinking, ability to understand patterns, the desire to constantly improve, solve increasingly complex creative tasks (Engelmeyer).

One of the effective means of achieving the goal of the teacher considers innovative learning technologies. Their use provides a positive motivation to acquire knowledge, active functioning of intellectual and volitional spheres, promotes the development of creative personality, so in pedagogical practice uses a combination of elements of traditional and modern educational technologies: interactive, information and communication and design.

Development of creative abilities of students, work in the direction of their social adaptation - a continuous process, which is carried out by means of artistic speech in accordance with the age of students, the volume and level of their knowledge and experience, psychological characteristics.

Teacher Talashuk L.V. to achieve its goal identifies three successive stages.

The first stage is basic (grades 5-7). Among its main tasks - identifying the creative abilities of students, work on developing skills and abilities of creative activity, education of the constant need for self-improvement.

At this stage, the teacher offers creative tasks, as well as helps students solve them. Talashuk L.V. states that he is convinced that it is important to make children want to create something new and unusual, to cultivate a tendency to creative doubt, to make them sensitive to contradictions, to think critically.

To solve the problems of this stage L.V. Talashuk often uses elements of interactive technologies. He considers the organization of group work in the lesson in its several variations

to be especially effective, because under such conditions students work independently and communicate with each other. This allows us to rationally use time in class, cover a significant part of the material, and most importantly - to involve children with different levels of academic achievement, to give them the opportunity to show their abilities, knowledge and skills. Working in pairs allows us to independently work on theoretical material, check written homework, interview.

For example, when studying the theme “The unity of the world of nature and the world of the child’s soul in the novel by M. Stelmakh *Geese-swans fly*” invites seventh-graders to unite in thematic groups: screenwriters and psychologists (observe the actions, experiences of the main characters). In the lesson of Ukrainian literature in the 6th grade (E. Andievska. “The Tale of the Egg”) students work in groups according to the degree of complexity of the task: intermediate and sufficient level - to solve a crossword puzzle, to answer questions; high level - to write a mini-work, come up with an advertisement for the work, make a comparison table. In the course of such work, each student has the opportunity to show their creativity.

Often in the classroom, the teacher practices a role play: interview the writer; “Revive” the protagonist and explain his actions, tell about part of the speech in the first person. When summarizing the lesson, the technique of “Incomplete sentence” successfully used by the teacher becomes useful, because students learn to analyze, draw conclusions, evaluate their activities.

The use of elements of information and communication technologies in grades 5-7 mainly serves as a demonstration tool, as children do not yet have very good computer skills. Therefore Talashuk L.V. practices creating their own multimedia presentations and learning with the help of modern electronic multimedia textbooks and manuals (Revina, 2007).

The level of formed knowledge and skills of students of the basic stage allows the teacher Talashuk L.V. apply project technologies: children willingly draw illustrations to the text, stage excerpts from works, work on photo collages (for example, “My dream house” - based on the poems of S. Chernilevsky).

The second stage of the work on the development of creative abilities of students teacher Talashuk L.V. defined as analytical and exploratory (8-9 grades), the main task of which is to improve the creative abilities of students, to work on gaining experience by organizing independent work on problematic issues. The teacher sets a problem, and offers solutions to students to find on their own. As a result - in a creative situation, children begin to show intuition, creative imagination, wit, the ability to discover analogies, originality (non-standard) thinking, courage, emotional excitability.

At this stage, the teacher continues to use such forms of interactive learning as working in groups, pairs, threes, but the task is complicated: students must not only find the right answer, but also suggest alternative solutions.

For example, the Loan Position exercise helps to creatively discuss or debate a contentious issue, gives each child the opportunity to express themselves, demonstrate different opinions on a topic, justify their position, or even switch to another at any time if the opposing party's arguments were convincing. Exercise "Thought Scale" allows them to select arguments for the problem under discussion, promotes the development of coherent speech of students, as well as exercises "Teaching – Learning", "Aquarium", "Circle of Ideas" (Plbukh, 1991).

Using interactive exercises in the lesson, teacher Talashuk L.V. does not forget about search methods of training: heuristic conversation, creation of problem situations with elements of discussion, performance of research tasks. This seeks to achieve the main goal: to create conditions for exploratory and, consequently, creative activities.

Non-traditional lessons, which are occasionally practiced by Talashuk L.V., also help to fully reveal the creative abilities of students. Among them: a lesson-dispute ("Haidamaki - robbers or people's avengers?"), A lesson-defense of projects and essays ("Biography of Taras Shevchenko"), a lesson-exam (final lesson on "Complex sentence" (grade 9.)), a lesson-televised debate (a lesson on speech development ("Should there be a second state language in Ukraine?")), etc.

The role of the student's personality in the use of information and telecommunication technologies is growing at this stage: some students are given the task to create their own multimedia presentations. As a rule, they are informative: "Single-sentence" (grade 8), "Types of complex sentences" (grade 9), "Life and work of Taras Shevchenko" (grade 9).

The project is based on the study of a problem, which involves a high level of creative activity of students, because there is a departure from the traditional form of the lesson, given freedom in choosing topics, methods, forms of work. The program material of grades 8-9 provides ample opportunities for project activities of students. Topics for student projects were chosen by them only at will. That is, the material that aroused their interest was processed. 8th graders presented the project "Is there happiness in money?" (based on the comedy of I. Karpenko-Kary "One Hundred Thousand"); ninth-graders – "Modern and traditional Ukrainian wedding: common and distinctive features", "Complex sentence", "M. Gogol: Ukrainian or Russian writer?" The results of students' work are traditionally designed by teachers in the form of reports, publications, multimedia presentations, collages and more (Infantry, Kiktenko, Lyubarska, 2001).

The third stage of the work on the development of creative abilities of students teacher Talashuk L.V. defined as creative (grades 9-10). Its task is to continue working on improving the creative abilities of students, to give them an understanding of their own significance, social value. Children independently go through all stages of the search, up to conclusions, and as a result - self-criticism of adolescents, persistence in completing the case, the ability to use various forms of evidence, substantiation of creative results, sufficient breadth and depth of knowledge, experience and skills to embody the new in spiritual and material forms.

The rich literary material provides opportunities for use in lessons of such exercises often used by the teacher as “Search of associations”, “Creation of associative chains”. Sometimes Talashuk L.V. offers more difficult work for high school students: to compose an associative work or a fanfiction “Continuation of a work of art” (for example, according to the stories “Kaidasheva family” by I. Nechuy-Levytsky, “Earth” by O. Kobylyanska). The purpose of such work is to develop and expand the associative basis of creative imagination, fantasy, to form the skills and abilities of concluding one’s own vision of plot development, image development, etc.

Conducting debates, debates with high school students also provides an opportunity not only to test the level of their knowledge, skills and abilities, but also to demonstrate the already formed life position, readiness for real action in society.

The formation of life competencies and the ability to continue working on the development of their own creative abilities will fully test life itself. The results of monitoring the quality of students’ knowledge, analysis of the level of subject competencies confirm the effectiveness of experience, the optimal choice of technologies, forms, methods, techniques used by teacher Talashuk L.V., for the formation of knowledge, skills and creative abilities of students as a means of social adaptation.

The experience of teacher Talashuk L.V. on the development of creative abilities of students as a means of social adaptation is of practical importance. The introduction of experience in the educational process can be effective in terms of systematic use, compliance with the basic principles of implementation, creativity of the teacher, the formation of sustainable learning and life motivation of students (Maslow, 1997).

Recommendations for the dissemination of PPD:

1. Speeches of teachers at seminars, refresher courses, pedagogical readings, round tables, conferences.
2. Involvement in the examination of student work in competitions and contests.

3. Publications in professional journals, regional journal “Pedagogical search”.

The formation of creative abilities of students contributes to their comprehensive development. This is expressed through such concepts as: self-education, self-education, self-observation, self-improvement, self-disclosure, self-knowledge and so on.

The passage of time leaves an imprint on a person, affects worldviews, beliefs. Therefore, it is worth building lessons in such a way that the student can openly express his own opinion.

Creative activity with children is the best option for the implementation of the pedagogy of cooperation, which involves a friendly relationship between teacher and student and mutual interest in the common cause. When working on the development of creative abilities of students, it is important to notice the specifics of talent and help the student to realize and deepen the creative abilities of each.

In the process of work teacher Talashuk L.V. convinced that only the successful integration of traditional and modern pedagogical technologies of interactive, personality-oriented, project-based learning, skillful use of information and communication technologies based on the constant development of creative abilities of students will form a comprehensively developed, linguistically rich personality socially adapted to today's realities.

The development of a creative personality requires the introduction of new ones didactic and methodological tools to help model educational process, based on the goal.

There are the following active methods of stimulating creativity:

- method of heuristic riddle (solving riddles is realized through: personification (sitting woman in the garden in a hundred handkerchiefs wrapped - cabbage), objectification (standing in the middle of the house: four legs, one head - a table), opposition (white, not snow, sweet, and not honey - sugar);

- method of combined questions (the child is offered a set of questions with which he gives some information. For example, Who? When? Where? Why? With who? How long? How many? etc);

- method of focal objects (signs of random objects transferred to the one that needs to be improved. Example the “brush” is improved. The random object is a “fox”. We get a “red brush”, “sly brush”).

- method of elimination of hopeless situations (for example, as to force the lazy person to do morning exercise, how not to accustom scatter garbage, etc.);

- method “Technique of the power of the mind” (exercises “Universality subject” (come up with examples where you can use this subject), “The world is interconnected” by whom or what subject was before or will be later);

“Disappearance Games” (What would if the parents disappeared? Teachers? Sugar?) Etc. (Barabanov, 1960).

Imagination and fantasy are a unique laboratory of the mind. Without them children would not accept fairy tales, would not be able to play, create. They are an integral part of the learning process, the highest and most necessary ability of the child.

Imagination and imagination help to start development creative abilities of schoolchildren from a fairy tale.

The basic principle of work of primary school teachers is the use of modern achievements of age psychology, innovative learning technologies for the successful development of cognitive, intellectual, creative, physical abilities of primary school students while maintaining and increasing reserves their physical, mental and socio-cultural health.

In the introduction of innovative methods and technologies teachers primary school is primarily governed by five main ones commandments: love, believe, know, respect and understand the child as the main object and subject of educational activity (Berdyaev, 1989).

And to make it really interesting for students not to lost interest in learning, the teacher must create everything conditions for the development of abilities, creative thinking of students, self-expression of their personality in various activities. A monotonous, patterned repetition of the same actions distracts the urge to learn. Therefore, along with standard tasks, we offer students those that require thinking, creative search, originality, ingenuity. Such creative, cognitive, intellectual tasks help our teachers to develop students’ cognitive processes - memory, attention, imagination, logical thinking. All creative tasks are designed on search activity of pupils, creative and skillful application of the got knowledge. The content of the tasks promotes the development of flexibility and breadth thinking that is necessary for the successful solution of both educational and life problems. All creative tasks help the teacher to identify the individual characteristics of students, to identify prospects for further development of creative potential of each child, to make learning more exciting and interesting (Abramova, 2001).

By involving children in creativity, constantly creating a “situation of success”, respecting the child, the teacher is able to bring up a creative person. The process of developing the creative

potential of students is long and laborious. It does not give quick results, but is very important for further successful learning schoolchildren, creative development and life (Busel, 2002).

Here are some ways to create a “success situation”:

1. “Horizon line” - the child’s first success is immediately picked up by the teacher, it is suggested to repeat the task on a more complex level, as if “pushing” the horizon line.
2. “Advance” - the teacher in individual work performs tasks with the student, explaining to him or her the difficult places, and then in the classroom gives a similar task, which is performed independently by the student, and he or she feels success.
3. “Joy of the class” - the emotional response of others to success student of the class, the statement of any, even insignificant positive result of activity, instilling in the child self-belief (Bim-Bad, 2002).

One of the ways to solve the problem of increasing cognitive activity and development of creative abilities in the process of acquiring knowledge is the use of creative games and exercises in the educational process, because the emotional color of the latter contributes to deep and strong assimilation of material, personality development of each student (Akimova, 2003).

The game develops imagination, images of fantasy are established, emerging ideas, creating products of activity that are for the child emotionally attractive. Students get used to the collective discipline.

The importance of play is that it gives the child an opportunity to dream, to show imagination, gives freedom of self-expression and creativity. Everyone teachers systematically conduct games using interactive technologies.

Also, very widely and systematically use staging that develops memory, creative imagination, creative thinking, language, speech, communication skills, independence. Computer-assisted lessons and educational activities are provided.

Work on the development of cognitive, creative, intellectual abilities increases the productivity of students. They are interested in what will happen tomorrow, come up with their tasks, poems, riddles.

Creative, cognitive, intellectual abilities, as well as other human abilities, require constant training. The task of the teacher is to arouse the abilities of his students, to cultivate in them the courage of thought and confidence that they will solve every task, including creative ones (Bim-Bad, 2002).

Therefore, in each lesson the teacher should put the following task:

- light a fire of curiosity in a child's heart;
- to enrich students' knowledge about nature and society life, work of people;
- develop different types of memory;
- develop imagination and fantasy;
- develop attention, observation;
- to form speech skills, communicative and creative abilities;
- to arouse interest in learning, to make it interesting, cognitive, developmental;
- develop creative thinking;
- learn to work with textbooks and children's books;
- to bring up national self-consciousness, spirituality (Barabanov, 1960).

In order for the ability to think creatively to give certain results, you need a constant stimulus, an engine that will activate creativity. Such an engine can be clubs, competitions, contests, Olympiads, etc. Elementary school students can participate in various competitions: "Kangaroo", "Greenwich", "Olympus", "Ear", "Cathedrals of our souls", "Connoisseurs of the Ukrainian language. P. Jacyk", on the basics of health.

Thus, innovative technologies contribute to the development of a harmoniously developed personality, opening wide opportunities for students to develop abilities. Thus, we can say that each student individually learns useful information and finds something new, justifies, thinks through and on the basis of this forms his knowledge, skills and abilities, forms itself as a person as a whole, in turn, it contributes to the development of innovative culture of the individual.

CONCLUSIONS

Analysis of methodological bases of research of a problem of creative development of personality gave grounds to define and justify the appropriateness of using creative tasks for the creative development.

In our opinion, as for the use of certain research methods to solve the problem of the creative development of a personality, it is worth choosing the following: analysis, synthesis, abduction (simultaneous use of deduction and induction), systematization, modeling, generalization, recycling (new interpretation of existing ideas), questionnaires, interviews, testing, observation, generalization of pedagogical experience, modeling problem situations, trainings, discussions, expert assessment, pedagogical diagnostics, the use of both traditional and new (including creative) educational technologies.

In addition, it should be noted that today there are traditional, often stereotypical approaches to solving many existing pedagogical problems and they are increasingly giving way to purely creative approaches and, unfortunately, the most relevant ways are those that do not help the person be satisfied with the solution of important tasks for him or her, and purposefully and persistently look for the best, new, original, unconventional or even unpopular solutions.

In conclusion, it is important to emphasize that the identification and optimal use of the methodological basis for the study of the problem of the creative development of personality with its definition and characteristics of the most important aspects can make a great contribution to the direction of modern pedagogical theory and practice for effective creative training and formation of personality, which, according to A. Maslow, will be "able to truly manage the future ... and face newness with confidence."

The basics of intelligence in early school age are based on the development of thinking. Systematization of ideas and reflection in them of significant patterns and relationships within different branches of reality - a transitional step to logical thinking. Another source of children's logic is the formation of visual-schematic thinking. In generalized, schematic representations, the basic properties of objects are isolated and significant relationships are established between them.

Insufficient dismemberment of figurative and conceptual characteristics of objects in the child's thinking leads to frequent difficulties in learning the material. Checking the formation of the foundations of verbal-logical thinking, it is desirable to build on the basis of a combination of purely verbal tasks with tasks, the implementation of which involves actions with visual material.

In order to study the peculiarities of the development of thinking of primary school students, we conducted a comprehensive diagnosis. The study of the peculiarities of the development of thinking was conducted on the basis of the 4th grade of Beregovo Secondary School. Number of respondents 18 people (students 9-10 years old, including 10 girls and 8 boys). The diagnostic program included the following methods: the “Grouping” method, the “Fourth Extra” method and the “Raven Projective Matrices” method.

According to the first method of “Grouping” in the study group of which boys — 44% and girls — 56%, it should be noted the predominance of averages. In particular, the average level of boys is 50%, and girls — 60%. High level for girls — 40%, for boys — 12.5%. Thus, this indicates that girls have a higher ability to semantically process the material than boys. In the group there is a low level only in 37.5% of respondents-boys, while in girls there is no low level at all (0%);

According to the second method “Fourth extra” we can say that in the study group of which boys — 44% and girls — 56%, it should be noted the predominance of high and medium levels of mental development. In particular, the high level of boys — 12.5%, average — 50%, and girls high — 70%, average — 37.5%. Thus, this indicates that girls have more developed logical thinking than boys. In the group there is a low level only in 12.5% of respondents — boys. Girls do not have a low level at all;

According to the method of “Raven’s Projective Matrices” in the study group, it should be noted the predominance of high levels of overall development in the respondents of girls — 70%. In boys, the average level is identified with a high level. The group has a low level in 25% of boys. At the same time, girls do not have a low level at all. The high level prevails among girls (70%), and the average is at the same level as high among boys (37.5%).

So, summing up the study, we can say that the level of development of thinking is better in girls, because in all three methods they are dominated by mostly high rates, while boys have average. As for the low level, it is present only in boys and throughout the diagnosis is not observed at all in girls.

Improving the technology of educational research, in the lessons we use the research cycle created by us, which includes the following stages: accumulation of facts, hypothesis, verification of truth, construction of theory, practice. This form of organization of the educational process puts students in conditions close to the conditions of scientific work, which best promotes the development of creative abilities.

A non-standard lesson forces students to actively experience, get involved in work, cooperate with the teacher, ie to show the qualities necessary for creative activity.

Nowadays, people are increasingly realizing that creativity is the most important component of creative success. And the ability to create can be developed. Therefore, during our lessons, we constantly support creativity. So, during the lessons in the 5th grade we advise to use the following techniques and forms of work: lessons - role-playing games, literary tours, lessons - KVN, lessons - dramatization; interactive methods (defense of the project by a group or individually, where students can be offered different tasks: creating crossword puzzles, riddles).

Such types of non-standard lesson as travel, acquaintance, oral journal, warning are also widely used.

It is advisable to conduct a travel lesson in middle school. A special atmosphere of mystery, the desire to understand the actions of the hero reigns in the lessons-trips to the country of the Lilliputians (grade 6), to the treasure island (grade 6). An interesting and effective lesson will be a lesson-trip to the Island of Despair (D. Defoe "Robinson Crusoe"), where children are placed into crew groups, in each of which must be chosen a "captain", "guide", "Artist", "chronicler", "Tailor", "cook", who receive appropriate individual, differentiated, personality-oriented tasks.

As for the organization of work in senior classes, game technologies can be replaced by the activities of literary - research groups, lessons - conferences, seminars, programs, discussions or debates with the solutions of problems. The finale may be a lesson - defending their own projects.

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РЕЗЮМЕ

Курсова робота присвячена дослідженню застосування творчих робіт як засобу розвитку базових мовних навичок учнів.

Мета роботи – це виявлення розвитку творчих здібностей учнів як засобу соціальної адаптації.

Цілі дослідження:

- з'ясувати методологічні підходи до розвитку творчих здібностей учнів як засобу соціальної адаптації;
- систематизувати етапи збору передового педагогічного досвіду вчителів у розвитку творчих здібностей;
- проаналізувати інноваційні підходи вчителів до викладання української мови та літератури;
- виявити фактори ефективності уроків української мови та літератури;
- узагальнити позитивні сторони застосування інноваційних методів навчання української мови та літератури.

Дипломна робота складається зі вступу, трьох розділів, що поділяються на підрозділи, висновків та списку використаних джерел. Загальний обсяг роботи – 59 сторінок. Список використаних джерел нараховує 41 позицію.

У вступі обґрунтовано актуальність теми та надано науковий апарат дослідження.

У першому розділі (теоретичному) доведено, орієнтація на особистість учня в процесі педагогічного стимулювання розвитку його творчих здібностей базується на тому, що з моменту народження дитина змінюється, трансформує навколишній світ за власною ініціативою. Вона вчиться, творчо освоює світ речей, створюючи нову гру, казку. Це ставить принципово нові вимоги до вчителя, адже він, як творча особистість, повинен бути готовим працювати у творчому, інноваційному режимі, актуалізувати процес навчання.

У другому розділі (практичному) в свою чергу з метою вивчення особливостей розвитку мислення учнів початкових класів ми провели комплексну діагностику. Вивчення особливостей розвитку мислення проводилось на базі 4 класу Берегівської Загальноосвітньої школи I-III ступенів № 1 (Україна). Кількість учасників налічувало 18 осіб (учням було по 9-10 років, 10 дівчат та 8 хлопців). Програма діагностики включала такі

методи, як метод “Групування”, метод “Четвертий зайвий” та метод “Проективні матриці Ворона”.

Підсумовуючи дослідження, можна сказати, що рівень розвитку мислення у дівчат кращий, оскільки в усіх трьох методах у них переважають високі показники, тоді як у хлопчиків середні показники. Що стосується низького рівня, він присутній лише у хлопчиків, чого протягом усього дослідження взагалі не спостерігається у дівчаток.

У третьому розділі йдеться про вдосконалення використання творчих завдань як засобу розвитку основних мовних навичок учнів. Ми обґрунтували роль використання творчих завдань на визначили перспективи їх використання.

Виконана робота може стати основою для створення нового, творчого підходу до навчання іноземної мови.

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