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Світлана Шараз

GAME ACTIVITY: A TOOL OF SENIOR PUPILS' CREATIVE THINKING DEVELOPMENT

Nowadays the problem of creative development of personality is represented in many state documents about education. The revival of Ukraine, its development as a powerful independent state depends on creative work and activity of its citizens, their initiative and conditions, most favorable for the development and realization of creative potential of each personality.

One of the means of creative activity, in our point of view, is leaning game as a way of senior pupils' development of creative thinking. Game activity is an effective means of forming of senior pupils' creative thinking. It is especially important in mastering difficult social norms of behavior and social processes.

Analyzing the theoretical and empiric investigation of the problem, we conclude that we should fully approach the personality's development because creative thinking of personality is a many-sided notion. In psychology, creative thinking means a psychological process of making new, as completely personal characteristics that guarantee including into this process. Special role in creative thinking is given to quick mind in divergent thinking [1], ability to overcome contact social company realization of its valuable influence, understanding of its valuable influence, firmness of consciousness.

To stimulate creative independence of senior pupils' thinking you have to organize education in such a way for them to face the challenge and it will inspire pupils for creative search in their solutions. On the base of realized problem the cognitive task appears, which is the motive of thinking activity (I. M. Semenov, 1992; V. F. Palamarchuk, 2000).

On the way that helps to solve above-mentioned problems successfully is progressive learning with its spectrum of didactic methods.



The first step of progressive studies anticipate education to elementary norms and categories, the culture of thinking. The second progressive education provides for the creative using of received skills and creative activity. If in traditional learning leaning problem is only practical in progressive leaning pupils solve cognitive task. They should be interested not only in the concrete result but general in the principle of solving all the problems of such type. Game activity is the form that helps to integrate received skills and knowledge [3].

Special place among games is both “a branch of pedagogies” and “branch of imitative modeling” [2]. As a game in general the role game puts the student in a conditional situation, defined by a model of behavior, that is imitated and the fulfillment of real learning process, carries out quite real actions (analyze, choose information, pose and solve problems). The difference of this form from the traditional leaning methods is that all the actions are subdued to a logic of team work in a simulated models of professional (in our case) environment; based not in logic of mastering skills, knowledge but it logic of activity.

Business game as a variety of the role game include students in activity of reproduction in a game form contradictions and real situations of a definite professional activity and relations between specialists in conditions free form a great member of limitation that are in real professional activity. This creates the background to the creative development of personality of a future professional.

One of the task in developing learning is an ability of a pedagogue to teach children to see the problem, define its limits formulate ways, formulas of its solutions. This pedagogical problem can be solved successfully with the help of learning game.

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Оксана Шкурат

**КРАЄЗНАВСТВО У ВИМІРІ МІЖКУЛЬТУРНОЇ
КОМУНІКАЦІЇ**