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Students' research activity in the focus of creativity development*

One of the conflicts in modern educational environment is a contradiction between Creative development, Creativity and "Technological Ability". The term of "technology" crossed the production borders long time ago and gained new areas of human activity including education. For example, we can find in pedagogical texts the description of the "technology of personality-oriented education" [9]. We will consider Technology of education as a complex consisting of: "image" (presentation) of planned results of education; means of current trainees' state diagnostics; set of education models; criteria of choosing the best model for the current situation [4]. In certain cases technology comes out as an element of method but in the frame of the our discussion we would consider important to think of the technology as the "development" of method, and of the latter as the "reductive technology" which is reflected in students' mind as a trace, as an image of the method" [1].

"Technological process" of education didn't change the educational ideal which represents the development of creative potential of a man [7]. How adequate are educational purposes and means (technologies)? Can pragmatic, structured educational technology at school (in other words models with given result) contribute to the development of creative basis?

The survey of present-day pedagogical and psychological research shows that there exists scientific and practical interest in integrated approach to the problem of co-correspondence between technology of education and development of creative potential. This problem analysis can be found in particular in studies of creativity as a phenomenon of human activity.

The common statement was made that understanding the essence, the nature of creativity, its psychological mechanisms was one of the most difficult tasks for personal psychology and its development. One of the interesting interpretation of creativity was suggested by A. Maslow who differentiated "talent creativity" and "creativity of self-actualization". According to A. Maslow creativity of self-actualization "is spread wider and is closely linked to personality, appearing day by day not only in great and evident creativity products but also in other different abilities, as for example in peculiar sense of humor, in doing anything in a creative way, like teaching..." [6, c. 223] In other words creativity is understood not from the positions of a result (creativity product) and not as a set of personal features (for example, intellectual abilities to generate ideas, to decline stereotypes in thinking, to offer a hypothesis), but as a realization by a person his/her own individuality. The unique human individuality can be seen as a

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certain creative act that leads to the conception of creativity as a process of showing up one's own personality.

Review of Russian psychologists' texts (V.G. Ananiev, D.B. Bogoyavlenskaya, N.S. Laytes, Y.I. Ponomarev and others) that describe the problems of creative abilities development as well creative thinking, let us emphasize a series of statements used in pedagogical science to work out different aspects of students' creativity:

- every student has abilities to creativity; creativity of students and creativity of adults have one common psychological and pedagogical basis;
- differences in demonstrating abilities are seen in the activity that is why effectiveness, speed, dynamic of changes, links with other personal components require individualization of educational process;
- creative abilities can be developed; at the same time the important role is given to so-called transfer mechanism providing succession in developing these abilities in different types of activities;
- creative features and qualities are developed during the process of acquiring educational content and a research of effective technologies must be held as a mechanism of self realization of the content.

The issue of managing the creative process is also substantial. On the one hand there is a tendency to link management with algorithmization of the creative activity, elaboration of methods the use of which could lead to the revelation of something new. Another trend is characterized by negation the direct management of creative activity. It is a matter of creating favorable conditions for creativity.

The most perspective educational technologies are those built on student's research in educational process (research learning, research method). Research methods have been actively used in foreign, mostly English-speaking psychological and pedagogical texts (Klarin V.M.). In Russian science this subject is worked out by Leontovich A.V., Poddyakov A.N., Savenkov A.I. and others.

The research activity (including student's one) represents a special type of intellectual and creative activity appearing as a result of the search activity mechanisms on the basis of research behavior. But if the process of research is always a creativity when at the end a new knowledge appears then we can claim that students' research activity is one of the most important conditions for developing the creative potential of a student. In other words the educational environment based on a research method represents a necessary breeding ground for awakening and developing the creativity. With the help of research activity we overcome conflicts between technological ability and creativity. Our school faces a very serious practical task to create a model of organizing the research activity in complete teaching and educational process. It is important to find in this model a compromise between the requirements of the state set for the education process and the necessary freedom and lack or strict rules for creativity. Thus we have to talk about elaboration and experimental realization of such a model of organizing the research activity in school educational process which could contribute to reveal of own personality of a student.



One of the key problems when realizing this model is the search for reliable methods of scientific analysis of creative personality. In particular it concerns the impossibility of creating the valid creativity test because of contradiction between:

- essence of the text as a standardized procedure of survey on given set of parameters;
- essence of the creativity as bounding the frames of given and known (which was noted by the author of one of the most widely use creativity tests – E. Torrance).

There is no doubt that when exploring the results of the model of organizing the research activity in the frame of creative ability development it is necessary to use available methods (Guilford test, D.B. Bogoyavlenskaya's method of creative field and others). On our opinion research education makes additional possibility to analyze the creativity. One of the components of research model of education is student's research. Its algorithm is described in pedagogical books, common features and peculiarities of student's and scientific research are also revealed. The attention is paid to the similarities between the research process (as well as student's one) and the famous scheme of G. Wallis who set down four stages of the creative process. Wallis' scheme presents a line with four segments with moving directions from the left to the right:

«Preparation» ----- «Incubation»-----«Illumination»-----«Verification»

As a result of student's research there appears a certain product – a text. The Text is a creative act regardless of the level of its newness and public utility. The process of students' text creation (even taking into account the compilation) stimulates the demonstration of personality and contributes to the transformation of intellectual, cognitive problems into an emotional state. It is vital as the transformation of a cognitive component into an emotional one is one of the main principles of developing creative abilities of a person.

THE LITERATURE

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