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Балацкий А.В. Использование информационно-коммуникационных технологий в условиях креативной образовательной среды

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Use of information and communication technologies
in creative learning environment

В статье рассматриваются возможности использования информационно-коммуникационных технологий в вузовской креативной образовательной среде. Анализируются инструменты новейших информационно-коммуникационных технологий и определяется их значимость в развитии креативного потенциала студентов. Анализ показывает, что уровень развития креативности зависит от степени использования и глубины овладения информационно-коммуникационными технологиями

Ключевые слова: креативность, мотивация, самосовершенствование, образовательная среда, творческий процесс

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This article focuses attention on the possibilities of ICT in university creative educational environment. The author analyze the arsenal of modern information and communication technologies, their importance in the development of the creative potential of students. The analysis proves that level of creativity depends of the extent and depth of mastery ICT technologies

Key words: creativity, formation, motivation, self-improvement, teaching and learning environment, the creative process

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Creative pedagogy is the new methodological approach to learning. Its objective is “the development of the complex creative personality characteristics, experience of creative activity on the basis of self-knowledge and self-development”. Features of creative education compared to traditional analyzed in detail, in particular, in works by T.A. Barysheva and A.Yu. Zhigalov. So, there is a difference in the nature of the information: if in the traditional type of education information is consistent, is presented in finished form, of creative education is focused on alternative information that is acquired independently, and the production of their ideas.

In psychological and pedagogical research emphasizes: education in the creative activity of pupils (students) aims to separate the kernel extension knowledge and

search cognitive activity. In this regard, there is considerable discussion about the potential of information and communication technologies of formation of creativity of students. Thus, K.G. Krechetnikov expresses recommendations on the use of information and telecommunication technologies as “communicative component of a creative educational environment” and convincingly reasoned why. Indeed, information and telecommunication technologies have ample opportunities for individualization of education, the ability of complex influence on different organs of the senses, intense clarity presents educational material that promotes deeper penetration into the essence of phenomena and processes that are studied. They increase motivation, enhance emotional education, provide ample room for active self-employment and a wide contact area, to ensure access to information and telecommunications technology at a convenient time for students, multiple acceleration “routine operations” and the like.

Examines the potential of information and communication technologies for the development of creative thinking of pupils (students). I.G. Zakharova notes that “modern technology defines creativity, or creativity, in the context of General and intellectual abilities” and focuses on the improvement of such qualities of divergent thinking (J. Guilford) as speed, flexibility, originality, accuracy. It is emphasized that for the development of creativity support the original abilities the influence of the creative environment, which has a “high degree of uncertainty and potential multi-variant, and also contains samples of creative activity and its results”.

Information and communication technologies contribute to the creation of these conditions. Thus, the diversity achieved by ensuring independent work of students using e-resources: library, electronic library, the Internet, which provide a wealth of material that contains different points of view on issues of languages, often conflicting conclusions, and thus remove language barriers through on-line transfer. Information and communication technology also contribute to the modeling programs to create multi-variant representation of information (text, graphics, sound, video). Therefore, it sets the conditions for the successful solution of problems that are characterized by maximum uncertainty.

Samples of creative activity and its results (materials of electronic conferences, virtual seminars, e-periodical scientific publications, personal web pages, web sites, research centers) are enabled by information and educational environment of the educational institution and the Internet. Information and communication technologies also provide pregnantbang action, thanks to remote and open education.

Modern studies have indicated that information technology training contribute to the development of qualities of divergent thinking (speed, flexibility, originality, accuracy).

Speed (fluency, speed, ease) – the number of answers given for a certain time; the ability to produce a large variety of ideas, solutions to a problem; the quantitative indication of the ability to breed a large number of ideas (associations, images); is measured by the number of results. At its formation, in particular, have the influence of educational and training programs for business games with time controls that are based on nonlinear algorithms and new situations.

Flexibility is the degree of diversity of responses. This indicator assesses the ability to put forward different ideas, to move from one aspect to another and/or to use a variety of strategies; reflects the ability to put forward different ideas, to move from one aspect to another, use a variety of strategies to address. I. G. Zakharova notes that “with a clear specification of the instruments performance requirements for the final product of the activities of the learner needs is very General in nature, leaving scope for the expression ... many software tools multi-purpose thanks to its versatility are a great tool for expression and realization of a wide variety of ideas for using a particular set of objects in a variety of purposes. And this is a great tool to develop flexibility of thinking! Trainees may be offered job from the simplest, which bears educational character, to the research projects”. Using text and graphic editors, spreadsheets, database management, statistical analysis, etc.

Originality – the rarity, originality of the answers. “This figure is characterized by the ability to propose ideas that differ from the obvious, well-known, trivial. High values of this index are usually characterized by high intellectual activity and conformist subject. The originality of the solutions involves the ability to avoid the easy, obvious and low-quality answers”. Development of originality contributes, for example, computer simulation, which activates the search activities of students. The information-educational environment allows to design an individual approach to the choice of teaching methods, to create conditions for self-expression: correspondence between pupils by e-mail, technology on-line communication (Skype), communication and group creation in social networks (Twitter, Facebook, Livejournal), personal web pages and so on.

Accuracy – thoroughness in the development of ideas (detailed answers). “High values of this indicator are typical for subjects with high learning ability capable of inventive and constructive activity”. According to I. G. Zakharova, “creative cognitive activity without striving for completeness the result should rather be considered as an imitation of creativity”. She also believes that the most effective means that is an incentive to improve product creativity, are diverse forms of collective work and publication of the achieved results, aided by information and communication technologies.

Understanding creativity as “integrated sustainable personality characteristics that determines its ability to be creative, the adoption of a new, unconventional creative thinking, the generation of a large number of original and useful ideas”, need at its formation to be aware of such personal qualities as curiosity, imagination, intuition. The above listed information and communication technology can be applied in the development of these qualities. So, curiosity (the tendency to acquire new knowledge) is activated and supported by rich information opportunities of the Internet, and communicating with multimedia computer, which “becomes the subject of study, tools of intellectual activity of the student and the means of solving didactic tasks...”, contributes to the activation of curiosity.

It is difficult to overestimate the possibilities of information and communication technologies in the development of imagination (fantasy). An outstanding scientist L. S. Vygotsky noted that the basis of the imagination is that “the introduction of a new thing in the course of our impressions and changing these experiences so that as a re-

sult of this activity there are some new, previously not existing image...". L. Yermolaeva-Tomina reminds that fantasy is often called the "Royal road to the subconscious" that works on the same principle".

There are various methods of transformation of reality in the imagination: the combination of images, accentuation, typology, mapping, spiritual, inversion, concentration of images. These methods of transformation of reality in the imagination may be based, in particular, to computer simulation, interactive programs that allow you to widely use graphics (drawings, photographs, maps, diagrams, tables, etc), animation, sound. Great potential for the development of creative thinking, intuition has a virtual reality that creates with the media "the illusion of physical presence in real-time in stereoscopically presented on-screen world".

Thus, the findings of researchers about the importance of information and communication technologies in the development of creative abilities of those who learn, no doubt. In the conditions of a creative learning environment, they not only contribute to the intensification of the educational process thanks to the rich possibilities of obtaining quick volumetric information (descriptive, verbal), processing and transformation, and enhance the overall efficiency of the creative process, provide the basis for prediction. Thus, these technologies stimulate the self-knowledge of pupils, their desire for self-improvement. Remains relevant the need to develop new programs of formation of creativity of students in relation to academic disciplines of higher educational institutions.

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