IMPROVING THE METHODOLOGY OF DEVELOPING STUDENTS KINETIC INTELLIGENCE BASED ON SPECIALIZED SUBJECTS

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Abstract
In this article we like any other quality (virtue), creativity is not formed suddenly. Creativity is consistently formed and developed at certain stages. Possessing creative qualities of a teacher directs his personal abilities, natural and social energy to quality and efficient organization of professional activities.

Keywords: behavior, moral capacity, youth, mental capacity, desire, purpose.

Introduction

Creativity (lat., ing. «create» - to create, «creative» means the meaning of the individual's creative ability, which describes the readiness to produce new ideas and is part of talent as an independent factor). A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of talent. According to American psychologist P.Torrens, creativity represents the ability to put forward a problem or scientific hypothesis, test and change the hypothesis, determine the problem based on the formation of decision results, find a solution to the problem, and is sensitive to the mutual opposition of knowledge and practical actions.

A teacher does not become a creator by himself. His creative ability is formed over a certain period of time through consistent study and work on himself, and it gradually improves and develops. As in the case of any specialist, the foundation for future pedagogues' creativity is laid in their student years and is consistently developed in the organization of professional activity. It is important that the pedagogue directs himself to creative activity and is able to organize this activity effectively. In the organization of creative activity, a teacher should pay special attention to solving problematic issues, analyzing problematic situations, and also creating creative products of a pedagogical nature.

While solving problematic issues and situations, the pedagogue's creative approach to finding a solution to the problem helps him develop emotional and volitional qualities. By putting problematic issues in front of him, the pedagogue confronts evidence that contradicts his existing knowledge and life experiences. As a result, he feels the need to work on himself, study independently. The pedagogue's scientific and research work and the implementation of scientific or creative projects further develop his creativity potential.

DISCUSSION AND RESULTS

As already mentioned, creative qualities do not develop in pedagogues as in all individuals. According to this research, a number of ways to successfully develop creative qualities in a person (including pedagogues) are highlighted. Patti Drepeau also suggests four ways to successfully develop creativity in individuals (including educators):

- Formation of kinetic intelligence skills;
- Development of practical creative skills;
- Organization of creative activity processes;
- Use of creative products (developments).

The essence of these roads will be discussed below.

Formation of kinetic intelligence skills. In this, the main emphasis is on the formation of kinetic intelligence skills, and future pedagogues are directed to express the essence of creative actions with the help of verbs. In particular, in order to effectively form the ability of teachers to think creatively, attention is paid to the presence of necessary verbs in the questions that encourage them to think. If this situation is explained with examples, the control question «describe the relationship between the heart and blood circulation system» from the future pedagogues will not form creativity in them. After all, the concept of «describe» in the question is equivalent to saying «tell your existing knowledge one by one».

Using words (verbs) that encourage future teachers to think when asking control questions will facilitate their kinetic intelligence. Therefore, according to the first way of forming creative qualities in a person, it is considered appropriate for pedagogues to use words (verbs) that force different, antique, unconventional and thorough answers. For example, the use of words (verbs) such as «find a connection», «create», «predict», «explain an idea logically», «imagine» is considered effective from a practical point of view.

Instead of asking prospective educators to «describe the relationship between the heart and the circulatory system,» the educator should ask them to «state all kinds of connections between the heart and the circulatory system.» must As a result, future pedagogues will have the opportunity to generalize existing knowledge and to put forward new thoughts and ideas. It is appropriate for pedagogues to use the first way - to use the «Creativity Map» of young teachers in the formation of creativity skills in future pedagogues.

Development of practical kinetic intelligence skills. Educators use instructional methods and methods to form and develop kinetic intelligence skills in future pedagogues. In this case, the use of questions can help only in the short term, but it does not develop interactivity and accessibility in future pedagogues.

In her work, Patti Drapeau presents a number of ways and methods that are effective in developing interactive and kinetic intelligence skills in a number of future educators. In particular:

- Working with websites;
- visualization;
- taking into account all points of view;
- appropriate application of important ideas in different situations (transferring an idea to another situation - transformation);
- such ways as symbolization;
- «Brainstorming»;
- Methods such as «Case-study».

Organization of creative activity processes. This path emphasizes creative, kinetic intelligence in the process of solving problems and promoting innovative ideas. Although creative methods and methods are not actively used in these processes, kinetic intelligence occurs. For example: «Finding the connection between the heart and circulatory system» (Isaksen & Treffinger, 1985). While completing the assignment, future educators will analyze various problems related to the human circulatory system. As a result, multi-faceted thinking and observation takes place in this process.

Use of creative products (developments). In this way, the pedagogue can give the future pedagogues the task of creating a presentation on the topic «Human circulatory system» using Power Point software or multimedia. During the preparation of the presentation, kinetic intelligence skills are actively developed in future pedagogues.

Future pedagogues can fully demonstrate their kinetic intelligence skills in a comfortable environment. If future pedagogues have a sense of fear of failure, if they are afraid of expressing their thoughts incorrectly, they will be criticized, in such a situation it will not be possible for them to effectively form or develop kinetic intelligence skills. It is possible to successfully form kinetic intelligence skills in future pedagogues only by turning creativity into a habit.

In this process, the methods and tools used by them in assessing the thorough understanding of the subject content and kinetic intelligence skills are of great importance.

Here's Patti Drapeau's advice: "We take two or more routes to get from one destination to another. This idea also applies to the instructions below. The teacher can use one or more of the ways (mentioned above) in the course of the lesson. If the teacher decides to use verbs that form kinetic intelligence skills (way 1), he directly teaches future teachers working on creative problem solving (way 3) kinetic intelligence strategies (effectively attracts to the use of the 2nd way). The lesson ends with the development of a creative product (way 4). The map that illuminates the essence of the kinetic intelligence process will help teachers to determine the level and type of creativity that is manifested in the course of the lesson.

In many cases, teachers and future pedagogues themselves face such a question: is it possible to achieve the manifestation of the kinetic intelligence process as a habit? At this point, Patti Drapeau makes the following points: "Brain research provides insight into ways to develop

kinetic intelligence skills and how to make them a habit. Creativity occurs as a result of the coordination of the front (where ideas arise) and peripheral (analysis) areas of the brain and the production of dopamine (which helps a person feel good). Learning leads to the formation of small folds in the brain, and this process increases as a result of active brain activity. The human brain prefers to receive information rich in images, predictions, feelings, emotions and meaning. «If the information is free of any emotions and thought processes, it will not be stored in the brain.»However, kinetic intelligence requires the use of new methods in the brain that are «contrary to the methods of learning and teaching» and the development of unconventional, original ideas.

As a result of practicing kinetic intelligence skills, Future pedagogues will be inclined not only to rely on established connections, but also to establish new, meaningful connections in the brain, to develop new ideas and to think in a new way. As a result of regular exercises, new kinetic intelligence becomes habitual and automatic. The human brain is always used to working correctly, that is, there is only one correct answer for the brain. However, this is not creativity. Creativity means that all answers can be correct in the process of defending one's views of future pedagogues. Immersion in the atmosphere of creativity is considered. Therefore, in order to make kinetic intelligence a habit, future pedagogues should be able to look at this process with confidence.

CONCLUSION

Modern teaching methods are active methods for the interaction of students and their involvement in the learning process, not just passive perception of the material. It includes modern educational infrastructure, educational, technological, and organizational components that allow effective use of the advantages of marginal forms of learning.

Today, there is no universally recognized classification of educational technologies in the field of Russian and foreign pedagogy. To solve this current scientific and practical problem, different authors are suitable in their own way.

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