

UDC 371.3:81'243

SYNECTICS AS A MEANS OF DEVELOPING ASSOCIATIVE THINKING

Serikbayeva Ayagul

ermuratkyzy@mail.ru

1st year master student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Nur-Sultan, Kazakhstan

Supervisor – L.Zh. Beisenbayeva

Modernization of education involves the consistent implementation of the system-activity approach, the creation of a comfortable educational environment, thereby improving the quality of education, its accessibility and attractiveness, comprehensive development and education of students. One of the types of mandatory requirements is the formation of students a certain set of General cultural and professional competencies as a result of the entire educational process. Consequently, the main approach is competence-based. Competence-based model of education involves the application of value and semantic installations to the processes of goal-setting, planning, selection of new tools, methods, technologies of training and to the evaluation of its

results. At the same time, according to studies [1], the result is not the sum of the acquired information, but the ability of a person to act in various problem situations.

In recent years, a lot of research competence approach in the field of both theory and its implementation in practice. We agree with G. P. Sinitsina that the main postulates of the competence approach today are:

1) strengthening the personal orientation of education, i.e. creating situations of choice, reliance on the interests and needs of students and activation of students in the learning process (this means that the student must seek, explore, build their knowledge);

2) learning the decision of socially significant and vital challenges by developing new forms and methods of activities;

3) focus on self – development-creating conditions for the manifestation of independence and creativity of students in solving problems, as well as providing an opportunity to see their own growth, their achievements (a special place should be given to self-analysis, self-esteem, reflexive activity of students) [2].

Nevertheless, any theoretical justification requires practical support and reduces the work on finding ways to implement a competence-based approach to the search for new technologies, tools, methods, techniques of training. Undoubtedly, and this is proved by a number of authors, the main methods aimed at the formation of certain competencies are active and interactive methods that have been widely used both in secondary school and in secondary and higher educational institutions. The most common in the field of vocational education are case-technology, problem lectures, master classes, basket method, brainstorming, role-playing and simulation business games, project method, Bar-Camp, WebQest and others. These technologies are designed to teach the independent search for information to solve problems, to form the ability to think analytically and critically, to argue, to realize, to weigh the decision, not to be afraid to act and be responsible for the result.

Analysis of theoretical studies suggests that the competence of the individual involves not only the ability and willingness to act, but also the ability to solve problems and problems using non-standard methods in situations of uncertainty. That is why one of the most important components of personality from the standpoint of the competence based approach is the ability to think outside the box.

In this regard, the question arises: is it possible to teach non-standard, non-stereotypical, unconventional thinking? In our opinion, such requirements are met by the method of synectics. Since this method originally appeared in the business environment to solve professional problems and problems, it will be the most attractive and effective for University students. Mastering this method in the future can help in solving a variety of problems in the workplace and in everyday life. The term synectics is borrowed from the Greek language and is interpreted as a combination of different, often obviously incompatible elements [3]. For the first time the ideas of this method were described in the book of the American scientist William Gordon "Synectics: development of creative imagination" (1961). A fundamental component of the method is the use of unconscious connections, which are manifested during the creative mental activity of a person in solving various problems, and the result is any creative embodiment.

As in Antipov, "the human mind is basically conservative". Therefore, any strange, original creative decision as it threatens him and is rejected subconsciously. We need an analysis that will help to "swallow" this strangeness, to bring it under a certain, already familiar base, to give an explanation of the original idea within the framework of the usual model for consciousness. To turn the familiar into the unfamiliar means to turn, change, distort the everyday, routine, conventional, everyday view and reaction to things [4]. And this transformation, according to synectics, is the basis of creativity. Cesarani describes four mechanisms of this process:

1) personal analogy-the ability to put yourself in the place of the subject of the problem, to get used to the image, to try to understand his feelings, difficulties, experiences, in other words, to feel the problem (for students who are just beginning to master the methods of synectics, this process is quite difficult; success depends largely on the ability to empathy);

2) direct analogy-the problem under consideration is compared with more or less similar situations from other areas of knowledge, experience;

3) symbolic analogy – an effective tool in order to see the extraordinary in the ordinary, to discover in the familiar phenomenon of the paradox, the contradiction is amazing (actually a symbolic analogy – consisting of two words is unexpected, vivid description, showing object or phenomenon from an unusual perspective);

4) a fantastic analogy is "creative delirium", a mechanism, the essence of which is to use in the artistic realization of the idea of fabulous, transcendent, fantastic means and analogies (the famous English physicist J. L.K. Maxwell is exactly what came to many of his discoveries: all that is required is to imagine a demon that solves the problem, and then figure out what this demon to replace) [5].

The uniqueness of the ideas of synectics lies in their universality, the possibility of using in any fields of knowledge and fields of activity. In the educational process, the possibility of their use is very wide – from fragmentary inclusion as one of the methodological techniques to large-scale research meetings. It should be noted that students who are accustomed to working on a template, an algorithm that has, as a rule, stereotyped thinking, it is difficult to immediately understand what is required of them and get involved in the work. In this regard, at the first stage, the teacher needs to explain the essence of synectics and its importance for personal development. This will help to create a positive motivation, set up for work. As experience shows, the first stages are most easily perceived tasks in which you want to hold a symbolic or fantastic analogy.

On the basis of the Kazakhstan international linguistic College, an experimental study was conducted to identify the strength of the assimilation of educational material in the discipline "Regional Studies" and to assess the associative thinking of students. As a working hypothesis, it was suggested that the use of elements of synectic methods in the classroom will contribute to

1) better assimilation of the material (and the factor of non-standard, imagery and emotionality-to translate information from short-term to long-term memory);

2) development of associative thinking.

The object of the study was the 1st year students majoring in "Translation" and "Foreign language", the subject – the degree of mastery of knowledge and the development of associative thinking. The research methods were testing and questioning.

The need to achieve this goal led to the appropriate organization of the experiment, including ascertaining, forming and final stages. For each stage, a number of tasks were identified, which were intermediate goals on the way to achieving the main goal of the experiment.

At the first (ascertaining) stage the following tasks were solved:

1) to conduct a theoretical and methodological analysis of the problem;

2) isolate from the training material a number of problems that can be solved by means of synectics methods, choose the most optimal options for embedding a particular method in the learning process, conduct testing and editing, as well as clarify the research apparatus;

3) select the diagnostic tools of the study, to carry out the selection of experimental and control groups of students to participate in the experiment;

4) to carry out initial psychological and pedagogical diagnostics according to the purposes and the chosen methods of research.

At the forming stage, classes with students of the experimental group were conducted using the method of synectics, in the control group – using traditional forms of lectures and practical classes. The main objective of this stage was to teach students to use different methods of analogies in solving practical problems.

To identify the dynamics of development in the mode of comparison were the degree of mastery of knowledge and the development of associative thinking. In accordance with the task of the formative experiment, two groups – control and experimental-were determined. The experiment involved 46 students (24 – control group, 22 – experimental).

As a diagnostic tool of the experiment were used tests of knowledge control, test for associative thinking, questioning.

At the final stage of the experimental work, the effectiveness of the use of synectic methods in the educational process was tested. To do this, it was necessary to answer a number of questions.

1. Are the groups (control and experimental) homogeneous in composition and initial characteristics of the degree of development of associative thinking?

2. Does the degree of development of associative thinking of students in the experimental and control groups change after the experiment?

3. Is there a statistically significant difference between the indicators of personal characteristics of students in the control and experimental groups after the experiment?

4. Are there any differences in the quality of development of the discipline "regional Studies" in the students of the control and experimental groups on the results of testing?

To answer the first question, the contingent of students was characterized, as well as a slice of the degree of associative thinking of students of both groups through a psycho-diagnostic test. Statistical verification of the homogeneity of associative thinking of groups was carried out using Fisher's F – test, which allows to compare the values of sample variances of two independent samples.

After experimental studies, repeated testing was carried out to find out how the use of synectic methods influenced the development of associative thinking of students. To prove the effectiveness of the impact, it is necessary to identify a statistically significant trend in the displacement (shift) of indicators. In this regard, to determine the statistical significance of the differences in mean values, the Wilcoxon paired t-test was used, which makes it possible to compare the indicators of the same sample of subjects under different conditions.

Analysis of the results allows us to state that the number of positive (positive) changes in the experimental group exceeds the number of negative (negative) by the test criterion. As for the control group, the number of zero ranks (no shift) is quite large. Thus, our assumption that experimental training based on the use of synectic methods contributes to the development of associative thinking was confirmed.

To answer the question of whether there are differences in the quality of development of the discipline "Regional Studies" among students of the control and experimental groups, testing was conducted.

In the course of the work we were convinced that the method of synectics used in the learning process, aimed at activating associative thinking and the quality of mastering the discipline, effectively influenced the indicators under consideration. The results of the study can be used to develop and implement the method of synectics in other General education and professional disciplines, which, in turn, will contribute to the formation of such important components of competence as the ability to think outside the box and make decisions in situations of uncertainty.

Literature

1. Solodyankina O. V. Development of documents on modeling and definition of ways of formation of competences of the graduate of higher education institution (theoretical and methodical aspects). Izhevsk: publishing house "Udmurt University", 2015.
2. Sinitsyna G.P. Technologies of teaching students at the University: studies. textbook for students.- Omsk, 2004, 2nd Edit.
3. Antipov K. V. basics of advertising: textbook. M.: Publishing and trading Corporation "Dashkov & Co", 2009.
4. Bakhir M. A. method of synectics in research activity of pupils at teaching of geography at school // Geography: problems of science and education: materials of annual scientific research.- pract. conf. "Gertsenovskie chteniya". SPb.: Asterion, 2012. P. 364-367.
5. Caesarani D. From brainstorming to big ideas: NLP and synectics in innovation / lane. Vladimir Egorov. M: GRAND D: Fair-Press, 2005.