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Pupils' Creative Ability at Mathematics Lessons

Key words: *Creative activity, professional self-dependence, level of professional self-dependence, motivation of education, personal qualities.*

Annotation: *In this paper the professional independence of the individual considered as a future teachers' ability to enable him to accept and implement reasonable and informed decisions for their willongness to dear full responsibility. It also discusses the professional level of the teacher in revealing their professional competence in teaching mathematics in higher institutions.*

Logical tasks drag along the children which alongside with tasks of the creative nature enable to reveal the mental abilities of schoolchildren. So it is possible to use them at each lesson.

But, certainly, the most greater role in the development of the creative abilities of children on the lessons of mathematics, the decision of problems. Herewith it is important to select for each being studied theme the system of problems in such a way that schoolchildren should have enough condition for creative activity. This can be, for instance, problems with continuation, with complicated condition. Much effective the decision the one and the same problem in different ways.

It is necessary to keep the principle: for each lesson –an interesting problem. Already from the fifth class it is necessary to involve pupils themselves to form problems. For instance, after completion of the theme "Percentages", it is necessary to suggest the children to form the tasks on finding the percentage from number, the numbers on dual meaning of its percent, on determination, what percent one number constitutes from the other.

It is Possible to use different form of untraditional lessons. These are lessons of competition (the contests, quizes, KVN and etc.), lessons which, remind the public forms of contact or imitating activity of institutions and organizations (the press-conference, journals, Scientific Soviet, design agency and etc.), lessons, founded on fantasies (the lesson-fairy tales), and lessons-journeys (external excursion, walks in the past and etc.).

The Choice of the type of the lesson depends on the theme being studied, particularities of the classes, age of pupils. In fifth-sixth classes it is reasonable to conduct the lessons-fairy tales, lessons-journeys, lessons-shows, lessons-competitions. For instance, terminating generalizing repetition in 5-th class, possible conduct of the lesson "On elbowroom mathematicians". In 7-9-th classes untraditional lessons can be more varied. So, at studying of the subject "Standard type of the number" conduct the lesson-activity play, on which pupils get acquainted with profession of the architect, builder, economist. In 9-th classes in the course of studies of the subject "Trigonometric expressions and their transformations" appropriate turned out to be the

lesson "Brain- ring". In senior classes, it is used lecture-seminar lessons frequently lessons-practical works, lessons-scene, lessons of – "press-conferences".

For pupils a non-standard lesson-a transition to other psychological condition, this is other style of the communication, positive emotions, feeling himself in a new quality; this is possibility manifests themselves, develop their own creative abilities and personal quality. If the teacher puts his purpose to develop the creative possibilities of children he himself must work creatively, constantly raising his scientific – methodic level, improving forms and methods of the work. The teacher must be a person interesting for pupils, fine psychologist, capable to understand each pupil.

It is given the approximate development of extracurricular works on math in primary classes.
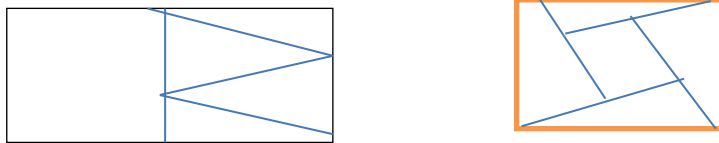
Lesson 1
The theme: "You-me, I -you".
The Purpose: Torevise the knowledge of children on the theme "Share", to develop the fastness, dexterity, bring up the love to animals.
The process of the lesson.
Task 1. "Share with a friend"
1. Draw rectangle given type, rarefy as defined on drawing, and from the got parts form the square.

2. Mother gave the son an apple and ordered to share withthe sister equally. The son cut the apple fifty-fifty i.e. on 2 equal parts and has got 2 half s, one half (1/2)he has returned to his sister, the other half (1/2) has eaten himself.
3. Now tell how is it possible to divide into 2 equal parts a pear? an orange? a cucumber? a rope?
Task 2. "Brain-twisters".
   1. Before you 7 lines consecutively located numerals:
a)123
e)12345678
j) 123456789
b)1234   =1
v)12345
g)123456
d)1234567
Not changing order of the location of the numerals, put signs between of them so that as a result of these actions in each line it should be by 1. Herewith some actions it is possible to take into brackets. If it is necessary, the two standing beside numerals can be considered as a binumeral number.

   2. Not taking away the pencil from paper, prepare the rectangle the given type on such 2 parts, from which it is possible to pack the square.
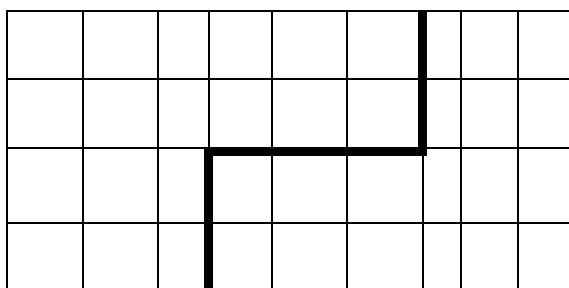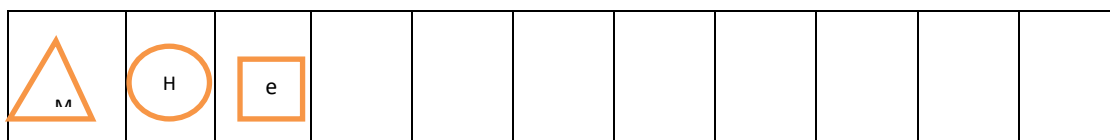
(The Answer is given on drawing)

Task 3. "Competition of brightness".
(The Class should be divided into 3 Groups. From each group one player takes part in….
1. Restore the record. The alikefigures mark the alike numerals.
2. Mentally put into places the figures (alike) and read written ones.

(mathematics)
Task 4. The riddles.

1. 12 brothers walk after each – other, do not ran over each - other (Months).
2. Got out 12 good lads, carried 52 falcons, let out 365 swans (Months, weeks, days).
3. On the eve of a new year he came so rosy and thick. But each day he lost his weight, and, finally, disappeared (Calendar).
4. And on the hand and on the wall, and on the tower in high place, go with fighting and without, all need and we with you (Watch).

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