TECHNOLOGIES FOR THE USE OF LINGUISTIC MODELING IN THE DEVELOPMENT OF CREATIVE THINKING IN STUDENTS

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Annotation
The article analyzes the technologies of linguistic modeling as an effective tool for the development of creative thinking in primary education students. Linguistic modeling evokes logical and creative thinking in readers by expressing the relationship between language units in the manner of a scheme, table, graphic or text template innovation. The article analyzes the technologies of linguistic modeling as an effective tool for the development of creative thinking in primary education students. Linguistic mod.

Keywords: linguistic modeling, creative thinking, elementary education, innovative method, Language units, differential approach.

ТЕХНОЛОГИИ ИСПОЛЬЗОВАНИЯ ЛИНГВИСТИЧЕСКОГО МОДЕЛИРОВАНИЯ В РАЗВИТИИ ТВОРЧЕСКОГО МЫШЛЕНИЯ У УЧАЩИХСЯ

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Аннотация
В статье анализируются технологии лингвистического моделирования как эффективного средства развития творческого мышления учащихся начального образования. Лингвистическое моделирование пробуждает у учащихся логическое и творческое мышление, представляя отношения между языковыми единицами в виде схемы, таблицы, графика или текстового шаблона. Ааннотация. В статье анализируются технологии лингвистического моделирования как эффективного средства развития творческого мышления учащихся начального образования. Лингвистическое модели.

Ключевые слова: лингвистическое моделирование, творческое мышление, начальное образование, инновационный метод, языковые единицы, дифференциальный подход.
As we all know, in the modern educational system, the main task is to educate an independent thinking, creative personality. The process of developing creative thinking forms in students the skills of solving problem situations, advancing new ideas, processing existing knowledge

and developing new approaches. In this process, the technology of linguistic modeling is distinguished by its effectiveness's we all know, in the modern educational system, the main task is to educate an independent thinking, creative personality. The process.

The influence of linguistic modeling on creative thinking is that it is the expression of language units in the form of a scheme, a table, a model that leads to the development of analytical and synthesis skills in students. Based on the Model, the reader rearranges existing knowledge, creating new forms from it. This process is the main mechanism of creative thinking. The reader learns to describe and reorganize his opinion in the process of working with the model. In the process of research, the technologies of linguistic modeling and their stages are studied, which are reflected in the following: 1. Morphological modeling.

Purpose: to develop creative vocabulary wealth based on word making and word families.

Stages:

1. The teacher builds a model tree based on roots and attachments.

2. Readers make new words independently, depending on the model.

3. Words are assigned to compose a poem, story, or metaphorical sentence.

Creative task: make at least 5 new words from the root of the" book " and, using them, make a small fairy tale.

2. Syntactic modeling. Purpose: to create new sentences based on sentence molds, to expand the text.

Stages: 1. Students are given a sentence mold (S+V+O).

2. Simple sentences are made on the basis of the mold.

3. A task is given to convert sentences into a complex sentence or mini-text using binders.

Creative assignment: starting with the mold" I read", expand it in 5 steps and make a small story.

3. Text modeling. Purpose: to understand the structure of the text based on the model and create a new text.

Stages: 1. Introduction – the main part-the conclusion model is presented in the scheme style.

2. Readers disassemble the existing text by model.

3. Based on this model, they write a new story or essay.

Creative assignment: draw an "adventure" model: beginning (hero), development (problem), ending (solution). Write your own fairy tale based on the Model.

4. Semantic modeling Purpose: to encourage creative thinking by modeling word meanings, associations and metaphors.

Stages: 1. The teacher gives the main word (for example, "Bird").

2. Readers map word-related associations.

3. Readers create a poem, story, or metaphor based on a map.

Creative task: make an association map from the word "Spring " and create a poem of 4 verses from it.

5. Graphic modeling (diagram, table, map). Purpose: modeling linguistic phenomena on the basis of a visual tool.

Stages: 1. Show the syntactic structure of a sentence in a table.

2. Modeling synonyms and antonyms on a Venn diagram.

3. Creative expansion of the idea based on the map.

Creative assignment: draw the concept of ”tree" by diagram: root (basic concept), branches (additional meaning), leaves (creative thoughts).

6. Differential approach-based modeling Purpose: to give creative assignments tailored to the individual abilities of students.

Stages:

A-level (basic): filling the finished model.

B-level (creative): making a new sentence or word based on the model.

C-level (researcher): changing the model and creating a completely new text. Creative assignment: using a given sentence mold, make a sentence at level a, expand it at Level B, start a fairy tale by changing it at Level C.

Table 1. Map of linguistic modeling technologies in the development of creative thinking

Type of technology	Stages	Creative assignments	Expected results
Morphological modeling	1. Showing roots and additions in the model 2. Making a new word 3. Composing text from words	– "How many new words can be made from one root?" – "Make a fairy tale from new words”	Vocabulary expands, word formation creativity and logical thinking develop in the reader.
Syntactic modeling	1. Show sentence patterns in the diagram 2Construct sentences 3Expand the text text	– "Make 5 statements from the S+V+O mold” – ”Create a story from a simple sentence"	The reader gains independence in the construction of a sentence, logical and creative writing skills develop
Text modeling	1. Display text structure in the model 2. Identification of text parts 3. Writing new text based on the Model	– "Make a fairy tale from the beginning –Development–end model” – ”Write an essay based on the given scheme"	The student learns to perceive the text as a whole, develops creative writing and composition skills.
Semantic modeling	1. Mapping word associations 2. Synonym / antonym chain construction 3. Creating metaphors	– “Create an association map from the word ‘spring’” – “Create a metaphor from the word and write a poem”	The figurative thinking of the reader develops, aesthetic taste and poetic creativity are formed
Graphic modeling	1. Representation of language units in table and diagram 2. Graph display of inter-verbal linkage 3. Model-based idea expansion	– “Compare synonyms and antonyms in a Venn diagram” – “Create a story based on a tree model”	Develops skills in systematic thinking, comparison, generalization, and creative idea generation
Differential modeling	1. Finished model filling (a-level) 2. Model-based sentence construction (Level B 3. Creating text by changing the Model(C-level)	– “Make 3 sentences using the sentence pattern” – “Expand the sentence and write a story” – “Create a fairy tale by changing the model”	Each student creates based on their own potential, developing their personal abilities.

The didactic possibilities of technology are reflected in: - students carry out the analysis–synthesis–generalization process in practice; - creative thinking is formed by reorganizing one's mind based on the model; - students are encouraged to create a new idea, that is, move from reproductive thinking to creative thinking; - modeling teaches students to combine visual, logical and verbal thinking.

In conclusion, it can be said that linguistic modeling technologies provide a wide range of opportunities for the development of creative thinking of students. Through methods of morphological, syntactic, semantic, textual and graphic modeling, readers not only master the language system, but also learn to apply it creatively. This process forms in students the skills of free thinking, creative approach to problem situations, creation of a new idea.

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