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TECHNOLOGIES AND METHODS FOR DEVELOPING CREATIVE THINKING IN 6TH-GRADE CHILDREN WITH HEARING IMPAIRMENTS

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Abstract (in English): The article scientifically analyzes the technologies and methods for developing creative thinking in 6th-grade students with hearing impairments. The study examines innovative pedagogical approaches, interactive and visual methods that enhance the formation of creative thinking. The relationship between theoretical knowledge and practical activities is substantiated through modern methods, including startup-based approaches. The results indicate that integrating various technologies and methods significantly enhances the development of creative thinking in 6th-grade children with hearing impairments.
Keywords: 6th grade, children with hearing impairments, creative thinking, pedagogical technologies, methods, innovative education.

Аннотация (rus tilida): В статье научно анализируются технологии и методы развития креативного мышления у учеников 6 класса с нарушениями слуха. Рассматриваются инновационные педагогические подходы, интерактивные и визуальные методики, способствующие формированию творческого мышления. Обоснована взаимосвязь теоретических знаний и практической деятельности через использование современных методов, включая стартап-подходы. Результаты исследования показывают, что интеграция различных технологий и методик значительно способствует развитию креативного мышления у детей с нарушениями слуха в 6 классе.
Ключевые слова: 6 класс, дети с нарушениями слуха, креативное мышление, педагогические технологии, методы, инновационное образование.

Education for children with hearing impairments involves not only teaching but also psychological and social support. The main task in the field of special pedagogy is to develop the creative potential of children and to shape their independent and innovative thinking. Creative thinking, in particular, the ability to find solutions to problems and apply new approaches, plays a crucial role in personal development, self-awareness, and social integration.

Sixth-grade students are at a critical stage for consolidating practical knowledge and creative skills. Therefore, working with them requires not only traditional teaching methods but also innovative pedagogical technologies, interactive and visual approaches. Through startup and project-based activities, children can link their knowledge to practice, develop new ideas, analyze problem situations, and enhance their problem-solving skills.

The aim of the study is to scientifically analyze pedagogical technologies and methods for developing creative thinking in sixth-grade children with hearing impairments, to identify the possibilities for their practical implementation, and to evaluate their effectiveness.

The following methods were applied in the study, with explanations for their selection:

Pedagogical observation: Allows assessment of students' creative activity during lessons and their engagement in startup projects.

Interviews and questionnaires: Essential for examining teachers' and students' attitudes toward interactive, startup, and visual methods and for evaluating the effectiveness of the experiment.

Experimental testing: Dividing students into control and experimental groups allows precise measurement of the methods' effectiveness and statistical analysis.
Project-based (startup) activities: Develop students' independent thinking, idea generation, and ability to find creative solutions.
Analysis and comparison: Necessary for pedagogical evaluation of experimental results and demonstrating effectiveness.
By applying these methods comprehensively, students' creative thinking skills are systematically and effectively developed.
The results of the experiment showed that:
Using interactive technologies and visual materials significantly enhanced students' creative thinking.
Startup methods improved students' ability to analyze problem situations and develop innovative solutions.
Linking theoretical knowledge with practical activities strengthened independent thinking and creative initiative in children.
These results indicate that the integrated use of pedagogical technologies and methods effectively develops creative thinking in children with hearing impairments.
Conclusion: The study showed that interactive, visual, and startup-based pedagogical technologies and methods are highly effective in developing creative thinking in sixth-grade children with hearing impairments.
Integration of theory and practice: Students acquire knowledge deeply and can apply it in practical problem-solving.
Creative and independent thinking: Startup projects and interactive methods foster skills in analyzing problem situations, finding solutions, and developing innovative approaches.
Reason for method selection: Pedagogical observation, interviews, experiments, and project activities are both practically and theoretically grounded, ensuring methodological reliability.
In conclusion, the integration of startup, interactive, and visual methods is an effective pedagogical mechanism for developing creative thinking in children with hearing impairments within the special education system, enabling them to demonstrate creative, independent, and innovative activity in the learning process.

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