

# “The role of social interaction in the process of solving creative tasks by older preschool and early school aged children”



Supervisor  
Ludmila Obukhova

Zurab Mgeladze

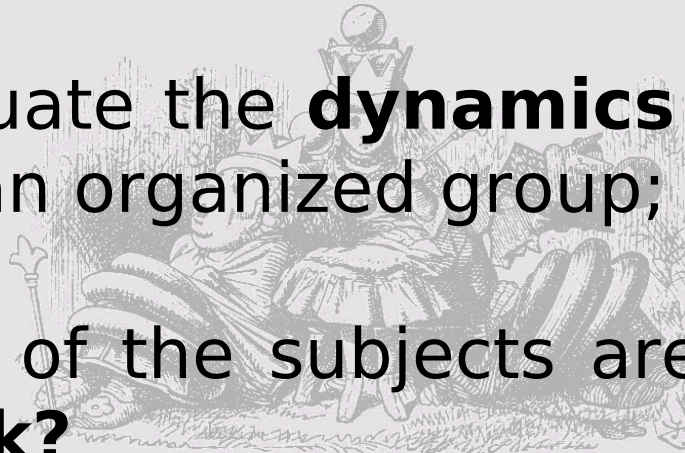
Moscow State University of Psychology and  
Education (Russia)

# Focus of our research:

1) to evaluate the effectiveness of solving creative tasks in an **organized** group;

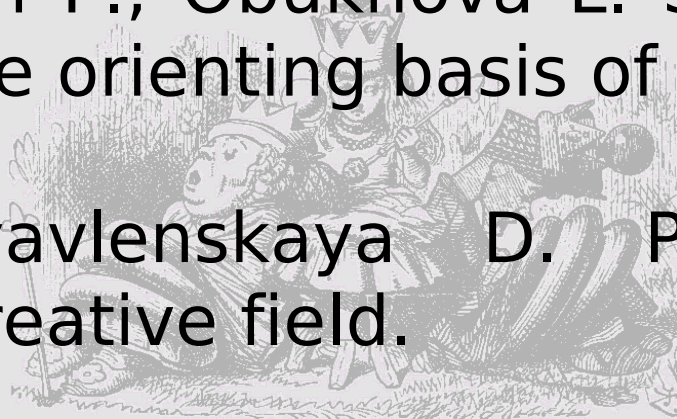
2) to evaluate the **dynamics of intellectual activity** in an organized group;

3) if each of the subjects are going **beyond the set task?**



# Theoretical framework:

- 1) Vygotsky L. CHAT;
- 2) Galperin P., Obukhova L. SCOBA (Scheme of a complete orienting basis of the action);
- 3) Bogoyavlenskaya D. Psychodiagnostic method of creative field.



# Main concepts:

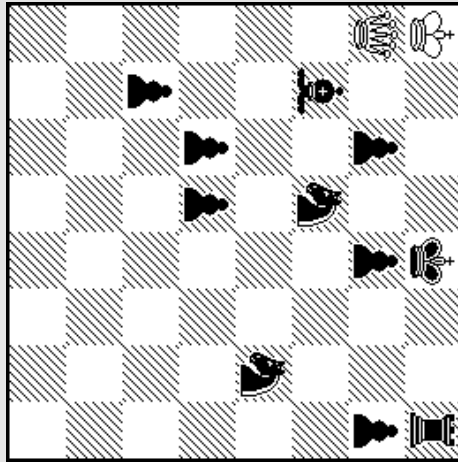
1) The SCOBA represents the detailed information of how to perform a certain action and is presented to the students in the form of models and prescriptions written on a card;

2) The basis of the creative field technique is : student has the same goal in a series of tasks. The experiment minimizes the impact of external motivation and assumes an option to detect internal links and patterns by implementing the intellectual initiative.

# Experiment disposition of solving chess compositions (problems):

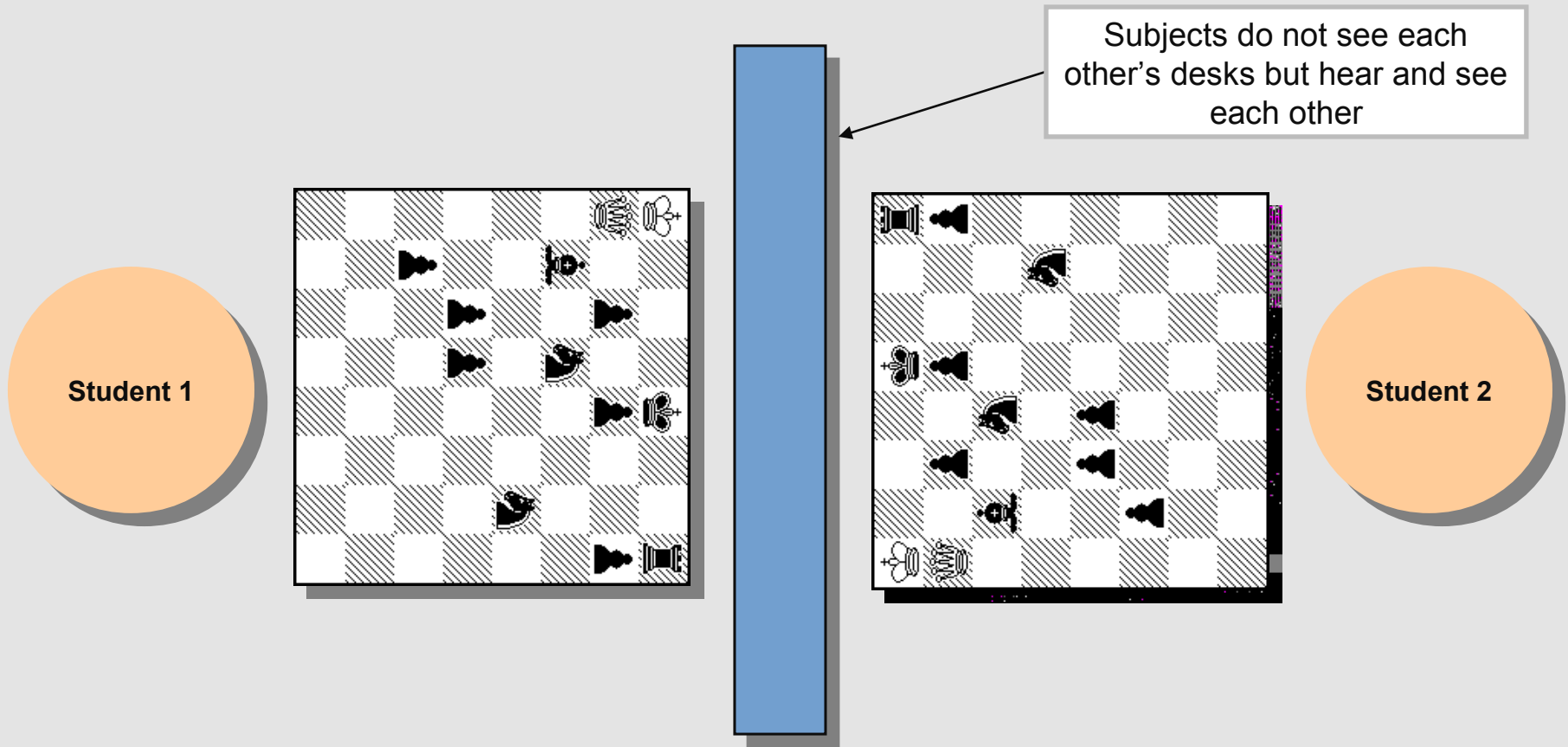
The mutual goal is a helpmate.

Student 1



Student 2

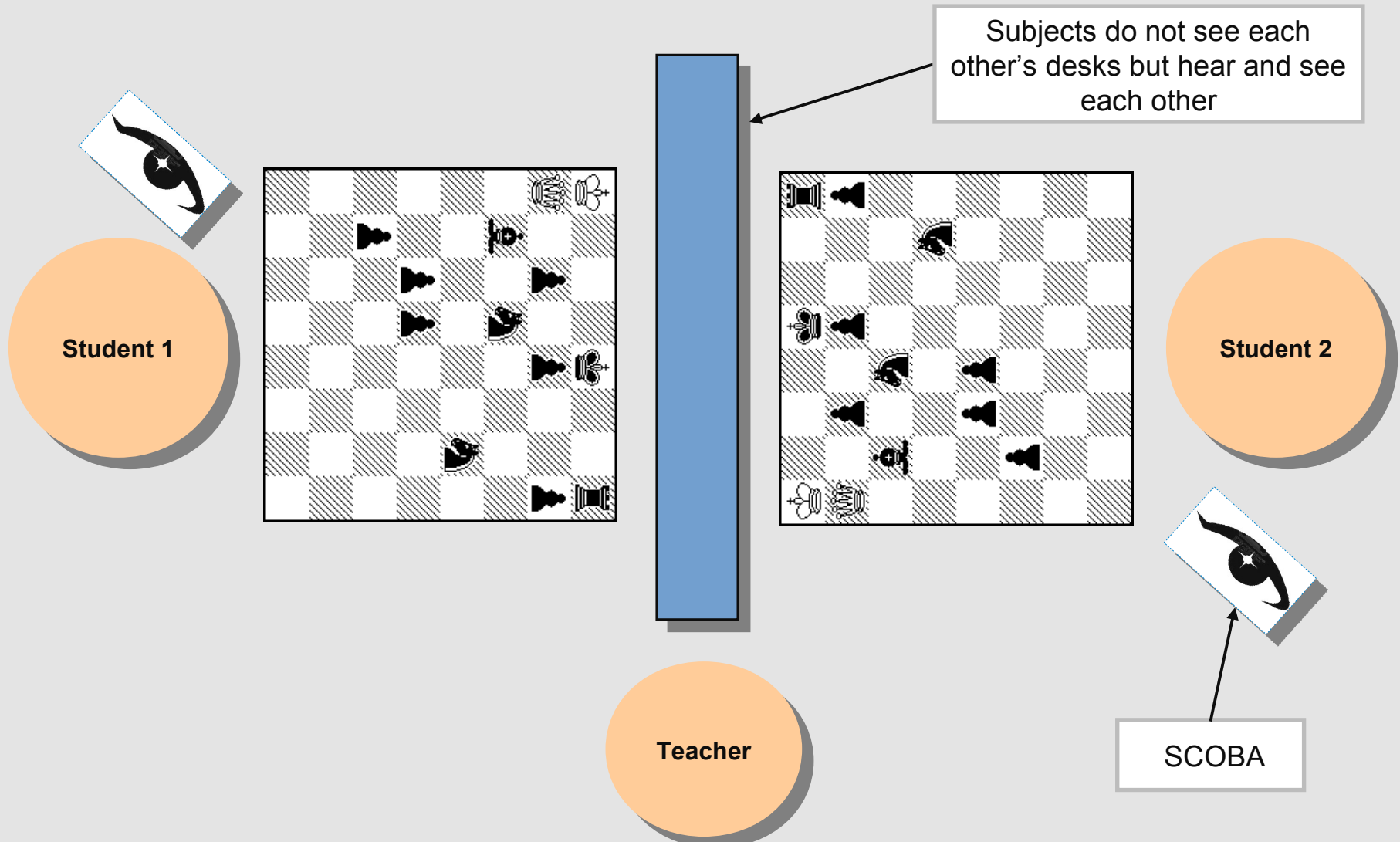
# Experiment disposition of solving chess compositions 2:



# Research design:

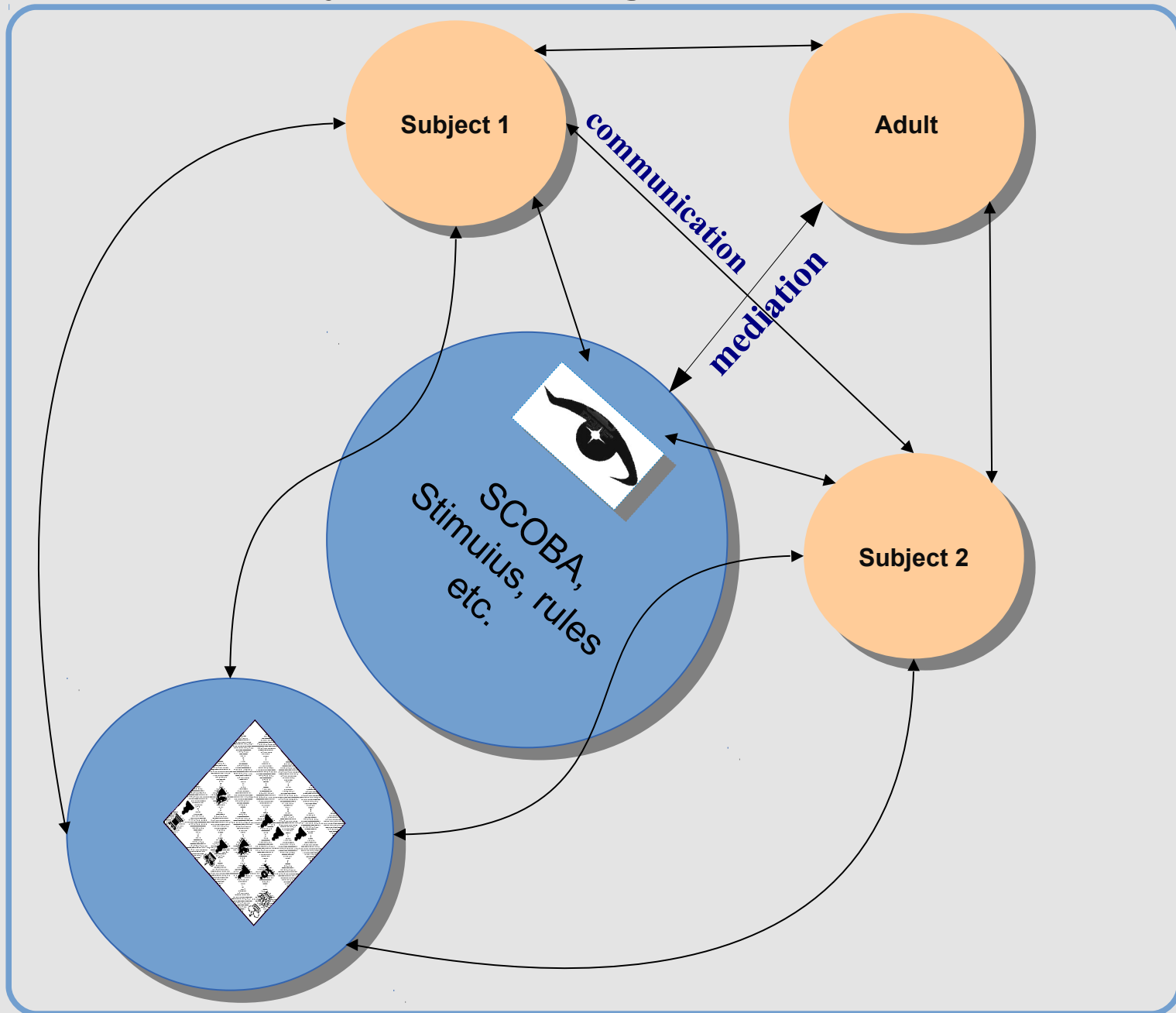
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
control group			takes the sample course of study chess		
experimental group	tested for implementation of intellectual initiative and the ability to effectively solve the tasks	tested for the effectiveness of group activity	learns the skills of effective group interaction using SCOPA	tested for the evaluation of the effectiveness of group activity	tested for evaluation of individual dynamics characteristics of students

# Experiment disposition of solving chess compositions 3:



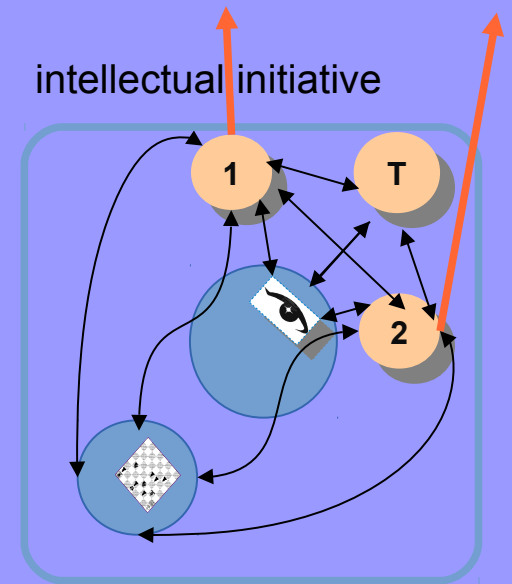
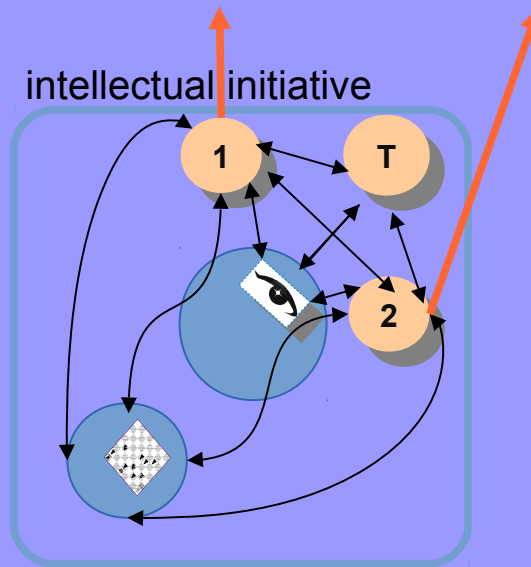
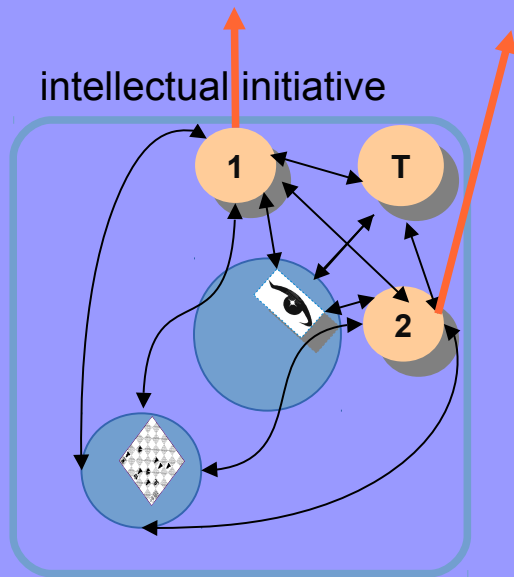


# Group activity of solving chess compositions



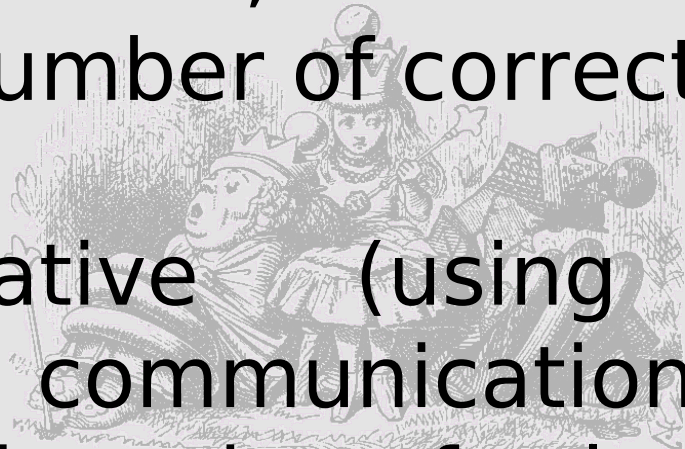
# Series of chess compositions, adapted for the experiment:

Activity going beyond the set ways of solving, revealing hidden patterns, inventing new solutions, etc. which is not mentioned in instructions to the task



# Analysis:

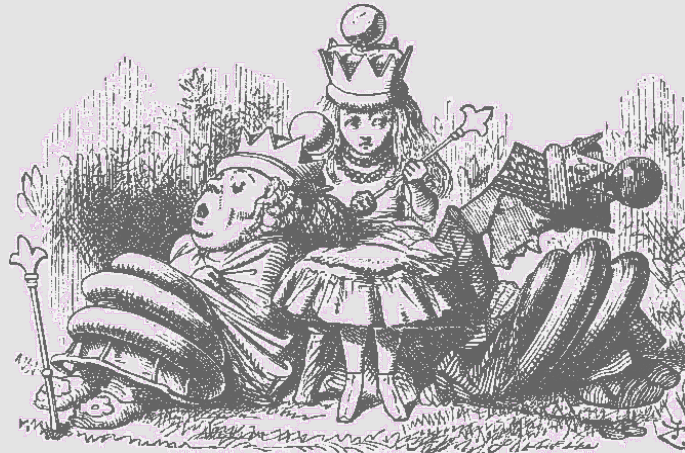
- quantitative (time period, number of wasted moves, number of solved puzzles, number of correct solutions);
- qualitative (using intellectual initiative, communication inside the group, elaboration of solutions);



# Questions:

1) Does the organized communication in the group affect the implementation of such creative initiative?

2) Does it appear and in what form? Is it implemented only by members of the group who have previously shown such initiative by themselves or participants unfamiliar with such initiative start showing it as well?



**Thank you!**