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The first steps were to create a school students training technique in order to work with the algorithm of inventive problem solving. The creation of the technique required to carry out the analysis of the existing techniques and technologies of obtaining new results in scientific and technical creativity. The analysis of this registry allowed for the formulation of recommendations for using Malkin's 2012 algorithm; its application gives the possibility to define the guidelines to a new discovery. The main task of the developed technique is the creation of predictive hypotheses, the experimental or theoretical verification of which may open the way to a discovery. Training of school students in this direction is the major task and one of the main guidelines of further research. Thus, the above technique should be definitely supplemented with methods to overcome psychological inertia. All this in total will promote the cognitive potential of researcher(s); will reduce time and costs of resources to make discoveries.

## RECOMMENDATIONS

The materials of the paper may be useful for teachers of general and supplementary mathematical education of school students, those engaged in technical creativity, and for the assessment and further correction of learners' individual educational trajectories at the level of mastering scientific creativity.

The obtained results make it possible to single out a number of scientific issues and perspective directions that require further consideration: deepening and extension of some provisions stated in the paper and connected with the accumulation of psychological-pedagogic potential of algorithm of inventive problem solving in training mathematics; creation of scientific methodological support to apply the algorithm of inventive problem solving for supplementary mathematical education, developing high school students creative and technical thinking.

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