



THE PROBLEM OF FORMATION OF THINKING AND CREATIVITY IN TEENAGE STUDENTS

Nurmamatov Abdumalik Shermatovich

Doctor of Philosophy (PhD) in Psychology,
Termez University of Economics and Service

Abstract. The article analyzes the problem of creativity with young adolescents. The author pays special attention to correctional and developmental work with young adolescents to develop their creativity, which requires a specially developed program based on the identified developmental features of boys and girls, content, form, and methods of psych correction.

Keywords: younger adolescents, general and gender-specific characteristics of creativity, correctional and developmental program.

Introduction

The main goal of modern education is to create conditions for the formation of an active life position of a teenager with a developed intellectual potential, determining the development of creativity as a basis for innovative detail. In psychological and pedagogical studies, the problematic issue of creativity was considered from the point of view of theoretical and empirical directions. Consideration of scientific sources reveals that the determinism of creativity from individual and personal characteristics (F. Barron [1], D. Erk [1], etc.) has been shown; the relationship between creativity and intelligence (D. B. Bogoyavlenskaya [13], D. Guilford [3], E. P. Torrens); the impact of the test condition on the problem solving process (N. Vollah [4], V. N. Druzhinin [4], M. Kogan [4]). However, a significant number of studies focused on understanding creativity, the diversity of aspects and directions in establishing its nature, identifying creative personal qualities, remain an underdeveloped problem of developing creativity in younger adolescents.

Materials And Methods

An analysis of theoretical and empirical studies on the specified issues in early adolescence revealed a number of important contradictions:

- *between the need for a holistic understanding of creativity as a universal ability for creativity and its weak development in the context of practical implementation;*
- *the level of scientific and practical developments in the field of creativity and insufficient study of its development in early adolescence;*
- *the need for creative personal development in general and the absence of a program for its development in early adolescence implemented in practice.*
- *Thus, insufficient theoretical and practical development of the problem, as well as the identified contradictions determined the topic of our study.*

Results And Discussion

During early adolescence, there is a positive dynamic in the development of figurative creativity, which consists of changes in such indicators as fluency, originality, elaboration and resistance to closure. It should be clarified that the indicators of elaboration of figurative

creativity products change significantly, determined by the development of the ability of younger adolescents to work out their ideas in detail, to bring their plans to an end and to give completeness to the created images. The indicators of fluency and originality prevail over elaboration, this suggests that younger adolescents offer ideas that differ from obvious, banal ideas, and that in the process of completing tasks, children did not devote much time to detailing ideas. Features of figurative creativity, due to gender differences, are that the indicators of elaboration in girls prevail over the indicators of boys, and resistance to closure is more represented in boys, the same results were obtained according to the criterion of fluency and originality. Verbal creativity in younger adolescents has difficulties in development, we have identified low and below average levels in children, this is due to the fact that children have a desire for template and banal ideas, low motivation, low awareness, limited intellectual development.

The levels of creativity development that we identified in the conditions of the ascertaining experiment, as well as the general and specific features of their development in the subjects allowed us to develop a program for the development of creativity, which involves the implementation of creative tasks, mastering the techniques of figurative and verbal creativity.

During the developmental work with younger adolescents, the following specific tasks were solved:

1. To create an atmosphere favorable for the creativity of younger adolescents.
2. To develop indicators of figurative creativity in younger adolescents.
3. To develop indicators of verbal creativity in younger adolescents.

The effectiveness of the implementation of the developed activities was facilitated by adherence to a number of principles:

1. The principle of the unity of development and diagnostics - developmental work with younger adolescents was carried out on the basis of the identified low level of figurative and verbal creativity; also, during the developmental work, diagnostic sections were carried out to determine its effectiveness.
2. Taking into account the individual characteristics of the personality - the work is aimed at creating optimal opportunities for the individualization of development, the individual characteristics of the group members were taken into account.
3. The activity principle - the tactics of conducting developmental work involves the activation of the activity of each participant, during which the necessary basis for positive changes is created.
4. Taking into account the emotional complexity of the material - the material presented to younger adolescents creates a favorable emotional background, stimulates positive emotions.
5. The principle of systematic work - classes were held at least 2-3 times a week.

Conclusion

The conducted research does not claim to be an exhaustive analysis of all aspects of the problem under study due to its multidimensionality. In our opinion, the following may become a promising direction for further scientific research: deepening the study of the problem of developing creativity in adolescent and young adult students depending on their individual and typical characteristics.



References

1. Barron, F. Personality as a function of a person's self-design [Text] / F. Barron // Questions of Psychology. - 2020. - No. 2. - P. 153-159.
2. Bozhovich, L.I. Problems of personality formation [Text]: selected psychological works / L.I. Bozhovich; edited by D.I. Feldshtein. - 3rd ed. - M.: Moscow Psychological and Social Institute; Voronezh: MODEK, 2021. - 352 p.
3. Guilford, J. Three sides of intelligence [Text] / J. Guilford // Psychology of thinking / edited by A.M. Matyushkin. - M., 2015. - P. 433-456.
4. Druzhinin, V.N. Psychology of General Abilities [Text] / V.N. Druzhinin. - 3rd ed. - M.: Piter, 2016. - 368 p.
5. Zinkevich-Evstigneeva, T.D. Workshop on Creative Therapy [Text] / T.D. Zinkevich-Evstigneeva, T.M. Grabenko. - St. Petersburg: Rech, 2021. - 400 p.