

PSYCHOLOGICAL FEATURES OF CREATIVE THINKING IN PERSONALITY DEVELOPMENT

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Annotation:

The article considers the features of mental operations. Particular importance is attached to the role of creative thinking in the development of the individual and tasks that would help prepare students for creative activities and the formation of appropriate intellectual skills.

Keywords: personality, creativity, thinking, mental operations, creativity, education.

Introduction

The sphere of interests of the individual includes the ability to adapt to new conditions of life: analyze the situation, adequately change the organization's activities, be able to use the means of communication, obtain information, and use it. If we turn to the goals of education from this point of view, then one of the primary and most important tasks is the development of students' creative thinking. "It is necessary to teach not thoughts but to think," these are the words of a German philosopher and scientist of the 18th century. I. Kant are of great importance; they are a priority principle in teaching. The main goal of the educational process is the assimilation of certain ways of thinking that provide understanding and the production of new knowledge. When we talked about words, numbers, and other signs with the help of which people exchange information and organize their thinking, it was, as it were, about the atoms of "mind equipment". However, in the course of his biological and cultural evolution, man has also developed complex mechanisms for this "equipment". One of them is creative, rational thinking.

Since the middle of the 20th century, anthropologists' deep study of non-Western cultures has revealed a huge dissimilarity in the types of thinking. L. Levy-Bruhl summarized the features of what was called primitive, prelogical, or prelogical thinking (some even called it pathological). Levy-Bruhl himself emphasized that the term primitive thinking is a convention. It is simply about two different thought structures that coexist in the same society and even in the same individual consciousness. That is, under certain conditions, even a person of modern European culture can "switch" and begin to think logically.

The essence of "primitive" thinking is that it does not build chains of cause-and-effect relationships and does not compare its conclusions with experience. With such a vision of the world, the causes of phenomena are mystical in nature. Lévy-Bruhl wrote about this type of thinking: "It is not antilogical, but it is also not illogical. Calling it pralogical, we can say

that it does not seek, first of all, like our thinking, to avoid contradiction. It has no inclination to run into contradictions without any reason, but it does not even think about avoiding contradictions. Most often, it treats them with indifference. This explains the fact that it is so difficult for us to trace the course of this thinking. From the point of view of the activity approach to learning, students should be armed with a system of general and specific methods of activity—both mental and practical. Obviously, creative skills are the most important component of mental activity, since one of the essential characteristics of thinking is that it is a creatively organized search process focused on the problem being solved.

Creative and logical thinking are of great benefit in achieving success in life. With the help of creative and logical thinking, a person can analyze situations and choose the best options for action under the prevailing conditions.

Despite the fact that throughout life any person uses this ability more than once, most people think stereotypically because they do not even try to develop logical thinking, using creativity and logic less and less. Logic needs constant training, and this should begin in early childhood. First, you need to understand how logical thinking works in order to develop it correctly.

Creative and logical thinking is the process of separating the essential from the secondary, the search for relationships, the creation of conclusions, and the search for confirmation and refutation.

It is not typical for young children to think theoretically about something. The initial stages of the formation of logical thinking in children are: visual-effective thinking and visual-figurative thinking. To understand something, children need to see and touch.

Then verbal-logical thinking arises, when the child no longer needs to have something in front of him that he talks about and thinks about. For adults, logical thinking develops into the ability to explore tasks, determine goals, create a plan, and find ways to achieve the goal. The best result of mental activity is the ability to think creatively, not to use ready-made knowledge but to form new ones, to invent and invent.

There is no doubt that the last of these methods of creative and logical thinking is very useful for successfully overcoming various troubles. But most retreat before them, confident that they will not be able to master it. You can always creatively solve a problem, even if it is difficult.

A creatively thinking person will always be able to analyze the behavior and actions of the people around him. With an idea of a person's motivation, you can find an approach to it. Creative thinking makes it possible to treat situations prudently and make the right decisions.

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