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PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF DEVELOPING CREATIVE QUALITIES OF STUDENTS OF MILITARY EDUCATION FACULTIES

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Abstract
In the Armed Forces of our country, as in all fields, special attention is paid to the process of military education, which is considered one of the main factors in the development and implementation of reforms. Reforms and a number of positive changes in the field of military education, further improvement of the pace of development of the effectiveness of military education and effective use of the created opportunities and conditions will expand the pedagogical possibilities of training competitive military education teachers for educational institutions.

Introduction

Emphasizing that it is appropriate to develop the creative qualities of students of military education faculties in finding a positive solution to such issues, it is directed to the formation of pedagogical officers with creative qualities in making rational decisions in various emergency situations that may occur in the future professional activities of military education faculty students.

A person expresses himself through his inherent abilities. A person's abilities are his personal characteristics that allow him to effectively engage in certain types of activities. Abilities arise on the basis of certain natural talents. Talent is an innate, anatomical-physiological feature of the nervous system, which forms the individual-natural basis of the development of abilities.

Creativity (Latin creatio - to create) creative ability (ability) thinking, feelings, communication of certain types of activities to describe a person and/or his separate aspects, activity products, the process of their creation. Creativity is determined by the acceptance of new ideas, not by a critical attitude to the new in terms of existing experience.

Scientists and psychologists call the problem of creativity and creativity the problem of the century. Despite the large number of existing definitions of creativity (more than

100), there is still no unified opinion about what creativity is. The first theoretical and practical studies in this regard belong to the American psychologist J. Guilford: he introduced the term "creativity" in 1959, which he defined as a special type of thinking - divergent ("divergent, going in different directions") that provides many ways to solve a problem, leads to unexpected conclusions and results.) called thinking. Such thinking is compared to convergent ("convergent"), which focuses on the only correct solution.

Convergent thinking - (from the Latin convergere - "from one way") is a form of thinking, which is the choice of only one correct one from several solutions to a problem. Convergent thinking is based on intelligence, so it is also called intellectual thinking.

J. Guilford systematizes the results of research in the field of general abilities and proposes the "structural model of intelligence", i.e. "ISM". Based on his model, "reaction" is "operation", "content", "result".

A reaction is the result of applying some kind of operation to a material. All factors in J. Guilford's model are independent, it is three-dimensional, and sometimes the classification scales of names are found in different dimensions.

By operation, J. Guilford understands the ability of the object being tested, that is, the following mental processes: perception (as a worldview), memory, divergent productivity (thinking in different directions), convergent productivity (thought that leads to only one correct answer), evaluation.

The content is determined by the nature of the information or material being operated on: image, symbols (letters, numbers), semantics (words), behavior.

The result is the form in which the information processed by the tested object is located: elements, relationships, systems, types of variables and conclusions.

J. Guilford associates creativity with the productivity of divergent thinking. In pedagogical sources, you can find his opinion that "Creativity is a process of divergent thinking." Initially, J. Guilford combined the ability to change, the accuracy of the solution and other intellectual parameters in addition to divergent thinking in his creativity structure. He also proved that there is an inextricable relationship between creativity and intelligence.

He suggested that divergent thinking should be understood as a type of thinking that works in different directions, allows changing problem solving methods, and leads to unexpected conclusions and results.

Based on this, D. Guildford identified six criteria of creativity:

- the ability to identify and create problems;
- the ability to create a large number of ideas;
- the ability to generate different ideas;
- non-standard response to warnings b

ability to melt;

- the ability to improve the object by adding details;

- the ability to solve problems, that is, the ability to analyze and synthesize.

However, J. Guilford found out in his experiments that highly intellectual people do not always show creative behavior during the test, and creative people with low intelligence do not. Therefore, divergent thinking does not reflect all the features of the creative process.

J. Guilford identified 4 main characteristics characteristic of a creative person:

☐ originality, irrelevance, unusual ideas expressed, a clear desire for intellectual innovation. A creative person almost always and everywhere seeks to find his own solution, unlike others;

☐ semantic flexibility, that is, the ability to see the object from a new point of view, to discover its new use, to expand its functional application in practice;

☐ figurative flexible flexibility, that is, the ability to change the perception of an object to see it from new, hidden aspects of observation;

☐ semantic spontaneous flexibility, that is, the ability to generate different ideas in an uncertain situation, in particular, there are no instructions for these ideas.

Later, J. Guilford identified 16 intellectual abilities that describe creativity.

Among them:

- fluency (the number of ideas that appear in a certain time unit),
- flexibility (the ability to switch from one idea to another),
- originality (the ability to produce ideas that differ from the generally accepted ones),
- curiosity (increased sensitivity to problems that are not of interest to others), irrelevance (logical independence of reactions from stimuli), etc.

In 1967, he united these factors in the general concept of "divergent thinking". Explaining creativity as an independent universal creative ability, the scientist commented on two types of thinking: "convergent" - one-sided, necessary to find the only correct solution, and "divergent" - multi-directional, taking into account possible solutions to the problem, leading to unexpected conclusions and results. will come J. Guilford identified the ability to think convergently with the common mind and considered the operation of divergence as the basis of creativity, along with the operations of transformation and meaning, as a general creative ability: "Creativity should be understood as the ability to abandon stereotypical ways of thinking. The basis of creativity is divergent thinking ...".

Some researchers have concluded that there is a weak correlation between creative abilities and a person's learning abilities and intelligence. J. I. Thurstone was one of the first to show the difference between creativity and intelligence. He found that temperament characteristics, the ability to quickly absorb and create new ideas (and not only react critically to them) play an important role in creative activity. Creative solutions, according to him, come not when focusing on solving a problem, but when you relax, when you are distracted.

Creative ability is called "creativity". Unlike the general abilities of a person (intellectual) and special abilities (mathematical, literary, musical, artistic, sports,

etc.), it is not related to a specific type of activity and works as a universal ability of a person. In psychology, the inner side of this concept is studied, in pedagogy, the external aspects are considered. Analysis of the works of foreign and domestic researchers allows us to conclude that there is no clear definition of the term "creativity" in modern science today. From a scientific point of view, creativity is considered as a complex, multifaceted phenomenon, which is expressed in various theoretical and experimental directions of its study. From the first attempts to study creative abilities to the present, researchers have created a wide and detailed picture of the phenomenology of creativity. Most researchers L.S. Vygotsky, D. Gilford, E.P. Torrens defines creativity as a human ability or property.

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