BRITISH VIEW

MULTIDISCIPLINARY JOURNAL

www.britishview.co.uk

Anthropologie, Applied Linguistics, Applied Physics, Architecture, Artificial Intelligence, Astronomy, Biological Sciences, Botany, Chemistry, Communication studies, Computer Sciences, Computing technology, Cultural studies, Design, Earth Sciences, Ecology, Education, Electronics, Energy, Engineering Sciences, Environmental Sciences, Ethics, Ethnicity and Racism Studies, Fisheries, Forestry, Gender Studies, Geography, Health Sciences, History, Interdisciplinary Social Sciences, Labour studies, Languages and Linguistics, Law, Library Studies, Life sciences, Literature, Logic, Marine Sciences, Materials Engineering, Mathematics, Media Studies, Medical Sciences, Museum Studies, Music, Nanotechnology, Nuclear Physics, Optics, Philosophy, Physics, Political Science, Psychology, Publishing and editing, Religious Studies, Social Work, Sociology, Space Sciences, Statistics, Transportation, Visual and Performing Arts, Zoology and all other subject areas.

Manuscripts typed on our article template can be submitted through our website here. Alternatively, authors can send papers as an email attachment to editor@britishview.co.uk

Editor Multidisciplinary Journals
Website: http://britishview.co.uk
Email: editor@britishview.co.uk

British View ISSN 2041-3963 Volume 8 Issue 4 2023
Universal impact factor 8.528
SJIF 2022: 4.629

Creativity as an intellectual and cognitive activity of a person.

Musinova Rukhshona,
Associate docent, Department of Psychology of the Samarkand State University
Rasulov Sherzodjon,
Student of the Department of Psychology of the Samarkand State University

According to S.O. Toroshina, the definition of creativity through the qualities of a person, as well as through a product, reduces the value of creativity itself, and also provides a reason to associate this phenomenon not with general patterns that are common to all people, but to classify only individual people who have certain qualities as creative people. The researcher believes that if creativity is expressed through certain qualities of a person, then the whole problem becomes impoverished. Thanks to this approach, the interest and attention of researchers is reduced not only to the very process of creation, but also to such issues as the upbringing and development of creative abilities, and in practice everything is limited only to identifying certain abilities with the help of tests [1].

K.V. Ignatov connects the psychological aspect of creativity with the personal and procedural aspects. The personal side requires intelligence formed at a certain level, i.e.:

mental abilities;

the ability to navigate in the environment, adequately reflect and transform it;

think, improve the ability to solve problems;

act reasonably, foresee, make decisions.

In addition, the personal side also covers the personal properties necessary to create a new one and the motives of activity under which a new one is created.

The procedural side is considered as a process that goes through four main stages:

preparation, i.e. preliminary search work of thought, creation of a base level;

maturation, i.e. actions that take place at a basic level, but more intense, aimed at reaching the unknown;

development, i.e. an unusual state of enlightenment, emotional uplift, inspiration, in which the spiritual forces of the individual are concentrated and a product of creativity is created;

verification, i.e. analysis of novelty, efficiency, social significance, originality, etc. [2].

G.N. Ivanova, based on the analyzed studies, argues that among the main criteria for creativity are:

speed - the number of ideas that arise in a certain period of time;

originality - the ability to produce non-standard ideas;

flexibility - the ability to quickly change ways of presenting or seeing a problem;

awareness - the perception of contradictions, paradoxes, uncertainty as a potential resource for solving a problem situation;

fantasy - the possibility of complete separation from reality while maintaining a stable logical connection with the original problem situation.

With this approach, creativity can be defined as a specific divergent thinking that characterizes the multidirectionality and variability of the search for a solution to a particular problem in a particular situation [3].

According to A.O. Lebedev, creative intellectual and cognitive activity has a number of characteristic features that distinguish it from any other initiatives in the intellectual sphere. Chief among them are:

choice initiative;
the advantage of mental activity;
focus on overfulfillment of tasks;
cognitive need;
motivation advantage of choice, etc.

In general, the mental activity of a person can be considered at three main levels:

stimulus-productive;
heuristic;
creative.

The last level is defined as the leading one. Its characteristic feature is that a person in the process of mental activity discovers a certain empirical regularity, which becomes for him a separate, extremely important problem, for the sake of which he is ready to stop his previous activity. The importance of the problem for the individual in this case is, to a greater extent, an internal initiated need, which no longer depends on external stimuli [4].

D.A. Zolotukhin considers the corresponding qualities to be the main sign of a creative personality. Those. a special complex of individual psychological characteristics that meet the requirements of creative activity and are a condition for its successful implementation. In the main components of creativity, the author considers a number of abilities, the ability to self-regulate, the orientation of the personality, etc. At the same time, according to the researcher, the problem of a holistic pedagogical impact that would ensure the integration of the psychological and pedagogical conditions of learning with the internal creative structure of the personality is extremely difficult to implement. in the system of mass education. The way out for this problem can be the creation of conditions for the variable choice of forms and methods of training by students, as well as teachers with whom they feel more comfortable, an increase in time for independent work, subject to indirect guidance from the teacher.

Based on the results of the consideration of creativity, the author proposes a model of pedagogical creativity as a theoretical and methodological basis for its preparation. From the standpoint of a systematic approach, this model includes the following interrelated structural elements of training:

cognitive;
diagnostic;
procedural.

All of the above structural components also reflect the corresponding training functions. Thus, the cognitive structural element reflects the function of training, which consists in deepening the theoretical and practical psychological and

pedagogical basis of the teacher on the problems of pedagogy and the psychology of creativity, the formation of pedagogical thinking and communication style as creative processes. The diagnostic structural element reflects the function of training, which is aimed at mastering the methods for assessing the levels of formation of a creative personality and the corresponding capabilities of a group of students to take them into account in the organization of the educational process, the teacher's knowledge and awareness of his own level of creative pedagogical activity. The procedural structural element reflects the function, which consists in the formation of professional skills to improve themselves and organize the educational process, taking into account the psychological and pedagogical factors that affect the effectiveness of the development of students' creative capabilities [5].

M.S. Gavrilov proposes to evaluate the degree of creativity of future teachers according to the following main criteria:

application of fundamentally new approaches to solving educational problems;

complex and variant application in educational activities of the totality of relevant knowledge and skills;

vision of a new problem in an outwardly familiar situation, finding alternative ways to solve it;

application of evidence-based choice of actions in a specific educational situation;

conducting a systematic self-analysis of one's own activities, research work to summarize one's own experience, the experience of others;

manifestation of flexibility in choosing the optimal managerial decision in non-standard (especially conflict) situations.

At the same time, summarizing the various classifications of the phases of creativity as a process, the author suggests the following sequence:

Preparation;

maturation;

inspiration;

development of the idea and its final design;

check [6].

R.S. Loseva established a connection between creativity and the mental qualities of a teacher's personality, analyzed the structure of its mental mechanism and defined this phenomenon as a whole as a development mechanism. In the creative process, the creative possibilities of the individual are realized and their development is carried out. The course of the creative process affects its result, which is expressed not only objectively, but also in changing its object. The main condition for the creative development of a personality lies in the teacher himself, in his openness to constructive creativity, in psychological security, personal freedom, movement, the transition from potentially creative to actually creative. At its core, creativity is a complex, complex phenomenon, due to all the variety of socio-psychological and psycho-physiological prerequisites. Creative activity contributes to the development of the teacher's personality. Creative thinking plays a decisive role in the creative process. Creativity requires both objective and subjective conditions. The results of

creativity depend on the presence and development of the corresponding abilities of the individual [7].

In turn, in the framework of the study of the second structural component of the phenomenon under study, it is considered appropriate to consider the opinion of T.V. Kornilov, according to which self-regulation in activity contains the following main content elements:

target;

model of significant conditions;

program of action;

evaluation and correction of performance results [96].

O.R. Lukyanova notes that the self-regulation of the teacher's activity is closely related to such personal qualities as purposefulness, perseverance, independence, initiative, and the desire for real success. At the same time, the lack of self-regulation is characterized by passivity, inactivity, dependence on surrounding people or circumstances, impulsiveness, inflexibility of behavior, etc. In accordance with the main links of the regulatory process, taking into account the specifics of pedagogical interaction, the author identifies the following components of the teacher's self-regulation:

planning, i.e. independence and initiative in planning and setting goals for activities, flexibility of goals in accordance with the circumstances, their stability in crisis situations of pedagogical interaction;

modeling, i.e. the ability to optimally specify the purpose of the activity, taking into account the conditions, the ability to quickly navigate in a changing situation, select an adequate program of action, behavioral tactics, and the stability of these processes;

programming, i.e. the ability to determine and build the implementation of actions and the ability to distinguish among them the main thing, sustainability

functioning of the action program in the conditions of pedagogical interaction;

evaluation of results, i.e. the ability to determine the criteria for the success of activities, to change them flexibly in new conditions, the sustainability of these processes, etc. [8,9].

BIBLIOGRAPHY

1. Toroshin S.O. Modern idea of creativity // Psychological journal. - 2012, No. 5. - S. 112-120.
2. Ignatov K.V. The structure of creativity // Questions of psychology. - 2002, No. 1, S. 176 - 188.
3. Ivanova G.N. Wit and creativity // Issues of Pedagogy and Psychology. - 2012, No. 4. - S. 166 - 174.
4. Lebedev A.O. Manifestation of creativity in professional activity // Psychological and pedagogical aspects of the educational process. - 2010, No. 2. - S. 58 - 69
5. Zolotukhin D.A. Creative manifestations of personality in pedagogical activity // Psychology and Pedagogy of Vocational Education. - 2009, No. 5. - S. 114 - 121.

6. Gavrilov M.S. Student creativity // World of Pedagogy and Psychology. - 2011, No. 3. - S. 119 - 126.
7. Loseva R.S. Creative possibilities of the teacher // Modern Pedagogy and Psychology. - 2009, No. 4. - S. 101 - 112.
8. Lukyanova O.R. Self-regulation of the teacher's activity in crisis situations of pedagogical interaction // Uchitel. - No. 5. - 2012 March - April. - P.111-119.
9. Bialystok E., Luk G., Peets K.F., Yang S. Receptive vocabulary differences in monolingual and bilingual children // Biling (Camb Engl). 2010 Oct; 13(4): 525-531. doi: 10.1017/S1366728909990423