



УДК 159.955.5

## К ВОПРОСУ РАЗВИТИЯ ТВОРЧЕСКОГО МЫШЛЕНИЯ

●●●●●

### ISSUES ON THE DEVELOPMENT OF CREATIVE THINKING

**Туйчиев Адхам Тухтабаевич**

преподаватель английского языка,  
начальник отдела  
международного сотрудничества  
и научных исследований,  
Институт повышения квалификации  
и переподготовки работников  
народного образования  
adham.tuychiev@gmail.com

**Tuychiev Adham Tukhtabaevich**

English teacher, Head of the Department  
of International Cooperation and Research,  
Institute for Upgrading and Retraining  
of Public Education Employees  
adham.tuychiev@gmail.com

**Аннотация.** В данной статье рассматриваются важные психолого-педагогические закономерности условий, влияющих на творческий процесс, качества, препятствующих развитию творческого мышления и пути развития творческого мышления. Автор приходит к выводу, что развитие творческого мышления возможно только посредством включения обучающихся в творческую познавательную деятельность.

**Ключевые слова:** творческое мышление, креативность, черты мышления, гибкость, решение задач, изложение.

**Annotation.** The article discusses the important psychological and pedagogical laws of conditions that affect the creative process, qualities that impede the development of creative thinking and the ways of development of creative thinking. The author concludes that the development of creative thinking is possible only through the inclusion of students in creative cognitive activity.

**Keywords:** creative thinking, creativity, features of thinking, flexibility, problem solving, setting out.

Thinking is the most complex cognitive process, which is the highest form of reflection of the surrounding world by brain. A person cannot receive answers to many cognitive questions through direct interaction with the outside world. In this case, the tasks are solved indirectly by means of mental actions or processes of thinking.

Let's note the distinguishing features of thinking first:

- 1) creatively processes existing ideas and creates new ones, which in the given moment do not yet exist either in the subject or in reality itself;
- 2) is able to reflect not only individual objects, phenomena and properties, but also the existing relationships between them, and in a generalized form.
- 3) indirectly reflects the surrounding world.

For example, the presence of infection in the body is judged by an increase in body temperature. People resort to indirect knowledge in the following cases:

- a) if direct cognition is impossible, because our analyzers are imperfect or completely absent, for example, a person does not perceive ultrasound, infrared radiation, x-rays;
- b) if direct knowledge is impossible in real time, for example, archaeological and paleontological excavations;
- c) if direct knowledge is impractical, for example, it makes no sense to go outside to find out the air temperature, it is more rational to look at the readings of the thermometer outside the window or listen to the weather forecast;
- d) actively functions in the conditions of a problem situation;
- e) expands the boundaries of knowledge; thanks to intelligence, a man overcame gravity, descended to the bottom of the ocean, etc.;
- f) allows you to predict the onset of certain events, for example, a solar eclipse.

So, thinking allows you to indirectly, abstractly and generally to know the surrounding reality.

Thinking is classified on various grounds. We will name the most commonly used classifications of types of thinking.

The question of the psychological nature of creativity is still open. Currently, this question can only be partially answered.

Guilford J. believed that creative thinking is characterized by a predominance of four features:

- 1) originality, unusual ideas expressed, a pronounced desire for intellectual novelty. According to the researcher, a creative person always has his own view of everything that happens;
- 2) semantic flexibility, i.e. the ability to see an object from a new angle, to discover the possibility of its new use, to expand its functional application in practice;



3) figurative adaptive flexibility, that is, the ability to change the perception of the object in such a way as to see its new side, hidden from observation;

4) semantic, spontaneous flexibility, that is, the ability to produce various ideas in an uncertain situation, in particular so that does not contain guidelines for these ideas.

Conditions affecting the creative process:

1) successful experience in the past can inhibit finding new, more rational ways of solving problems;

2) if finding the right solution was given with great difficulty, then a return to this method in the future will be more likely, even if it is not sufficiently effective;

3) the stereotypic thinking that arises due to the first two conditions can be overcome if the decision is postponed for a while and then return to it with the firm intention to look for new ways;

4) frequent failures hinder the creative process, a motive for avoiding failures may form when a person is afraid to start something new because of possible disappointments;

5) for the successful flow of the creative process, proper motivation and an appropriate emotional attitude are necessary.

Finding the optimal motivation and the optimal level of emotional arousal is an individual process.

Qualities that impede the development of creative thinking:

1) a tendency to conformism, that is, to the desire to follow someone else's opinion, refusing their own opinion, fear of being a "black sheep";

2) the fear of seeming overly critical and even aggressive in rejecting the opinions of others;

3) fear of revenge from the one whose opinion is denied;

4) an overestimated assessment of the own achievements, ideas;

5) high personal anxiety;

6) excessive criticality of thinking, which does not allow focusing on the development of productive ideas, since all forces go to criticize other opinions.

The concept of "creativity" is closely related to the concept of «intelligence», which means a person has common mental abilities, so he successfully copes with a variety of tasks.

The presence of creative thinking is an important indicator of human intelligence, for his formation it is necessary to adhere to a certain line of education.

The following ways develop thinking process:

1) it is necessary to follow the principle: "Do you want to be smart, learn to ask reasonably, listen carefully, calmly answer and stop talking when there is nothing more to say";

2) thinking is developed in the process of mastering knowledge. As the sources of knowledge can be: books, media, school, etc.

3) any kind of thinking begins with a question, which means that you should learn the ability to ask questions about each event with which you are dealing;

4) it is useful to develop the ability to notice new things in the familiar, to see an object or phenomenon from different angles;

5) you should train the flexibility of the mind, which contributes to the game of quick wits, solving puzzles and logical puzzles;

6) an important technique that develops thinking is a comparison of related concepts;

7) you should remember the inextricable link between thinking and speech, which means that for a better understanding you need to try to present the material to another person;

8) the use of written language also contributes to the development of thinking; therefore, writing an essay and keeping a diary is useful;

9) discussions are useful for the development of thinking, a free presentation of what has been read, and the solution of paradoxical problems.

So, the development of thinking is possible if a person wants to master new knowledge, the desire to achieve creative and professional heights.

## References

1. Guilford, J. P. (1967). The nature of human intelligence. New York: McGraw-Hill.
2. Newell, A., & Simon, H. A. (1972). Human problem solving. Engelwood Cliffs, NJ: Prentice Hall.
3. Wainzwaig P. (1990). Ten precepts of the creative person. Moscow.
4. Bono E. (2000). An independent way of thinking. Moscow.
5. Cropley, A. J. (2001). Creativity in education and learning. London: Kogan Page.
6. Weisberg, R. W. (2006). Creativity: Understanding innovation in problem solving, science, invention, and the arts. New Jersey: Wiley.