

CREATIVE THINKING OF STUDENTS IN HIGHER EDUCATION

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Abstract:

This article provides information on creative thinking. Creative thinking is the thinking of modern managers, managers, creative thinking is required in business development from the lowest to the highest levels, and it is an instrument of development, growth, development, expansion and moderation, its conscious tool to participate in business development

Keywords: Creativity, thinking, intellect, maladaptation, IQ, practical intelligence

INTRODUCTION

A creative person has to overcome many difficulties. These are different types of obstacles, antistimulants, which have a more or less negative effect on the creative process.

External obstacles can include: unfavorable conditions (for example, a building), external interfering things (noise, heat, cold, etc.), bad psychological environment in the team, low evaluation of the activity, and a number of other things.

Internal obstacles include: restlessness, laziness, lack of interest in work, illness, an unpleasant mental state at the same time, bad habits, irregular work, poor use of time, a number of negative qualities of character and psyche in general.

In order for a person to engage in creative activity, he definitely needs a stimulus. Stimulus (from the Latin stimulus - a pointed stick designed to drive animals, khivich) is an influence that creates the dynamics of an individual's mental state and causes its result. The concept of "stimulus" means "stimulator" in physiology and psychophysiology. In behaviorism, the relationship between the stimulus and the reaction was explained from a mechanical point of view: the change of the environment (external influence) was included in the stimulus, and the response actions of the organism were included in the reaction. In fact, the concept of stimulus in psychology is arousal, the effect of which depends on the human psyche, worldview, emotions, mood, interests, aspirations, etc. A stimulus is not the same thing as a motive, but it sometimes becomes a motive.

Creative abilities do not automatically translate into creative achievement. Desire and will are necessary to achieve a creative result. Human psyche is related to socio-historical development. It is a creative activity arising from social needs - it depends on the high spirit of a person. Social influences transform innate aspirations and abilities into a system of creative activity.

Creativity is the ability of a person to create new ideas, deviate from the traditional scheme of thinking and make unique, original decisions. This term was defined for the first time in 1922 by D.Simson as a non-standard way of thinking. In Russia, A.M. Matyushkin, A.V.Petrovsky, M.G.Yaroshevsky, V.N. Scientists like Druzhinin worked.

METHODOLOGY

Basic knowledge is important in the development of creativity. There are 3 theories that explain the relationship between creativity and cognition. D. Veksler, G. Eysenck, L. Termen, R. Stenberg and others consider intelligence and creativity to be the unity of high-level human abilities. Intelligence is the highest level of creativity. This means not only that they are united, but that creativity is a derivative of intelligence. High-level knowledge is the basis of high-level ability. Lower intelligence - creates a lower level of intelligence. Hans Eysenck believed that creativity is a special manifestation of ability. Creativity is marked by high intelligence.

Intelligence is the adaptation of humans and animals to new environments. V. Shterni, D. Veksler and other authors also considered intelligence as a general ability that adapts people to new life conditions. In their research, they surveyed thousands of American schoolchildren using the logit method. During the research, their IQ (intelligence quotient) was determined at first. Pupils were divided into groups based on their IQ and were observed for 30, 40, 50, 60 years. Over the years, test takers with a high IQ have shown high performance in life and activities. Test takers with a lower IQ achieved 30 times less than their counterparts.

ANALYSIS AND RESULTS

But other studies have shown that intelligence and creativity are not related. Creativity is not adapting a person to life, but changing it. There are also theories that believe that the main factor of creativity is the disadaptation of a person, that is, his inability to adapt to the environment and social environment. Some scientists have described the creativity of a person as isolation from the outside world and people. It is precisely when a person who has disadaptation to the real world, who cannot adapt, starts to create and innovate to overcome his loneliness.² According to A. Adler, creativity in a person is a means of filling the complex of wrongness that exists in him. Empirical research shows that children with creative abilities face serious problems in the personal and emotional sphere. In studies, we can observe that the results achieved by such children at school are below their potential.

Another scholar who contrasts creativity and intelligence is Joy Gilvord, who builds his theory on the basis of two different ways of thinking. That is, convergent and divergent thinking. Convergent thinking is an analysis of all available means of solving a problem and choosing the only optimal one. Convergent thinking is built on intelligence. Divergent thinking is a type of thinking that involves creating different options for solving a problem. It is built on the basis of divergent thinking-creativity. Therefore, intelligence and creativity are two different abilities in general, which can be associated with the process of processing information. Creativity is responsible for the reproduction of existing information in a person and the creation of an endless new model of them. And intelligence is responsible for applying that information in real practice and adapting to the environment.

The third perspective holds that intelligence and creativity are two separate factors that are inextricably linked. A. Maslau and others did not recognize creative ability. Creative activity forms some personal characteristics (interest, risk-taking) in a person than abilities. But for the manifestation of this activity, a person must have a high level of intellectual ability. According to them, a person with low intelligence will not have any creativity. People with average intelligence have average creativity, people with an IQ of more than 120 have excellent creativity.

We tend to think of intelligence as a fixed, adaptive capacity that does not produce great discoveries. Only return is characteristic of the intellect. According to psychologists, this idea is wrong. The reason is that in the theory of evolutionary development, the anthropogenesis of mankind is the main factor of development in the development of the intellect. Examples include mastering fire and making weapons. Disengagement of intelligence from creativity, attributes such as creativity and originality in a person are being adapted to creativity. Who was the first to make a great discovery, arrows, who thought that fire could be mastered? Intelligence? or Creativity? If there is creativity, then where did the intellect go? Therefore, such considerations reduce the role of intelligence in the creation of technical and scientific achievements of mankind.

It is known that some people are good at science and some people are good at humanities. Again, we have observed that an artist of superior talent becomes overwhelmed by simple mathematical examples, and a brilliant mathematician with less artistic ability. Can we call such people intelligent? According to Charles Spearman, humans have a general intelligence. In his opinion, people have their own special abilities that separate them from each other. Ch. Spearman developed factorial analysis, statistical procedure. He explained the temporary connections of related elements. According to Spearman, the total sum of competence depends on our mental attitude. To this day, Spearman's theory of general intelligence, that is, the theory of one-sided assessment of intelligence, has been the cause of many protests. Unlike Spearman, Thurstone introduced the assessment of mental abilities through 56 different tests, 7 clusters. Thurstone did not judge people using a single scale. He believed that if a person successfully solves all problems in the 7 clusters, he will achieve the same success in all other areas. They compared mental ability with physical ability. In his opinion, the world champion in weightlifting can do figure sports as well. Because his physical training allows it.

Satoshi sees Kanadza and general intelligence as a type of intelligence. General intelligence helps us solve problems in everyday life.

By the 1980s, the process of comparing C. Spiremennig's theory of single intelligence and Thurstone's theories of academic abilities was observed. According to them, if a person succeeds in one cognitive domain, it means that he will also achieve similar victories in other domains. The main factor in adaptation to life is not the general intelligence of the individual, but the ability to interact with each other over time. G. Gardner considered intelligence as a sum of several abilities. He conducted his research on people with low abilities. He believed that brain damage can extinguish one ability but leave the rest.

G. Gardner conducted his research on subjects with physiological damage to some parts of the brain. They often have lower scores on intelligence tests. Some of the representatives of this syndrome have not developed speech. But they had the ability to calculate addition and subtraction as quickly as an electronic calculator. Some have memorized the dates associated with a historical day. Owners of this syndrome were able to achieve success even in artistic creation. Using the above facts, Gardner came to the idea that a person has several types of consciousness, rather than intelligence. In general, he mentions that a person has 8 different types of abilities. It has been said that if a person achieves success in one area, then he will achieve good results in other areas as well.

The presence of akademic competence in solving the problem. Such skills are evaluated by determining the only correct answer in mental tests. Practical intelligence helps to choose the most convenient solution to problems in everyday life in order to adapt to the environment.

Creative mind. Representatives of this type are distinguished by their reaction in unfamiliar situations. The problem of creativity, which is a higher form of independent thinking, has been studied very deeply in foreign psychology, which is mainly interpreted as the ability to be creative. The reason we do not use this definition as "creative" ("create" is the English word for "creating") is to avoid the impression that creativity is a high level of intellectual activity.

In modern science, the problem of creativity has been consistently studied for many years. But in our research, we tentatively called the term "creativity" in Uzbek as "mental creativity" and found it necessary to study it as a psychological basis of independent thinking. Thus, from now on, when thinking about mental creativity, non-standard thinking, its independence and "creativity" are meant. The breakup of creativity was motivated by the lack of correlation between traditional intelligence tests and problem-solving success. This quality essentially means that it depends on the ability to use the information provided by the mind, a quick method and various methods in solving the assigned tasks. J. Getzels and P. Jackson published information in the press that there is no correlation between indicators of mental creativity. They only entered their (Sr) coefficient to measure creativity. Mental talent is measured by the amount of success achieved in relation to the child's age in the child's certificate, and is determined by the IQ coefficient. The distinction between IQ and IQ has led to the contrast between ability and logic versus intellectual creativity. For the same reason, by the 60s of the 20th century, more than 60 definitions of creativity were developed. By analyzing the definitions of creativity, they can be divided into 6 types: gestalt definition (the creative process is defined as breaking existing gestalts and creating a better one), innovative (new) definition (focused on evaluating creativity according to the novelty of the final result), aesthetic or expressive (the creator himself giving importance to expression), psychoanalyst (who defines creativity as the interaction between "He", "I" and "Ideal - I"); problematic (creativity is defined as a process of solving problems. It can also incorporate J. Guilford's definition that "Creativity is a process of divergent ability"), the sixth type can include various definitions that do not belong to any of the types described above (for example, filling the stock of "universal" knowledge).

CONCLUSION

In conclusion, it is difficult to assess the content, essence and structure of the definitions related to the term of creativity collected in the present period. According to the researchers, "the very understanding of what creativity is requires creative action. One of the authors of recent studies defines creativity as the achievement of something significant and new, that is, "in other words, the efforts of people to change the world." I hope that today's research on the development of creative thinking in the new Uzbekistan will make a significant contribution to the development of our country.

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