THINKING MOTIVES THAT ENCOURAGE STUDENTS TO BE CREATIVE

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Annotation:

This article discusses all the issues related to the development of thinking motivations that encourage students to be creative.

Key words:

Creativity, motive, problem situation, psychological basis, qualification ,. individuality, specificity, generality, divergent thinking.

In modern psychology, thinking is recognized as an important form of creative activity of the individual and has three distinctive characteristics:

The first description is an activity aimed at solving various problems and issues;

The second description is the activity carried out in connection with the human instinct;

The third description is the activity that arises on the basis of ideas and concepts about the environment that surrounds a person, and is based on the process of thinking.

The process of thinking takes place from the moment a problematic situation is created. Regardless of the nature of the problem, it is primarily a conflict between the needs and capabilities of the subject. As a result, the creative person forms a working hypothesis to find a solution to the problem. In other words, the issue of creativity here is a specific image (model) of thinking in a problematic situation.

According to later views on the concept of thinking, psychologists interpret it as divergent and convergent.

The concept of “divergent thinking” was introduced by D. Guilford (Guil-ford, 1950). He recommends divergent and convergent thinking instead of inductive (induction inductio - observation and "setting" in practice) and deductive (deduction deductio - inquiry, inference), which are the classical concepts of thinking.

Divergent thinking theory (Lat. Divergere - different directions and options of vision) - involves the use of different options by the person in finding a solution to the problem ("Brainstorming", "Focal objects" and other methods).

Convergent thinking (Lat. Convergere - the same direction and approach) - involves the strategy of using approximate mastered algorithms based on the content and sequence of problem solving in accordance with inductive and deductive reasoning.

There are two ways to solve the problem posed in any scientific research, which is the same as the transport of the movement of thought (imagination) from the point of departure - from separation, specificity (specificity) to the general, and vice versa. ways to come.

Comparing these ways of creative activity, we can imagine the following scheme,

Separation specificity generality

It is this scheme that forms the subject of logic in philosophy. It does not pay attention to the subject of logic, the errors in the way of knowing the truth, the crooked ways or the right way, as well as the "intellectual barriers" and "bridges" that help to cross it, or in other words, the various contradictions do not interest him. Logic recognizes that the ultimate result is that the truth be pure, that is, the thought-thinking movement aimed at knowing.

On the psychological basis, it is the opposite, in which the object of logic is the curvature of the path of intellectual thought that leads to the knowledge of truth, and its cause, the study of how obstacles appear and overcome them, the achievement of scientific truth in short and easy ways.

In this sense, it can be said that the second way in the scheme of the general philosophical foundations of intellectual activity of the person in question (general specificity) applies to the development of students' creative abilities in national crafts.

According to the analysis of the relationship between the above philosophical and psychological foundations, the subject of psychology corresponds to the development of creative abilities of students in national crafts, the psychological basis of which can be explained as follows, first to know the known truth (common-U), then to know the truth (privacy-M), and finally to reveal a truth that is not yet known to anyone (privacy-A) ". In this case, according to this psychological basis, creativity can be expressed by the following symbolic formula N = ± Bb ± Bo ± Fj, where N is the result. It includes a new product, item, development, recommendation, and so on.

The BB-management block, which includes the teacher's ability to lead, i.e., the ability to formulate pedagogical and scientific (effective) elements of creative work topics, content, form (out of school or out of class, etc.) and duration.

Bo-managed object, which includes the activities of students, the availability of raw materials, the conditions of the necessary conditions in the school.

The process of FJ activity involves students to be able to correctly define the goals, objectives, plans of a given topic.

The negative (-) sign in the formula indicates that the process of keratinization also has its own important problematic aspects, i.e. it indicates the state of special conditions (related to Bb, Bo, Fj) for the participants in this activity. This includes whether there is a special training course, the level of additional training opportunities in addition to the training process, and related fatigue, and so on.

The solution to any problem consists of making the necessary observations, calculations and experiments, breaking down the facts, correctly accounting for the facts, classifying the facts, comparing, generalizing, proving, drawing conclusions, and examining the facts (Figure 1.3.1). Creativity based on this form combines all the contradictions associated with the known and the unknown, that is, the desire is aroused by the desire that the reader knows something, does not know and needs to know something else. It is this contradiction that is the essence of the student's thinking. Difficulties in this direction (which BM Kedrov called cognitive-psychological barriers (BPT)) serve as an important factor that activates thinking. [B.Kedrov. O tvorchestvo in science and technology. M .: Molodaya gvardiya, 1987 g.-192 p.]

It consists of a set of logical and psychological and organizational pedagogical work, ranging from simple analytical comments on a given topic to the specific creativity of the unknown, to the content of students' creativity in accordance with the categories of generality (U), specificity (M) and specificity (A). it can be said. At the same time, their knowledge develops and improves in specific conditions, the effectiveness of the creative environment and the harmony between their chosen craft activities is significantly increased, creating a creative environment in various circles within a given and defined time fund.

Therefore, one of the most important issues in the development of students' creativity is the development of a sequence designed for the learning period, providing a continuous and simple-to-complex psychological cognitive process. This model can be imagined as follows (Figure 2.3).

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