

THE SPECIFICS OF AGE-RELATED DEVELOPMENT OF CREATIVITY

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Annotation: The effectiveness of the development of personal creativity depends on many factors, among which the most significant are the age of a person, the presence of a developing environment and directed pedagogical influence in various socio-cultural institutions, among which a special role belongs to cultural institutions and additional education.

Key words: creativity, personal creativity, development, effectiveness, environment, socio-cultural institutions, ability.

An essential resource of cultural institutions and additional education in the process of personal creativity development lies in the unregulated nature of communication, free choice of activities and manifestation of creative abilities of a person, leisure and recreational forms of activity, wide coverage of a diverse audience. Because of this, cultural institutions and additional education should be considered as a space for the successful and effective development of individual creativity at the sensitive stages of ontogenesis.

Solving the cardinal tasks of personal education and development in various types of socio-cultural activities, the organized pedagogical process of cultural institutions and additional education indirectly affects the consciousness and behavior of schoolchildren, forming their worldview, beliefs, values that manifest themselves in studies, communication, in the sphere of everyday life and in relationships with others. At the same time, such an impact is of a secondary nature, since cultural and additional education institutions do not so much form certain qualities of the personality of schoolchildren as deepen, supplement and stimulate those of them that have already been formed to some extent under the influence of family, educational and other factors.

The possibilities of cultural institutions and additional education in the implementation of the function of creative development of the individual are manifested in the stimulation of amateur technical and artistic activities, the organization of amateur club associations, amateur creativity collectives and other forms of satisfaction of spiritual interests and needs of the individual, the disclosure of individuality, the development of the creative potential of the younger generation.

For the successful development of creativity, in our opinion, all school age periods are sensitive, where the peculiarities of each age and the specifics of the directed formative influence are manifested in different ways. It is very important to determine the trajectory of movement of each age stage on the way of developing the creativity of schoolchildren. To do this, it is necessary to identify the goals and objectives of directed pedagogical influence at each school age, the specifics of the development of creativity, taking into account the psychological and pedagogical characteristics of these ages.

Thus, the goal of directed pedagogical influence on younger schoolchildren should be the formation and consolidation of creative skills based on spontaneous and stimulated creative activity of

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various types. A teenager needs to develop this creative skill, i.e. learn to "include" it with the help of volitional efforts, depending on needs and interests. The goal of directed pedagogical influence on senior schoolchildren should be the formation of a creative style of activity based on previously developed creative skills, initiative, activity and non-standard attitude to life.

Carrying out such a directed educational impact in cultural institutions and additional education, teachers need to take into account the specifics of each school age. At the primary school age, educational activity becomes the leading one, i.e. the one in which psychological neoplasms of this period are formed: a theoretical form of thinking, cognitive interests, the ability to control their behavior, a sense of responsibility for their actions and other qualities of mind and character that distinguish children of this age from preschoolers.

At the same time, the development of thinking during the assimilation of scientific knowledge is essential, since the neoplasms that arise here are the essence of the changes that occur in the consciousness and personality of children of the next adolescence. Training sessions serve as a new source of growth of cognitive powers of younger schoolchildren, where the formative influence is exerted by the performance of actions "inwardly", in the inner plane. In addition, strong-willed qualities develop, activity, self-regulation, imagination and emotionality manifest themselves.

Researchers note the presence of contradictions in the mental development of younger schoolchildren. The discrepancy between the manifestations of the intellect of younger schoolchildren in communicative and playful activities, on the one hand, and in educational activities in writing and numeracy classes, where they are just beginning to master skills, on the other hand, indicates a contradiction between the content of educational classes and the real capabilities of children. This contradiction is successfully overcome in the conditions of socio-cultural institutions as a result of introducing younger schoolchildren to various types of socio-cultural activities, when the skill of a creative attitude to reality is formed on the basis of creativity. So, one of the most important pedagogical tasks of this period is to create conditions to meet the needs of children of this age in creative activity according to the laws of beauty, and to develop the skill of creative activity, which in subsequent age periods will manifest itself in creativity and form a creative style of behavior and activity.

The directed pedagogical guidance of the process of developing the creativity of middle school students is carried out taking into account the specifics of this age, which is characterized by the uneven formation of various body systems. This period is one of the critical stages in human development, due to the gap between the completion of puberty and the onset of civil and social maturity, and is called the adolescent crisis. The reason for the longer duration of the adolescent crisis is the discrepancy between the rapid pace of physical and mental development and the formation of such needs, the satisfaction of which is impossible due to the insufficient social maturity of children of this age.

Physiological changes in adolescence dictate a restructuring in the cognitive, psychological, volitional, social and activity spheres of personality. The development of intelligence in adolescence is closely related to the development of creative abilities, which involve not just the assimilation of information, but the manifestation of intellectual initiative and the creation of subjectively new. Therefore, the formation of creative abilities and intelligence cannot be considered in isolation from the content of the activity, which changes significantly with age.

The development of independent thinking, activity in setting research tasks and finding solutions to them are associated with psychophysiological development during the transition period and determine the emergence of special conditions for the development of creativity, i.e. middle school age is also a sensitive period of creativity development. During this period, a deep transformation of the imagination takes place, which turns from subjective into objective.



In middle school age, according to researchers, a conscious attitude towards oneself as a member of society is formed, and the assimilation of norms of relationships in socially useful activities acts as the leading activity. The central mental process of the transition age is the development of self-awareness, which is based on the discovery by a teenager of his inner world. The emergence of a new level of self-awareness generates the desire of adolescents for self-affirmation and self-expression. The mechanism of self-awareness development is based on reflection.

Thus, criticality, crisis, inconsistency and the transitional nature of development constitute the specifics of secondary school age, which is also a sensitive period for the development of personal creativity.

The directed pedagogical guidance of the process of developing the creativity of older schoolchildren should be carried out taking into account the specifics of this age. This period is the final stage of the primary socialization of the individual, and the main task of schoolchildren of this age is professional self-determination. The social and personal formation of senior schoolchildren involves the development of integrative mechanisms of self-awareness, the development of a worldview and life position, the definition of their place in life. At this time, there are significant changes that characterize the transition of self-consciousness to a qualitatively new level. The nature of the attitude towards oneself is changing, where, unlike the former, bipolar, a differentiated self-esteem is formed, the ability to separate success or failure in a particular activity from the general attitude towards oneself.

The most important neoplasm of this period is the need for informal, trusting communication with adults. High education students feel the need for ideals, easily imbued with faith in someone's special merits, but the attitude of high education students to significant adults is biased and personally interested.

The main acquisition of this age is the discovery of your inner world. For high education students, the external physical world is only one of the possibilities of subjective experience, the focus of which is themselves. Gaining the ability to immerse themselves in their experiences, high education students discover a whole world of emotions, the beauty of nature, the sounds of music, new colors. The formation of a sense of adulthood is especially intensively manifested through the perception of oneself as a person of a certain gender, including needs specific to boys and girls, motives, value orientations, attitudes towards representatives of the other sex and appropriate forms of behavior.

In comparison with the average, older schoolchildren noticeably activate theoretical thinking and independence in discussing various problems. High education students easily have unexpected comparisons and generalizations, original ideas are born, which is explained by the ability to produce new things and the activity of this kind of mental work. The activity of thought at this age and the peculiar productivity of thinking associated with the ease of the emergence of new ideas is manifested in guesses, assumptions, independent judgments.

The tendency of older schoolchildren to abstract theorizing, the creation of abstract theories and fascination with philosophical constructions, which inevitably gives rise to intellectual experimentation, a game of concepts and formulas. The breadth of intellectual interests, according to the researcher's observations, is often combined with the lack of systematic cognitive activity. The mental development of high education students consists not so much in the accumulation of skills and the change of individual properties of intelligence, as in the formation of an individual style of mental activity.

In cognitive processes, it acts as a style of thinking, i.e. a stable set of individual variations in the ways of perception, memorization and thinking, behind which there are various ways of acquiring, accumulating, processing and using information. The thinking style of a high education student depends on the type of his nervous system, so an individual approach is needed in teaching and upbringing, which stimulates the independence and creative development of older students.



As a new formation of this period, self-determination arises, which is characterized by an understanding of oneself, one's capabilities and aspirations, place in society and purpose in life. High education students are characterized by a huge internal work: the search for the prospects of a life path, the development of a sense of responsibility and the desire to manage themselves, the enrichment of the emotional sphere. All this creates internal conditions for the development of creativity at this age.

So, at the high education age, the processes of physical maturation of a person are completed, self-consciousness is formed, the tasks of professional self-determination are solved. At this age, cognitive and professional interests, the need for work, social activity, moral values, ideals, worldview are formed, dependence on adults is overcome, the independence of the individual is asserted. The social situation of development is determined by the fact that at this age personal qualities and properties are developed, all mental processes are stabilized, and the personality acquires a stable character. By assimilating knowledge, skills and abilities, senior schoolchildren are able not only to put them into practice, but also to bring their new, original, unique, thereby creatively transform life in order to form a creative style of activity and develop creativity.

Thus, the pedagogical characteristics of each education system age dictate the need to take them into account in the process of developing creativity as a personality trait. Personality formation, according to many researchers, is carried out not in conditions of adaptation to the requirements of the environment, but in conditions of constant creative activity of the individual, aimed at restructuring both the environment and himself.

Many aspects of a young man's mental development are the basis for the formation of creativity, including cognitive, characterological, dynamic, emotional-volitional and motivational spheres. In order to develop creativity at this age, it is necessary to create special conditions.

Thus, the significance of the period of youth for the development of creativity is beyond doubt, since at this stage of ontogenesis this characteristic of the subject can move from a potential personal quality to the level of a real psychological feature, which shows the need for controlled pedagogical influence both in the conditions of the educational process and in cultural and leisure activities.

The development of creativity must begin with the formation of the need for creative activity, which is considered by us as a factor, the driving force of this process. Creativity should be understood as the highest qualitative characteristic of various types of human activity. Creativity in scientific literature is also called the process and product of activities aimed at creating a new, original, non-standard. The essence of creative activity is manifested in the novelty, originality, non-standardness of the process, social and personal significance of the results.

The structure of creativity is defined ambiguously and in different studies acquires different semantic and meaningful determinants. The structure of creativity developed by us emphasizes the dual nature of its essence and includes such indicators as: imagination, fantasy, qualitative characteristics of the thought process, intellectual activity, creative well-being, as well as behavioral forms of manifestation: curiosity and determination, a tendency to risk and to explore different possibilities, tolerance for uncertainty, a tendency to visualization and creation mental images, interest in the new and unusual, independence, intuitive foresight of the result, improvisational solutions.

Characteristic features of a creative personality are her desire to overcome stereotypes imposed from the outside, and the desire to create her own inner creative stereotype, which acts as an indicator of creativity. A creative person has a creative style of activity, which is based on a developed and systematized sequence of actions aimed at developing the ability to see originality and novelty in any object and create original products or results. It is the development and inclusion of creative skills in different types of activities that shows the formation of a person's creativity.



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