

**SCIENTIFIC-THEORETICAL FOUNDATIONS OF THE
DEVELOPMENT OF CREATIVE THINKING IN
TEENAGERS****Ummatkulova Nigora**

Basic doctoral student of "Mahalla and Family"

Scientific-Research institute

Received: Mar 22, 2024; Accepted: Apr 29, 2024; Published: May 28, 2024;

Abstract: This article talks about the changes in the psyche of teenagers, their cognitive processes and the concept of thinking, how the specific features of thinking occur during adolescence.

Keywords: creativity, attitude, thinking, logical thinking, creative activity, creative exercise, educational problems

This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license**Introduction**

The level of intellectual development of any person, i.e. scientific or technical knowledge, which today is inextricably linked with science, is determined by the ability to think creatively. That is why, in the modern age, when science and technology are rapidly developing, and social relations are being renewed, the issues of teaching young people to creative thinking, creativity, and the formation of creative individuals are of particular importance.

Personal freedom, openness to criticism of creative research and creative results, the struggle of thoughts and ideas around creativity is a necessary condition for the development of scientific, artistic, and technical creativity. Thanks to creative activity, new ideas, views, theories begin to rule in people's hearts and minds, which leads society to social development. Human creativity is diverse. It can be manifested in the political spheres of art, science, research, construction. The striving for creativity, creative activity of the cognitive thinking of a person implies the activity of consciousness in setting the goal of scientific research and predicting the results of scientific creativity. I. Kant described the activity of creative cognition as "the danger of the mind". A person's courage and perseverance in striving for a deep and perfect knowledge of the world around him is a vivid expression of the creative activity of consciousness..

Methods

When analyzing a person's thinking process, it is important what forms it takes. It is a matter of individuality in thinking about its types and accordingly. Theoretical thinking is the process of thinking based on the knowledge and ideas that we have studied during our pedagogical and life

activities, observed on the basis of concrete evidence and theoretical knowledge under certain conditions.

In contrast, practical thinking is our thinking, which is based on our thoughts that are formed directly in life and during our actions. At this point, we should dwell on the types of formation of practical thinking.

Results and Discussion

The characteristic of visual-action thinking is that it also refers to the thinking process of a person when he interacts with real objects, while visual-image thinking is when clear images of things and events that we have seen and experienced are embodied in our eyes. is our generalization and indirect reflection.

Logical thinking is abstract thinking, which means our judgments and judgments based on words, knowledge expressed in words, ideas and concepts, based on things that are not within the scope of our direct perception. For example, the philosophical study of the universe, its unique and complex phenomena can be known only with the help of abstract thinking. It is clear from this that the thinking process of people can be the basis for the ability to form the thinking of creative relations.

Creative activity is one of the forms of thinking, which are developed by training ability, talent, passion, innovation, creativity are signs of creative activity.

For teachers and educators, it is important to know the psychology of children's adolescence both from a psychological point of view and from a pedagogical point of view. We also call this period the transitional period. Adolescence mainly includes children aged 11-15, which means that this age range corresponds to grades 5-8.

The formation of the thinking of creative relations in the students of the teenage age, in turn, makes the students:

- to learn independently and consciously;
- to always strive forward;
- to rationally resolve various conflicting and problematic situations;
- teaches unconventional and new thinking.

It is appropriate to analyze creative tasks by dividing them into three groups in the formation of the thinking of creative relations in teenage students. They are:

- creative independent work;
- creative exercise;

- educational problems;

Creative independent work differs from other types of creative tasks in two aspects: operational organization and the possibility of continuing educational activities. Such a tool of creative independent work education that, by applying it to education, the passion for reading and learning is continued, and the continuation of the motivations created within the lesson is ensured. First of all, this leads to the learner's knowledge and expanding the range of knowledge and skills; secondly, it prepares the ground for the learner to continue his activities independently on the studied educational material; thirdly, it makes it easier to guide the students' activities to a certain extent.

Always memorizing and rehearsing knowledge in education causes students to get bored. In the process of training, creative exercises are used to eliminate the boredom of students. Creative exercises are distinguished by two features:

1). Expands the range of knowledge being studied - in this case, the learner repeatedly returns to the previously studied educational material, enriches the scope of his understanding with a wide range of knowledge, ideas, and facts;

2). It is tailored to both memory and thinking, unlike exercises intended for regular practice.

Educational problems are a set of educational tasks, which can be imagined in the form of a system of creative tasks. In forming the thinking of creative relations among the students of teenage age, it is necessary to understand that they themselves are responsible for this activity. That's why problem-based education in the formation of the thinking of creative relations of learners, unlike other types of education, along with forming a system of knowledge, skills and competencies in students, promotes their high mental activity and self-development. provides. This is to guide the learner to independent creative research. For example, writing an essay, an abstract, inventing something, conducting an experiment, etc., is done on the basis of a problem assignment, which in turn creates an interactive learning environment.

In all types of human activity, a number of questions and problems arise due to his needs. In this process, a person sets new tasks for himself. For example, when we communicate through speech, when we read books, when we look at things, when we get acquainted with various technologies related to technology and mechanics, and in similar cases, we have various questions. Both the process of thinking and the process of knowing constantly cause various questions and problems to arise. The more a person searches, the more he studies, the more unknown things appear in front of him, the more questions arise in him, and the more he himself p keeps asking questions. Thus, in the process of thinking, the answer to the question is given by the immediate situation that is being perceived, or obvious truths known to everyone serve as an answer.

Conclusion

In conclusion, it can be said that an important pedagogical and social condition for the formation of the thinking of creative relations in teenage students is to direct it to independent learning and creative thinking.

References

- [1] Nishonova Z.T. Mustaqil fikrlashni o'rgatish bo'yicha trening\\Xalq ta'limi 2000,16 b.
- [2] G'oziyev E.F Tafakkur psixologiyasi. –T.: O'qituvchi -1990. -183 b.
- [3] Xodjaev B. O'quvchilarning mustaqil fikrlashini shakllantirish yo'llari (uslubiy qo'llanma). Toshkent.:2008 y. 12 bet. [buxdu.uz/index. php/pages/ referatlar-mustaqil-ish-kurs-ishi/item / 12374-2021-06-01-10-22](http://buxdu.uz/index.php/pages/referatlar-mustaqil-ish-kurs-ishi/item/12374-2021-06-01-10-22)
- [4] Toshpo'latova, N. (2022). ЎСМИРЛИК ДАВРИНИНГ ПСИХОЛОГИК ХУСУСИЯТЛАРИНИ ҲИСОБГА ОЛГАН ҲОЛДА ЁНДОШУВНИНГ АҲАМИЯТИ. Журнал Педагогикки и психологии в современном образовании, 2(3).
- [5] Ibragimova, Z. (2022). THE DEVELOPMENT OF PRESCHOOLERS AND THE PSYCHOLOGICAL DESCRIPTION OF THEIR ACTIVITIES. Science and Innovation, 1(5), 416-420.