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Methods and Significance of the Formation of Creative Thinking in The Younger Generation

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Abstract: The development of creative thinking of the younger generation is one of the main tasks. Creative thinking develops at different stages of learning. It is schooling that places creative thinking in the central part of the student's consciousness. At the same time, the development of creative thinking of students at school age is of particular importance.

Since creative and extraordinary ways of solving problems are very important in the modern world, the demand for people who can think outside the box, creatively is increasing. To be successful in the future, it is very important to develop originality of thinking as early as possible, and then there will be more opportunities to achieve success in life.

Key words and expressions: creative thinking, the younger generation, motivation, students' activities, imagination, fantasy.

Introduction

The process of developing the creative thinking of the younger generation occurs without understanding the significance of psychological techniques and means in this process. This is what leads to the fact that most students cannot master the methods of systematizing knowledge, which is based on creative thinking. It is known that a student who has developed creative thinking adapts to various situations much faster, finds non-standard solutions to various problems that arise before him.

Literature analysis

It should be noted that creative thinking is connected not only with one type of thinking. In the course of creative thinking, new formations arise concerning motivation, goals, assessments, meanings within the cognitive activity itself.

The study of the problem of the development of creative thinking was carried out by such teachers and psychologists as D.B. Bogoyavlenskaya, L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, Z.I. Kalmykova, I.Ya. Lerner, R.S. Nemov, Ya.A. Ponomarev and others. It was they who expanded and enriched the theory of the development of thinking and provided convincing arguments for the influence of the process of solving creative problems on the development of thinking, gave a description of the conditions that contribute to and hinder finding the right solution.

Research methods:

• theoretical analysis of the literature on the research problem;

• monitoring the activities of students;
• conversation;
• analysis of the productive activities of students;
• pedagogical experiment.

First of all, we note that thinking is the highest cognitive process. Thinking is understood as the acquisition of completely new knowledge and the creative transformation of those ideas and knowledge that already exist. In addition, thinking should be understood as the acquisition of completely new knowledge acquired by a person.

Creative thinking is understood as thinking that is associated with the creation, discovery and transformation of knowledge. These include imagination, fantasy and so on. Exploring creative thinking, N.V. Druzhinin came to the conclusion that "creative people often surprisingly combine the maturity of thinking, deep knowledge, various abilities, skills and peculiar "childish" features in their views on the surrounding reality, in behavior and actions" (Druzhinin, 2009, 351) .

So, E.S. Zharikov identifies the following characteristic properties of creative thinking:

- heuristic - the ability to solve problems that require the discovery of both patterns and properties and relationships;
- creativity - the ability to form completely new methods;
- mobility - a skill based on the transition to the border areas of science, solving problems united by one goal;
- independence - the ability to resist traditions and attitudes that prevent the acquisition of new knowledge;
- exponentiality - the ability to see the perspective of the object under study, predict the state in the future, suggest hypotheses;
- consistency - the ability to cover the object as a whole;
- reasonableness - a skill that is based on the denial of the old system of knowledge;
- openness - the ability to accept and reject different ideas;
- antinomy - the ability to see the unity of opposites or mutually exclusive definitions of an object;
- the ability to generalize.

It can be noted that the indicators that characterize creative thinking are the following: fluency (speed), flexibility and originality of thought. Such an indicator as fluency includes such components of creative thinking as ease of thinking and accuracy in completing a task. Under the flexibility of thinking understand the ability to find different ways to solve the same problem. And the originality of thinking is the minimum frequency of this answer to a homogeneous group.

Thus, the analysis of the psychological literature showed that most psychologists consider the concepts of "creativity" or "creativity" without distinguishing them from the concepts of "creative thinking" or "creativity of thinking".

Results and discussion

With all the unconditional significance of the research, the problem of the formation of creative thinking of the younger generation requires further development, taking into account the specifics of teaching disciplines from the standpoint of humanization. Contradictions between:

- the social order of society for a creative person and the insufficient orientation of the education system to prepare the younger generation capable of independent productive activity;
- the need of the younger generation to develop their creative thinking and the inability to realize this need in the educational process, which also provides for a reproductive orientation;
- the requirement of practice in the scientific and methodological support of the process of formation of creative thinking of the younger generation and the poor development of pedagogical conditions for the effective formation of creative thinking.

Creative thinking is effectively formed when creating the following didactic conditions:

- the orientation of the educational process towards the development of positive motivation, taking into account the creative context of educational activities, which ensures the subjectivity of the younger generation in the formation of creative thinking;
- the priority of the principle of complementarity, which ensures the creation of a system of cultural and creative situations aimed at acquiring personal creative experience for the younger generation in solving

them;
- initiation of reflection, enabling the younger generation to identify the actual meaning of creative activity, consciously apply heuristic techniques to solve problems.

The relevance of the study of the problem of the formation of creative thinking of the younger generation is due to the need of society for creatively thinking specialists; the lack of pedagogical research on the problem; lack of practical recommendations for the formation of creative thinking of the younger generation.

Conclusion

The creative thinking of the younger generation is considered as an integrative quality of a person, characterized by a value attitude to creativity, meaningful knowledge of the main categories of creative thinking, mechanisms and favorable factors for its formation, conscious use of logical operations and heuristic techniques to solve the problems found. Creative thinking is structurally manifested in motivational-value, intellectual-cognitive and activity criteria.

The content characteristics of the subject of creative thinking are: an active position in activity, goal setting; the ability to transform the world around us, to create something new; awareness of responsibility for the results of activities; the ability to reflect and the need for it; the desire for interaction, cooperation, communication.

The structural-functional model of the formation of creative thinking of the younger generation is an integral system containing structural components (goal, content, methods, forms, results) and a criteria-evaluating system (criteria, levels, evaluation and correction) of the process under study. The implementation of the model makes it possible to increase the efficiency of the formation of creative thinking of the younger generation due to the fact that it: makes it possible to successfully technologize the process of forming creative thinking based on the principles of complementarity, a controlled transition from activity in a learning situation to activity in a life situation, reflection; ensures integrity, unfolds the process of formation of creative thinking in time.

The conducted research opens up new perspectives in studying the problems of the theory and practice of education: the study of forms and methods of projecting the principles of creative thinking onto the educational process; search for other conditions for the effective formation of the creative thinking of the younger generation; studying the problem of the formation of creative thinking of the younger generation outside the educational process; study of the relationship between creative thinking and the culture of pedagogical activity.

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