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## THE MORAL OF CREATIVE THINKING IN THE MENTAL DEVELOPMENT OF THE INDIVIDUAL

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### **Annotation**

*In this article, it is mentioned in the article on the ethics of creative thinking in the mental development of the individual*

### **Key words**

*Creative thinking, creativity, creative thinking, tools for the development of creative thinking, cognitive process, Psychological factors, personality.*

Currently, special attention is paid to the development of creative thinking. It is important in various fields: creating a new product, launching a project, training, solving complex issues. It is impossible to understand the nature of creative thinking without understanding the essence of creativity. It is on this issue that there are a huge number of theories, judgments, opinions, which indicates the importance of this psychological problem. The psychology of creativity explores the psychological mechanisms of the creative process as a subjective act and as a set of creative potential of the individual, which ensure creative effectiveness in implementation.

"The subject in his deeds, in the acts of his creative self-activity, is not only revealed and manifested, but is created and defined in them. Therefore, what he does can determine what he is; the direction of his activity can determine and shape him," S.L. Rubinstein argued. In teaching, creative thinking helps to develop ways to present interesting material. The problem of personal creativity development was considered in the works of Russian teachers and psychologists (D. B. Bogoyavlenskaya, V. N. Druzhinin, Ya. A. Ponomarev, N. V. Khazratova, V. S. Yurkevich et al.), as well as foreign scientists (F. Barron, H.J. Walberg, J. Davidson, T. Tardif, P. Torrance, D. Harrington, R. Sternberg, etc.). Many researchers (L. L. Alekseeva, M. A. Barg, S. M. Vishnyakova, V. S. Kuzin, B. T. Likhachev, A. A. Melik-Pashaev, B. M. Nemensky, O. V. Saldaeva, L. N. Stolovich, T. Ya. Shpikalova, B. P. Yusov) consider art education to be the basis for the development of personal creativity.

According to L. N. Stolovich, art and education solve similar problems and combining these areas can enhance the process of developing creativity of students. The word creativity comes from the English word "creativity", which means a person's ability to carry out activities to create a new idea or product with the inclusion of imagination, that is, the ability to create, and as the activity itself aimed at creating a new idea or product with the inclusion of imagination [14]. This creativity can manifest itself in completely different spheres, in different activities, in communication, in thinking and in feelings.

Creativity is giftedness, receptivity to new ideas, and the ability to solve problems in an extraordinary way. In a broad sense, creativity is understood as flexible intellectual abilities due to divergent thinking, a large amount of memory, developed imagination and intuition, and the ability to improvise. Creative thinking is considered as the ability to develop and practically apply new technologies that intensify all types of activities, to introduce technical, artistic and social innovations; an ability that is one of the most significant in education.

I. R. Akhmetova says that creativity is the ability to create and mentally transform. It includes the past, present and future characteristics of the process. As a result, a person creates something that did not exist before. German sociologist, philosopher, social psychologist, psychoanalyst Erich Fromm considered: "Creativity is the ability to be surprised and to learn, to find solutions in non-standard situations, it is a focus on discovering new things and the ability to deeply understand your experience."

By creative thinking, N. A. Avdeenko means the ability to productively participate in the process of developing, evaluating and improving ideas aimed at obtaining innovative and effective solutions, and/or new knowledge, and/or effective expression of imagination. In the late 80s-early 90s of the XX century, the concept of creative giftedness of the Soviet and Russian psychologist A.M. Matyushkin was widespread. The scientist identifies five of its structural components: a) the dominant role of cognitive motivation;

b) research, creative activity, expressed in the discovery of new things, in the formulation and solution of problems;

c) the possibilities of achieving original solutions;

d) the possibilities of forecasting and anticipation;

e) the ability to create ideal standards that provide high aesthetic, moral, and intellectual assessments.

A. M. Matyushkin said: "If we were to define in a broad sense the most important contribution to the development of creativity, i.e. how to use science to

determine the ideal of personal development, I would say that a person should develop as a creative, free person, responsible to himself and to the whole world" [10]. A. M. Matyushkin also studied the solution of creative problems. Within the framework of his theory of problem situations, he linked the productivity of solving creative problems with the novelty of the result (product). It is the novelty in a problematic situation that determines the creative nature of thinking and assumes the inclusion of creativity as a personal prerequisite that ensures the success of the solution. Creativity, therefore, can be understood as an ability that provides a process of productive creative thinking, the result of which is a new original product, for example, a new understanding of the problem.

The outer boundaries of the spheres are the abstract limits of thinking. Below is the sphere of intuitive thinking, followed by the sphere of strictly intuitive animal thinking, that is, discursive thinking, which represents the unity of intuitive and logical. Above is the sphere of logical thinking. Beyond it stretches the sphere of strictly logical thinking, for example, modern electronic computers [5]. A creative product involves the inclusion of intuition and cannot be obtained on the basis of logical inference. Ponomarev considers the creative act as included in the context of intellectual activity. When solving a standard problem, a developed intellect implements ready-made logical programs, where its highest structural level subordinates the functioning of all lower ones. In a creative task: the failure of the chosen logical program throws the decider to the lower structural levels of the organization of intelligence and the further course of the solution turns out to be a gradual rise in these levels, as if repeating the stages of development [7].

Ya. A. Ponomarev argues that the manifestation of creativity is almost impossible outside of social interaction, i.e. creativity is not only an individual psychological, but also a socio-psychological, group characteristic. In the short psychological dictionary edited by Petrovsky A.V. and Yaroshevsky M. G., creativity is defined as a stable characteristic of a personality that expresses the ability to create and the level of creative giftedness. To characterize the mechanism of creative activity, V. A. Petrovsky introduced the principle of suprasituative activity. He postulates the ability of the subject to rise above the level of the requirements of the situation, to set goals that are redundant from the point of view of the initial task.

Through this, the subject overcomes external and internal limitations ("barriers") of activity. Thus, creative activity is understood by V. A. Petrovsky as an activity excessive in relation to a stimulus, which is characterized by the independence of choosing an object of thinking, going beyond the task,

transforming the task and the stimulus, that is, creativity is a transformative and search activity not stimulated from the outside. D. B. Bogoyavlenskaya defines creativity as situationally unstimulated activity manifested in an effort to go beyond the given problem. "There is no creativity as a special ability. If I say "the ability to develop activities on one's own initiative", this is a specific ability associated with a deep interest in the activity being carried out." – says D. B. Bogoyavlenskaya .

Thus, it can be concluded that the concept of creativity has been actively studied by Russian and foreign scientists since the middle of the last century. There are such concepts as: the concept of creativity by J. Guilford and E. P. Torrens, the model of creativity by Robert Sternberg, the concept of creative giftedness by A.M. Matyushkin, the structural-level model of the mechanism of creativity by Ya. A. Ponomarev. It is still impossible to single out a universal definition of creativity, as there are debates about its essence. Some believe that creativity and creativity are inseparable concepts, others argue that creativity is an element of the creative process, a third group of specialists identifies characteristic features that are peculiar only to creativity.

Depending on the context, creativity can have the same meaning as creativity. However, the main specificity of creativity is the creation of a completely new product that has not yet been on the market. The ability to think creatively is influenced by both internal factors – knowledge of the subject, curiosity, self – confidence, focus on achieving goals, on results, the motivating force of the task – and external conditions. There are various tools for developing creative thinking. For example, you can pay attention to tools from the TRIZ methodology, Craft, literal thinking and design thinking. These methodologies develop people's creative abilities and allow them to develop new useful and unique solutions.

On the problem of the development of creative thinking of a person, it allowed us to develop a concept of the process under study, based on the activity-procedural nature of creative thinking, and draw the following conclusions. Creative thinking is both a cognitive process and a mental activity, the essence of which lies in the specificity of reflection and transformation of the surrounding world through the formation of images, concepts and mental effects of a perceptual and logical plan, and which are characterized by the main qualities – speed, flexibility, originality, accuracy. These qualities are the criteria of the process under study.

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