

NATURE OF CREATIVE ABILITIES IN THE PROCESS OF MASTERING A FOREIGN LANGUAGE

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Annotation: *the article deals with the main definitions of creative abilities given by foreign scientists; a critical analysis of the types of creative abilities and their relationship with the peculiarities of thinking was carried out; outlined approaches to the development of creative abilities by means of a foreign language.*

Annotatsiya: *maqolada xorijiy olimlar tomonidan berilgan ijodiy qobiliyatlarning asosiy ta'riflari ko'rib chiqiladi; ijodiy qobiliyat turlari va ularning tafakkurning o'ziga xos xususiyatlari bilan aloqasi tanqidiy tahlil qilindi; chet tili yordamida ijodiy qobiliyatlarni rivojlantirishga yondashuvlarni belgilab berdi.*

Key words: *creativity; Creative skills; thinking; activity; foreign language; development.*

Kalit so'zlar: *ijodkorlik; Ijodiy qobiliyatlar; fikrlash; faoliyat; xorijiy til; rivojlanish.*

In our time, the problem of the creative development of the individual is more acute than ever. A natural question arises: why is so much attention being paid to this aspect right now? The answer is quite simple: in the age of active implementation foreign technologies in all areas of activity and the implementation of the digital economy program requires specialists capable of generating ideas and displaying creativity. With the development of creative abilities, practical and emotional experience is enriched, mental attitudes and intellectual potential are formed, the aesthetic and mental abilities of the individual are nurtured, professional skills and abilities are accumulated, and the natural inclinations of children are manifested. It is not surprising that all cultural values created over a long history are the fruit of the creative activity of society. And how far humanity will advance in the future is determined by the creative potential of the younger generation. A foreign language, being a general educational subject, is an ideal platform for the implementation of the process of developing the creative abilities of students.

To understand the role of a foreign language in the development of the individual's creative abilities, let's turn to the analysis of the essence and features of the latter. Many scientists conducted their research within the framework of the topic of the connection between language and creativity. Thus, K. Vossler considers language as an "expression of the spirit", of spiritual processes. Based on the position of W. Humboldt about language as an activity, Vossler considers it necessary to study the language in dynamics, in the process of its formation, which is based on ongoing creativity [9, p. 86]. As we can see, the

very formation of a language can already be called a manifestation of the creative activity of an individual.

To begin with, let's dwell on the very concept of "creativity". Being on a par with cognitive abilities, creativity is a component of general mental abilities.

E. Fromm calls creative potential abilities that are present in any person from birth. E. Torrens clarifies that creativity is the highest thought process associated with a sudden guess that combines new associations with the problem posed. S. Mednik, also considering associative thinking one of the fundamental for the creative development of the individual, considers the ability to be creative as the unity of the ability to go beyond the known and the ability to create an extensive set of associations. The view of A.V. Khutorsky to this question: without naming creative abilities as such, he defines them as creative qualities (for example, imagery, imagination, the ability to generate ideas) of a person, which are a component of the generalized concept of creativity.

Analyzing the interpretation of creativity, data in their works by scientists, we can conclude that creativity is a combination of individual psychophysiological characteristics of a person with qualitatively new states (for example, changes in attitude to surrounding events, perception of oneself and what is happening around) that appear in the process of a new activity for the individual, which is realized in its successful implementation or the emergence of a new product. The result of the process of developing creative abilities is the formation of creativity, a stable personality trait with a strong motivation for creative activity. Each individual has creative abilities that arise and develop in the process of activity. However, the development of human creative abilities is subject to the greatest influence precisely from the social and educational environment in which the individual is located.

Many psychologists talk about the connection of abilities for creative activity, mainly with the peculiarities of thinking. Thus, the well-known American researcher J. Guilford, who studied the issues of human intelligence, found that creative individuals have the so-called divergent thinking. People who have this type of thinking do not concentrate all their efforts when solving a problem on finding the only correct solution, but they begin to search for a way out of the situation in all possible directions in order to take into account as many options as possible. Such people tend to form new combinations of elements used by the main body of society in a certain established way, or to establish connections between two elements that at first glance have nothing in common circle with a friend.

Creative thinking is based on a divergent way of thinking, the distinctive features of which are:

- speed - the ability to generate and produce the largest number of ideas in the shortest time (in this case, it is not their quality that matters, but their quantity);
- flexibility - the ability to generate a wide variety of diverse ideas;
- originality - the ability to generate new unusual ideas;
- completeness - the ability to refine your "product" or give it a finished form.

As for attempts to identify what specific abilities are creative, the researcher A.N. Bow, taking into account the facts from the biography and success stories of famous extraordinary representatives of art and science, highlights 13 kinds of creativity:

1. Ability to detect a problem.
2. To generalization and concretization.
3. To use the experience gained.
4. To a holistic perception of the surrounding world.
5. To associations.
6. To the choice of one of the ways to solve the problem before checking it.
7. Toward the integration of new information into existing knowledge systems.
8. To finalize the original plan.
9. Flexibility of thinking.
10. The ability of memory to produce the necessary information when required.
11. The ability to perceive things objectively, to separate what is observed from what is the result of interpretation.
12. Ease of producing ideas.
13. Creative imagination.

Much less is the classification of creative abilities presented by V.T. Kudryavtsev and V. Sinelnikov. Scientists, relying on rich historical and cultural material, have identified

4 creative abilities formed in the course of evolution:

1. Realism of the imagination.
2. The ability to see the whole before the parts.
3. Supra-situational and transformative nature of creative solutions.
4. Experimentation.

As we can see, only the universal abilities of the individual are mentioned here in the composition of creative abilities. Researchers and teachers who use the developments of G.S. Altshuller (TRIZ and ARIZ), they believe that there are 9 components of a person's creative potential in total:

- willingness to take risks
- divergent thinking;
- flexibility in thinking and actions;
- high speed of thinking;
- the ability to express ideas that are far from banal and invent new ones;
- good imagination;
- acceptance of the possible ambiguity of things;
- high aesthetic values;
- developed intuition.

Critically analyzing the described views on the question of the essence and characteristics of creative abilities, we conclude that imagination and the ability to make creative decisions aimed at updating something that already exists or at creating a fundamentally new one are recognized as essential components of creative abilities. As for the development of creative abilities in students, it can occur only in creative activity. More L.N. Tolstoy wrote: "If a student at school does not learn to create anything himself, then in life he will only copy". The educational process in a foreign language is ideal for achieving the goals of the comprehensive development of the student's personality. It is in

the process of teaching a foreign language that practicing methodologists recommend widely using one of the most effective methods in modern education - project method. Carrying out project activities within the framework of language education, students not only acquire and improve the necessary language skills, but also get the opportunity to think creatively, plan their actions independently, predict different scenarios, and actively engage in real language reality. Summing up, it should be noted that creative abilities, representing the unity of individual psychophysiological characteristics of an individual with qualitatively new states, are an integral part of the personality of a modern student of any age. It is in the process of studying learning a foreign language, which involves the comprehensive development of the personality, the student is given the opportunity to show his creative potential, develop creative abilities. One of the most productive technologies for creative In the process of mastering a foreign language, the project activity can serve as a natural development of the personality.

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