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**SOCIAL PSYCHOLOGICAL DETERMINANTS OF THE  
FORMATION OF CREATIVE THINKING IN ADOLESCENCE**

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**Abstract:**

The article describes the socio-psychological characteristics of creative thinking personality development in adolescence. Social psychological determinants of the formation of creative thinking skills are also classified. The components and results of experimental studies on the development of creative thinking in teenagers were analyzed

**Keywords:** adolescence, thinking, talent, unusual creativity, sociality, creativity, innovation, responsibility, Semantic flexibility, Symbolic adaptive flexibility, Uniqueness

Creativity (lat., ing. "create" - to create, "creative" means the creative ability of an individual that describes the readiness to produce new ideas and is part of talent as an independent factor). A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities.[1]Creativity describes a person as a whole or his specific features, mental sharpness. Also, creativity is reflected as an important factor of individual talent. The term creativity in the 50s of the last century Dj. by Guilford. entered.Dj Gilford states that personal creativity consists of 4 main characteristics [3]

1. Uniqueness, carelessness in expressing thoughts, striving for new things. A creative person tries to express his independent opinion that is different from the opinion of others in different situations.
2. Semantic flexibility, that is, to perceive the object from a new point of view, to be able to evaluate its new possibilities.
3. Symbolic adaptive flexibility, that is, changing the characteristics of the object being studied by realizing new hidden aspects
4. Semantic spontaneous flexibility, i.e. the ability to repeat different ideas in uncertain situations for the purpose of learning the object

According to the American psychologist P. Torrens, creativity is a problem or putting forward scientific hypotheses; hypothesis testing and modification; identifying the problem based on the formation of decision results; expresses sensitivity to the conflict between knowledge and practical actions in finding a solution to a problem.[3]

Like any other personality trait, creativity doesn't happen overnight. As creativity is consistent in all individuals at certain stages, creative qualities do not develop spontaneously in teenagers. According to this research, a number of ways to successfully develop creative qualities in a person are highlighted(The formation of a creative person can be defined as the development of a person in terms of the creation of creative activities and creative products performed in a mutually compatible way. The pace and scope of this process depends on biological and social factors, the activity and creative qualities of the person, as well as existing conditions, vital and professional events depend. According to Ken Robinson, "creativity is a set of original ideas with value" (Azzam, 2009). And Gardner explains the concept in his research as follows: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value." [1]

Expressed in terms of Emebayle's (1989) approach, creativity means "the possession of highly unusual skills along with thorough knowledge of a specific domain." Many studies have different views on the relationship between intelligence and creativity. One group of researchers claims that there is no connection between them, while the representatives of the second group claim that the level of creativity and intelligence are related to each other (Kim, 2005) According to Patti Drapeau, creative thinking is, above all, comprehensive thinking about a particular issue. Multidisciplinary thinking requires adolescents to rely on multiple ideas when completing assignments, problems, and tasks.

On the other hand, one-sided thinking means basing on one correct idea. One cannot deny one of the one-sided and multi-sided thinking regarding the information received in the process of thinking. Therefore, one and all-round thinking is equally important in the formation of creativity.The test based on E.P.Torrens in 1987 and determining whether a person has creative thinking makes it possible to evaluate a person's creativity and its level according to

criteria such as activity in organizing creative activities, quick thinking, originality and sophistication. The answers to the questions suggested by the teenager should cover these four criteria. According to E.P. Torrens, the following is explained on the basis of the concept of "creativity": [1]. Creativity is the creative ability of an individual that describes the readiness to produce new ideas and as an independent factor is part of the individual's talent and includes:

- to put forward a problem or scientific hypotheses;
- hypothesis testing and modification;
- identifying the problem based on the formation of decision results;
  - sensitivity to the conflict between knowledge and practical actions in finding a solution to a problem

Creative thinking can be clearly reflected in every social sphere [4]

- 1) Students studying in a creative environment gradually develop an interest in performing creative tasks, as well as not ignoring questions, shortcomings and conflicting information as a result of observing a teacher with a creative mindset;
- 2) try to identify problems, try to find their solution based on the assumptions made








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Teenagers with creative thinking: [1,3]

- expresses ideas that have not occurred to other peers;
- chooses a unique style of self-expression;
- sometimes asks unrelated or unusual questions;
- enjoys open-ended tasks;
- prefers to discuss ideas based on clear evidence;
- chooses an unconventional approach to finding a solution to a problem.

Personal creativity qualities are listed as follows [1]

QUALITIES OF CREATIVE THINKING		
creative direction		ability to think logically
erudition		having a rich imagination
creativity and initiative		full display of their creativity
reflective ability		emotional richness
risk taking		possession of the speed of thought
development of inner sense (intuition)		the ability to advance
innovative ability		possession of high artistic values
g'ability to make new decisions based on existing experience and knowledge		

It is possible to successfully form creative thinking skills in teenagers only by making creativity a daily habit. In this process, it is correct to analyze the content of the information received by them, and the methods and tools used in the assessment of creative thinking skills in making reasoning conclusions and decisions are of great importance. It is only in a creative environment that adolescents are able to understand the content of the information they receive, interact with it, and begin to think about it (Anderson et al., 2000). The following factors hinder the development of creativity in an individual: [4]

1) avoiding risk;

- 2) allow rudeness in thinking and behavior;
- 3) underestimation of personal fantasy and imagination;
- 4) subordination to others;
- 5) think only of success in any case

Demonstrating creativity skills in teenagers

- Creative approach to information analysis;
- show activity in creating new ideas;
- independent thinkingm
- to be able to determine the nature and importance of the received information;
- to be able to analyze the issue;
- making a plan to solve the problem;
- use of effective methods (analysis, synthesis, induction, deduction, comparison, etc.) in solving the problem;
- to be able to choose the methods of solving the problem;
- justifying and rechecking the correctness of the decision;
- conducting a small research (research) in solving the problem;

32 14-year-old teenagers took part in the experimental work on studying the characteristics of creative thinking in teenagers. 16 teenagers were divided into control and experimental groups.

The study was carried out in 3 stages. At the 1st stage, experiments were carried out to determine the level of development of creative creative thoughts in teenagers. In the 2nd stage, a corrective program was implemented with the members of the experimental group to develop their creative thinking skills

In the 3rd stage, repeated psychodiagnostics were carried out

At the 1st stage, experiments were carried out to determine the level of development of creative creative thoughts in teenagers

In the 2nd stage, a corrective program was implemented with the members of the experimental group to develop their creative thinking skills

In the 3rd stage, repeated psychodiagnostics were carried out. In the first part of the experimental tests, E.P. Torrens' "Complete the picture" methodology was conducted to study the characteristics of creative thinking. This substest consisted of 3 parts: "Draw a picture", "Complete the shape" and "Repetitive lines" methods." Draw a picture " substest " Teenagers were presented with 30 pairs of

incomplete pictures "Repeating lines subtest were asked to draw a whole picture from 30 pairs of repeating lines

The analysis of the results was carried out according to 5 indicators.

The sum of the scores obtained for each indicator is calculated. The sum of all indicators is divided by 5, and this result is calculated as the indicator of creative thinking according to E.P. Torrens.

- 30 and under – low;
- 30-34 – below the age indicator;
- 35-39 – slightly below the age indicator;
- 40-60 - in proportion to the age indicator;
- 61-65 – slightly higher than the age indicator;
- 66-70 – older than the age indicator;
- 70 and above - it was noticeably higher than the age indicator [3].

Indicators from 0 to 39 points are considered below the age indicators of creative thinking.

Indicators from 40 to 60 are proportional

Indicators from 61 to 70 are considered high.

According to the results of the "Finish the picture" methodology, a low level of creative thinking was found in the control group.

10 respondents: (62%) with indicators from 0 to 39 points.

Average indicators were found in 6 testers (38%).

In them, indicators from 40 to 60 points were determined.

A high level of creative thinking was not detected in teenagers in the control group (from 61 to 70 points) (0%).

A low level of development of creative thinking was noted in teenagers in both groups, 10 subjects in the control group (62%) and 11 subjects in the experimental group (69%) had indicators from 0 to 39 points. According to the EP Torrens method, low results mean the test subjects' thinking (inertia (slowness), lack of motivation for creative thinking, they cannot move from a given task to another task, they have difficulty in developing new ideas from usual thinking and developing the content and essence of the problem.

The average level of creative thinking was noted in 6 adolescents (38%) in the control group and 5 (31%) adolescents in the experimental group. According to the EP Torrens method, low results mean the test subjects' thinking (inertia

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The average level of creative thinking was noted in 6 adolescents (38%) in the control group and 5 (31%) adolescents in the experimental group. A high level of development of creative thinking was not noted in the subjects of the control group, nor in the subjects of the experimental group. Based on the primary psychological diagnosis, a low level of development of creative thinking was determined in the subjects of both groups.

These testers used simple and uniform images to perform the method (fruits, vegetables, dishes, etc.) The obtained results substantiated the need for psychocorrective work on the development of creative thinking in adolescents. The psychocorrective program for the development of creative thinking features in teenagers consists of 3 parts using the design method, which consists of diagnostic, corrective development and evaluation of the effectiveness of the results. The correctional program is designed for 6 weeks and the duration of each session is 35-40 minutes. Classes include various activating methods for working with teenagers: brainstorming, discussion, conversation, creative work, project presentation. In order to determine the effectiveness of the program, the experiment was conducted at the critical stage of testing. This result was shown in the fact that the subjects who participated in the psychocorrective program were quick to perform the assigned tasks, and made unusual decisions in generalizing, analyzing, and synthesizing information.

Based on the results of the "Finish the picture" subtest, it was found that the test subjects in the control group had a low level of independent and creative thinking: 9 test subjects (56%) had results from 0 to 39 points.

At the same time, the average level of development of independent and creative thinking was determined in 7 examinees (44%). These examinees had results from 40 to 60 points.

A high score from 61 points to 70 points was not detected in the subjects of the control group (0%).

This result was manifested in the fact that the test subjects who participated in the psychocorrective program completed the assigned tasks faster, generalizing information, analyzing and synthesizing and making unusual decisions.

Manifestation of positive changes in the experimental group on the development of creative thinking, the performance of the tasks in the psychocorrective program conducted using the design method gained great importance.

In the formation of creativity as a personality trait, individual psychological characteristics of a teenager, social situation, the use of innovative methods in the field of education, the use of democratic methods in interpersonal relations between a teenager and teachers, respect for the opinion and individuality of a teenager, and the support of ideas for his new non-traditional decisions are of great importance.

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