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*D. Nurlankyzy¹**¹Kazakh national academy of choreography
(Nur-Sultan, Kazakhstan)**B.K. Saktaganov²**²Kazakh national academy of choreography
(Nur-Sultan, Kazakhstan)***FEATURES OF CREATIVITY AND CREATIVE THINKING IN
EDUCATION****Annotation**

The article provides a theoretical explanation of the features of creativity and creative thinking in higher education. Special attention is paid to the development of higher education in the world, increasing the importance and role of higher education institutions and their opportunities for human development. The main task of higher education is to develop the ability to accept and develop new scientific ideas, their analysis and application in independent professional activities.

Key words: *education, creativity, creative thinking, psychology, pedagogy, imagination, consciousness, personality.*

*Д. Нұрланқызы¹**¹Қазақ ұлттық хореография академиясы
(Нұр-Сұлтан, Қазақстан)**Б.К. Сақтағанов²**²Қазақ ұлттық хореография академиясы
(Нұр-Сұлтан, Қазақстан)***БІЛІМ БЕРУДЕГІ ШЫҒАРМАШЫЛЫҚ ЖӘНЕ КРЕАТИВТІЛІК
ОЙЛАУДЫҢ ЕРЕКШЕЛІКТЕРІ****Аннотация**

Мақалада жоғары білім берудегі шығармашылық және креативтілік ойлаудың ерекшеліктеріне теориялық түсініктеме беріледі. Әлемдегі жоғары білім берудің дамуына, жоғары білім беру мекемелерінің мәні мен рөлін жоғарылатуға және оларды адамзат дамуының мүмкіндіктеріне баса назар аударылады. Жоғары білім берудің басты міндеті жаңа ғылыми идеяларды қабылдау және өңдеуге қабілеттілікті дамыту, өзіндік кәсіби іс-әрекетте оларды талдау және қолдану сипаталады.

Түйінді сөздер: *білім беру, шығармашылық, креативті ойлау, психология, педагогика, қиял, сана, тұлға.*

Д. Нурланкызы¹

¹Казахская национальная академия хореографии
(Нур-Султан, Казахстан)

Б.К. Сактаганов²

²Казахская национальная академия хореографии
(Нур-Султан, Казахстан)

ОСОБЕННОСТИ ТВОРЧЕСКОГО И КРЕАТИВНОГО МЫШЛЕНИЯ В ОБРАЗОВАНИИ

Аннотация

В статье дается теоретическое объяснение особенностей творческого и креативного мышления в высшем образовании. Особое внимание уделяется развитию высшего образования в мире, повышению значимости и роли высших учебных заведений и их возможностям развития человечества. Главной задачей высшего образования является развитие способности к принятию и выработке новых научных идей, их анализ и применение в самостоятельной профессиональной деятельности.

Ключевые слова: образование, творчество, креативное мышление, психология, педагогика, воображение, сознание, личность.

The socio-historical process of society's life contributes to the formation, development, and improvement of the individuals. It participates in the development of personality, having received a known developmental load. But its true meaning is shown only in training, education, self-esteem, self-education, self-improvement.

One of the important tasks is to increase the level of education as a factor of a nation that is competitive in the world economic space. Therefore, it is always relevant to create a national education system following modern requirements imposed by the market economy. Currently, the world pays special attention to the development of higher education, increasing the importance and role of higher education institutions and their effective use in the opportunities for human development. Therefore, over the past thirty years there have been made all over the world large-scale and profound changes in the structure, content and types of higher education.

These changes were made due to the impact of internal and external factors. However, in the process of developing higher education, such global social phenomena as the change of economic situation and transition to market relations, the independence of the state and integration into the world educational space, and globalize the country's economy were manifested.

External conditions are primarily manifested in authority, as well as in material structures corresponding to the level of a person in a given society. Internal interests come out of the deep biosocial needs of any normal person, his true desire for knowledge. Internal motives and incentives deserve an educational environment, largely subordinate to the psychological and pedagogical atmosphere, which is faced by any person, even people consciously weak perception of the environment.

At the same time, the true human desire for deep knowledge and change of this world must interact with the pedagogical environment, specially created in one form or another realistic-imaginative technology of educational activities in educational institutions. In other words, the volume that reflects the needs of the person in the surrounding internal education, and these approaches that are pedagogically justified to meet these needs, must be directed, connected, and correspond to each other.

V. Gershunsky noted that the value of the group «Education» is completed by the implementation of an educational policy that allows to fully satisfy the rights of every person to education, taking into account the true and inalienable right-the identity of the person»[1].

In connection with the analysis of the personal value of education, the problems of the personal and motivational attitude of a special person to self-education, its level and quality are of this nature.

The education system should correspond to its stable psychological and pedagogical basis, if possible, with ease and mobility to the socio-economic changes of the state. The education system «depends» on traditional, on the one hand, paradigms and doctrines of education, which historically replace each other. Secondly, graduates of any educational institution should live and work in Good time and space than the conditions of training, should be realistic and predictable, «work» in the future. S. Smailov: «only if post-base education is a sign of advanced education, then there can be a bright development since a single direction will be guaranteed to solve economic problems and the tasks of forming a new person» [2].

Representatives of German classical philosophy dealing with creative problems: in the XVIII century, I. Kant called creative activity a productive ability of the imagination, developed a clear creative concept. He concluded that the creative process is an important part of the structure of consciousness and relates to cognitive activity [3].

F.V. Schelling developed the idea of I. Kant, explaining the creative abilities of fantasy as a unite of conscious and unconscious activity. According to the philosopher, genius is the gift of people who can do crazy things, but this true process takes place in a person's subjectivity. According to this approach, creativity manifests itself as an innumerable stream, which is a manifestation of the activity of the «world spirit» that occurs in the memory of art «on earth». Therefore, in the high form of human life, the creativity of artists and philosophers is recognized [4].

The study of this problem was continued by representatives of the «psychology of thinking» of the Würzburg school (O. Kulpe, K. Marbe, n. a.), considered thinking as an internal action to solve problems; studied the dynamics of stress in the form of each stage of solving creative tasks; identified the stages of creative activity:

1. Stage 1-conscious work: preparation, prerequisites for the intuitive search for a new idea;
2. Stage 2-unconscious work: improving the idea;
3. Stage 3-transition from the unconscious to consciousness: inspiration, insight;
4. Stage 4-conscious work: development of the idea and design and verification of it [5].

J. Dewey considered creative thinking as able to solve problems as an intellectual form of social activity and defined in his image the reason of human creative activity as a prerequisite for the beginning of conscious thought work «a state of non-nuclear, deviations, suspicious». [6].

For the first time, trying to separate the reason underlying creative activity was made in the framework of a psychoanalytic approach to the study of creative thinking. Z. Freud believed that creativity is the result of sexual and aggressive energy [7]. A. Adler explained it as a way to replenish an incomplete assignment [8]. In the creative phenomenon, C. Jung saw emerge archetypes of collective, unconscious, indirect person experience, and perception of the Creator. In this case psychoanalysis, for the first time, identified the problem of motives and the role of unconsciousness in thinking as an aspect of the study of this problem [9].

Creative motives have been studied by humanist psychologists. The first beginning of creativity was called the motive of personal growth or, (according to Maslow), the need for independent actualization, full and free implementation of their abilities and life opportunities [10].

Among the famous Russian scientists who have studied creative thinking: V.A. Lezin, defined the quality of personality, original personality (attention and perception, the ability to imagine and show, truthfulness, uncontrollably and individuality, intuition and preliminary sensitivity) and the period of the creative process: work, unconscious work, inspiration [11].

For the first time, I. Sumbayev in Soviet psychology identified diversity and unconsciousness in the human psyche and defined the role of the creative process in unconsciousness. Its relation to the stage of the creative process:

1. Inspiration (fantasy, the emerge ideas);
2. Logical processing of ideas;
3. Fulfilling a creative desire.

Besides, the author highlighted the following characteristics of scientific creativity: concentration on a specific topic, collection and systematization of material, obtaining and supplementing results [12, p. 98-102].

There are now three main places about creativity with intelligence. According to the first opinion, A. Nezman says that there are no such creative abilities, and intellectual gifts-this is necessary, but the creative activity of the person is not enough. The drivers of creative behavior are motivation, values, and certain personal characteristics (cognitive ability, sensitivity to the problem, independence from unknown and complex situations) [13].

The second opinion holds that creativity is considered to be an independent reason, regardless of intellectuality. That is, if we are talking about the relationship between the level of intelligence development and the level of creativity, it is not very important. Guilford sticks. [14, p. 156-158].

D. Wexler promissory notes assume the ability to be creative with a high level of intelligence development and vice versa [15, p. 33-37].

In this regard, it is very interesting that the concept of R. Sternberg is considered in three aspects of intellectual activity. They are:

Mechanisms for structuring intelligence (decision visibility, cognitive style, knowledge);

The relationship of intelligence with the types of tasks (intelligence takes part in solving new tasks and in the work of actions);

The relationship of the intellect with the outside world.

If high intelligence is combined with a high level of creativity, a creative person is adapted to the environment, active, emotionally weighty and independent [16, p.186-210].

R. Sanal a new benchmark in the develop creative thinking is now the quantum trainer of thinking techniques. He is the founder of quantum thinking. In Turkey, the first Quantum was used in the practice of thinking techniques. Its adhering principle is to create a true human being using quantum thinking in life. Due to the inner spiritual enrichment of a person, the correct orientation of his life positions is achieved [17].

Another scientist Sungur Nuray, who made a great contribution to the development of creative thinking of schoolchildren, showed the effectiveness of creative problem-solving in the classroom. In 1995, the work «creativity and education» is widely discussed and demonstrates creative thinking in education [18, p. 29-31].

If we consider the works of Russian creative scientists and researchers, K.M. Nagymzhanova said: «creative thinking has poles in balance and adds the opposite of the visible units. By tracking students, we see that they often give the answers we expect from them. They only talk about their complete confidence. But, not all new creatives are not defined, the child in the status of «smart and resourceful», avoids being creative, because he is afraid of losing his reputation. And this situation leads to mechanical thinking. This causes stability as well as genius. Mechanical thinking is the biggest risk of creative thinking, that is, it eliminates the possibility of discovering and feeling new things. The next threat may be predictable criticism. Most often, an unusual, incorrect connection serves as the basis for creative thinking, and early criticism insists on a new development» [19, p.110].

And in its concept, B.A. Ospanova is the basis for the formation of values and goals of the person, its interpersonal, social and psychological space. At the same time, adhering to the opinion that activity projects the activity of the person, the strategy of behavior and relationships, emphasizes the role of activity in creativity [20].

C. Berdibayeva emphasizes the role of aitys art in the develop individual creativity. Through art, a person holds the opinion that creativity can be developed by Aitys [21]. But we pay special attention to the study of creative thinking of students of the Academy, whose relationships are based on spirituality, are fixed in our article.

The transform from education to a personal model in the Kazakh National Academy seeks to create a special pedagogical environment for students, which sets before itself the need to choose the essence and principles of life, free and creative initiative within, come to appear oneself as a person. If the theory of developmental learning refers to the intellectual, cognitive development of students with personal development, which are based on subtle mechanisms that are not only related to the subject activity and the material being studied. This is, first subjectivity, reflection, checking existing values, developing a new model of behavior. If traditional training is aimed at the prestigious «transfer» of knowledge, personality-oriented training actualized associate the world of ideas, ideals and values that teachers will carry them. If education «turned out» from the world of things, than personal development - from the experience of self-organization, identity and anxiety of

the developing person. Personality-oriented learning, in turn, manifests itself by entering the image of the teacher to confirm this process. Organization and confirmation is an important activity of an Academy teacher.

It noted that the develop creative thinking, previously manifested as a target structure of higher education. But, as we know, this goal is not always available, because she did not know what direction is in the higher education system and how this goal is implemented. Today we do not know what the mistake of the past is. The most important thing is to feel and understand what goal you need to move towards. One of the main principles of its activity will be a new creative education, which is as follows:

- preparation for creative thinking;
- the transition from designing parts of the Technocenter to designing actions in the broadest sense of the word;
- development of a worldview based on a multidimensional solution, tolerance for other thoughts, tolerance for one's activities and moral responsibility;
- implementation of intersubject communication to form an expanded education system;
- development of «binoculars» of intellectual activity.

Thus, in the context of increasing professional mobility and retraining requirements, higher education calls for providing a base of General and professional training for the systematic continuation of all work activities.

In modern higher education, it is encouraged to graduates to take into account the features of globalization, many of practical problems that may not take into account the power of the new in them. Such problems could be possible only based on the relevance of this science and a creative attitude to their work. At the same time, the higher education system gives students elementary ready-made knowledge, from performing some strictly specified professional skills. The main task of higher education is to develop the ability to accept and develop new scientific ideas, their analysis and application in independent professional activities. Considering higher education as a process and as a result, at the same time we have to talk about educational activities and the quality of products. The main product of the Academy is students, and the last result is graduates-specialists.

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