

CRITERIA AND INDICATORS OF THE DEVELOPMENT OF CREATIVITY IN STUDENTS.

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Abstract: *This article discusses creativity as a type of activity and a solid set of creative properties that are new, original, unusual, non-traditional, and ensure the development of society. In the context of collective interests, creativity is, in fact, seen as a heuristic method of life activity, but at the level of a social group, the behavior of a creative person is assessed as a type of activity that is not typical of this society of people and does not correspond to the rules of law.*

Keywords: *student, creativity, motivation, activity, psychological problem, creativity, private activity, activity level, activity, initiative, new ideas.*

It is known that scientifically correct research into the psychological aspects of the formation of students' creative qualities in the formation of knowledge, skills and competencies in content and logical thinking makes it possible to develop the necessary range of scientific and practical measures to mobilize students' intelligence, creative abilities, and educational activities. Scientific and research considerations based on the analysis of relevant scientific literature and our observations are currently the basis for all aspects of continuous education. It requires studying and researching the process of forming the characteristic of creative activity in students studying at different stages of education. To do this, first of all, it is necessary to determine the psychological aspects and psychological factors, criteria and structural qualities of creative activity in the formation of its characteristics, and to study each of them in depth. When determining the criteria and indicators of the development of creative activity in students, first of all, we study its specific qualities, and we identify those among these qualities that are most

important at student age, which will allow us to further develop and shape them.

The analysis of the relevant literature showed that students have the following structural features of creative activity:

- search aimed at discovering something new, the process of processing and transforming information;

- sensitivity to intellectual activity and its by-products, depth of thought, the ability to see the problem, and surprise;

- the ability to learn, the ability to find solutions in non-standard situations, the ability to pay attention to discovering new things, the ability to deeply understand one's own experience;

- semantic adaptability - the ability to identify the main property of an object and propose a new way of using it;

The problem of shaping the creative activity of students is now, rightly so, considered the problem of the century. The reason is that many studies show that the most pronounced manifestations of creative activity are observed in adolescence, but in fact, the buds of creative activity can be formed from early childhood. Also, many educators and psychologists have diagnosed students based on their final answers to simple and complex analogies in identifying the creative characteristics of students. The manifestation of creative activity can be seen in the following ways of realizing a person's creative potential: the level of intelligence and the dynamics of its development; the multifacetedness of interests; the absence of internal boundaries; the inherent harmony of motives directed towards creative activity (motives that encourage creativity and their dynamics); mental development (long-term mental stability); genetic predisposition; age-related specificity of creativity; worldview and evolution of interests; the continuity of creative "power" (creative longevity). Genius is the peak of creative activity for a person, which the person develops in himself. Genius does not exist in the form of a separate mental quality, does not differ from an ordinary person in the presence

of unique qualities, it is characterized by the continuous and persistent development of one quality and attention to others does not, it is characteristic of him to continuously develop one quality and not pay attention to others. Therefore, the essence of genius is not the introduction of a new component into the individual structure of a person, but the reconstruction of that system, the development of the creative activity of a person. What can a person's creative activity be manifested in? One of the signs of creative activity in an individual is strong physical health. As an example, we can cite great personalities who possessed great physical strength: Pythagoras, Leonardo da Vinci, M. Lomonosov, M. Lermontov, A. Butlerov and others. Undoubtedly, this quality is useful for travelers, naturalists, geologists, sculptors, but we cannot consider it essential. We can also cite an example of the opposite situation, when great people had poor health or physical defects. An important characteristic of a creative person is a high level of intelligence. The question of the ratio of intelligence, especially verbal (acquired in the process of education), has caused serious controversy among scientists. According to some scientists, the filling of the brain with "excess" information is a hindrance for creative thinking, but not recommended for a creative person. Since extensive knowledge leads to inertia of thinking and tends to freeze in a fixed state, it does not allow a scientist or an artist to look at things from a different point of view. According to the opposite definition, high erudition can be a hindrance in the work of a scientist. Because it is precisely high erudition that encourages a creative person to see the broad prospects of his research subject or the work being created, to abandon the dogmas instilled by narrow specialties and to look with suspicion at the truths that are obvious at first glance. In turn, these qualities are considered absolutely important for creativity in any category. The most famous scientists and artists were well-developed individuals: A. Einstein was interested in literature and played the violin; D.I. Mendeleev was the author of articles on the theory of art. The famous zoologist Kholodkovsky translated Goethe's Faust into Russian; V.M.

Bekhterev wrote poems; we can see this in the versatility of activity and dissimilar interests of G. Galileo, R. Descartes, Leonardo da Vinci, M.V. Lomonosov, G. Leibniz, Kurchatov and other great figures. The unique expression of a person's creative activity is the sum of motives directed towards this creative activity. Such motives are manifested in the desire to devote energy to creativity, to create a newness that is inherent in all people. In famous creative individuals, these motives are leading, and in many cases they even subjugate others to themselves. This explains the widespread fantasy, disregard for material comfort, and incompatibility with life among scientists and artists. Another consequence of the dominance of motivational motives for creativity is such qualities as hard work, determination, goal-orientedness, and high efficiency. This idea is supported by T. Edison's statement that 1% inspiration and 99% hard work. The main motives of creative activity. What forces a person to increase and manifest his creative activity.

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