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CREATIVITY AS A RESEARCH SUBJECT IN PSYCHOLOGICAL RESEARCH

Submission Date: July 21, 2024, Accepted Date: July 26, 2024,

Published Date: July 31, 2024

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume04Issue07-11>

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ABSTRACT

The article provides a psychological analysis of the concept of creativity. The opinions of foreign scientists about creativity are systematized. Various psychological approaches to creativity are analyzed.

KEYWORDS

Creativity, psychoanalysis, behaviorism, multifactor theory.

INTRODUCTION

Creativity is a very complex term that has been defined using various theories (philosophical, psychoanalytic, behavioral, developmental, evolutionary, clinical, social, organizational, educational, historical-cultural).

We can trace ideas about creativity as a philosophical category in the manuscripts of the ancient Greek philosophers Plato and Aristotle. According to Plato, creativity is a God-given gift that comes when "Inspiration" comes. On the contrary, according to

Aristotle, creativity arises as a result of the manifestation of rationality.

The creative process is a source of life, and a person who has experienced it once will not be able to live again. It is like a source of power in personal development. Living without a creative process is like a disease for a creative person.

In major schools of psychology, the reasons for the emergence of personal creativity were expressed in

different ways. In these classifications they derive from the structure of their theories.

In the theory of psychoanalysis, Z. Freud and K. Jung highlighted two (motivational and unconscious) aspects of creativity. According to S. Freud, creative motives are related to eros (attraction to life) and arise from sexual desires. Creativity is desexualization, that is, the process of creative constructive activity of sexual energy. Transfer of repressed aspirations and experiences to creative activity, that is, the process of sublimation takes place. According to the theory of S. Freud, the most important source of creativity is the unconscious. According to Z. Freud, the unconscious is the most "creative" part of the psyche.

K. Jung used the concept of the unconscious to interpret creativity. According to him, the unconscious is the basis of new ideas, thoughts and reflections. It is considered to be the driving force of creativity and inspiration. K. Jung identified two structures in a person: one is personal, the other is creative. Creative structure develops a person at the level of unconsciousness and encourages him to make decisions based on inner spiritual experiences in perceiving life and solving problems. The internal structure of the individual always exists as a collective consciousness. In the theory of psychoanalysis, creativity is considered as a natural, unconscious structure.

Skinner, a representative of the behaviorist theory, evaluated creativity as an individual activity and believed that it occurs as a result of stimulus and reaction. In addition, according to Skinner's interpretation, he believed that creativity is not the emergence of a new idea in a person, but, on the contrary, the manifestation of existing ideas.

Dj. Kelly, a representative of cognitive theory, defined creativity in a person without using the term "creativity". According to him, a person is a researcher, a scientist, who interacts with the world effectively and creatively. He says that while mastering the universe, he processes information, interprets the environment and can predict the future. Human life is always research, which puts forward hypotheses about reality and thereby controls events. The image of the universe is based on hypotheses for humans, who, like scientists, make predictions and try to implement them. In this way, they perform mental activity. Life is a process of creative exploration.

According to A. Adler, a representative of the humanistic theory, every person first has creative power. As a result, he can lead a life of his own style. A. Adler tried to explain creativity with "compensation theory". According to him, a person views any type of culture (art, science, etc.) as a means of filling a deficiency in himself. If the creative "I" exists in the person, he can use his experiences to be the creator of his life and to develop himself.

According to E. Fromm and G. Allports, creativity is not only a solution to a problem, but also a way of personality. They also explained the personality as the quality of the creator of his life. According to E. Fromm's interpretation, creativity is the ability to be interested in non-standard situations, to find solutions and to be frustrated.

According to A. Maslow, creativity is one of the universal functions affecting the self-expression of a person. Just as birds can fly, and trees can grow leaves, humans have a natural basis for expressing creativity. According to the scientist, creativity does not require special talent and it is present in every person. In his opinion, a housewife, entrepreneur, professor can also be a creative person. But they lose these abilities in the process of "cultivation", and then they need special education.

In the above information, we tried to illuminate the tradition of the concept of creativity in science. Now we aim to describe in detail the psychological content and mechanisms of the concept of intelligence.

The term "intellect" entered science later than creativity. D. Simpson used this term for the first time in 1922. According to him, the intellect is told to abandon the stereotypical way of thinking.

E. Chris first interpreted intelligence as a regression serving the Ego. This approach is psychoanalytic, and

they recognize that the basis of intelligence is conscious processes.

According to S. Arietti, intelligence is a new level that is present from the mutual synthesis of unconscious processes and logical thinking. As a result of these conclusions, science began to consider intelligence as a higher mental process.

In general, creativity is understood as an individual's ability to be creative.

Creativity is derived from the Latin word, which means to create. To define it, creativity is the ability of a person to come up with unusual ideas, original decisions, and to deviate from the usual structure of thinking.

Despite the fact that theoretical and practical definitions and interpretations of creativity are presented in science, its single definition and clear psychodiagnostic method have not been determined.

Taylor mentioned that more than 60 definitions of creativity were given in his research in the 60s of the 20th century. He divided them into 6 major schools of thought:

1. According to the gestalt approach, the creative process is to destroy the existing gestalt to build a better one;

2. In the innovative direction, aimed at evaluating creativity based on the novelty of the final product;

3. In creativity in the aesthetic or expressive direction, attention is paid to the self-expression of the creative person;

4. In psychoanalytical or dynamic creativity, the interaction of "I, He, Higher Self" is assumed.

5. In the direction of the problem view, creativity is considered as a mental process that manifests itself during problem solving. Gilford considered creativity to be the same thing as divergent thinking.

6. Creativity functions as a single integrated system. Several factors contribute to the development of creativity. First, it is determined by the social factor (macro, meso, micro), secondly, by specific objective factors (type, type, field of creativity), and thirdly, by the interaction of conscious (reflexive) and unconscious (intuitive) processes.

The multifactorial theory of creativity appeared in the 1980s. According to him, creativity results from the combination of mental abilities and personal characteristics and environmental factors. The nature of these factors and their possible interactions vary depending on the proposed theory. For example, according to Amabile, there are three components underlying creativity: motivation, domain-specific abilities, and processes related to creativity.

Motivation includes the internal and external reasons that motivate a person to solve a problem and the person's attitude towards the task. The author calls being competent in a certain field the existence of knowledge, skills and talent in this field.

Thus, there are many theories and approaches to creativity in psychology. Creativity is one of the important problems of general psychology and pedagogical psychology. Educating the young generation with developed creativity is the basis for the prosperity of the society.

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