



THE CORRELATION RELATIONSHIP OF THE DEVELOPMENT OF CREATIVITY IN ADOLESCENTS WITH ACHIEVEMENT MOTIVATION

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ABSTRACT

This article explores the correlation between the development of creativity and achievement motivation in adolescents. Creativity, a key factor in problem-solving and innovation, is essential in the cognitive and emotional development of young people. Achievement motivation, on the other hand, drives individuals to attain goals, overcome challenges, and pursue excellence. This study investigates how these two psychological constructs interact and influence each other in the context of adolescent development. Through a comprehensive review of existing literature and empirical analysis, the research examines the extent to which high levels of creativity correlate with increased achievement motivation in adolescents. The findings suggest a significant positive relationship, indicating that fostering creativity may enhance students' motivation to achieve, leading to better academic and personal outcomes. Implications for educational practices and future research directions are also discussed.

KEYWORDS: Creativity, adolescent motivation, will, diagnostics, ontogenesis, correction, didactics.

INTRODUCTION

The current processes of globalization and advanced research in the field of science and technology impose on the representatives of the social sphere the necessary tasks related to the development of the individual in harmony with the requirements of the society and the determination of the motivation of active knowledge. In such cases, the role of the educational system capable of increasing the intellectual potential of the young generation in accordance with social and political requirements is incomparable.

Also, the intellectual potential of today's youth determines the prosperous life of any society tomorrow. Therefore, adolescence is the most favorable age period for the formation of intellectual and creative abilities in a person. Today, adolescence as a socio-psychological problem remains one of the problems awaiting its solution. This is the basis for the emergence of imbalances in the effective solution of tasks such as correctly diagnosing the psychological capabilities of students, creating an excellent program of corrective and developmental education in school education, working with teenagers and their parents. is happening At this point, it is necessary to pay special attention to the functional state of the adolescent psyche, mental health based on medical data, and the level of psychological, pedagogical and social preparation. At the same time, it can be noted that the need for pedagogues to adequately understand the individual and ethnic characteristics of their students and to develop their positive behavior and correct negative behavior is increasing. Participants of education and



training, who are aware of the psychological laws of the period of adolescence, ensure the normal passage of this period in students, and use it productively to bring out the creative abilities of teenagers.

Having the qualities of creativity of the student directs his personal abilities, natural and social energy to the high-quality and effective organization of educational activities. Therefore, a student with creative qualities focuses on a creative approach to the organization of educational activities, independent learning of experiences, as well as having the experience of constant, consistent exchange of ideas with peers about creative achievements.

The concept of creativity, according to L. S. Vygotsky, creativity means the ability of individuals to deeply understand the ability to create unique values and make innovative decisions. Creativity is the main demand for education today, it is the development of a creative person who can go beyond certain boundaries, make non-standard decisions, and create innovative products. When describing creativity, psychologists refer to the problem of ability and often consider creativity as a general creative ability, a process of changing knowledge. In addition, they emphasize that creativity is connected with imagination, development of imagination, formation of hypotheses [4.148].

According to the American psychologist P. Torrens, creativity is a process that arises from a strong need of a person to overcome the tension that arises in conditions of uncertainty and lack of information. He identifies four characteristics of creativity (fluency, flexibility, originality, depth)[5,24].

Creativity is a person's ability to generate ideas, create new and unusual things. If we analyze the above points, we understand that creativity is the basis of all material and non-material discoveries in our developed society.

There is a great need for young personnel who embody such creative abilities in any place and time.

But it should not be forgotten that students do not become creative by themselves. As in the case of any specialist, the foundation for students' creativity is laid during the school years and is consistently developed in the organization of educational activities. In organizing the student's creative activity, it is necessary to pay special attention to solving problematic issues, analyzing problematic situations, as well as creating creative products.

In the course of our research, along with determining the manifestation of creativity in adolescents, its correlation with other mental processes was also determined. For example, the correlation between creativity and motivation to achieve success has been confirmed. Experimental studies were conducted on a group of respondents in order to psychodiagnostic and develop the psychological characteristics of creativity development in teenagers. In this study, Paul Torrens' "Creative Thinking" test, J. Bruner's "Thinking and Creativity" test and A.A. Rean's "Success motivation and fear of failure diagnosis" methodology was used. The results of the above methods were mathematically analyzed. Analyzing the results of Paul Torrens' Creative Thinking test A.A. Rean's methods of "Success motivation and fear of failure" were correlated. A positive correlation was found between the fluency scale and success motivation and fear of failure.

So, if we analyze our research, it can be seen that teenagers who are not afraid of failure have a high level of <<Fluency>> scale of the Torrens method, that is, they have high creativity

characteristics. Now, on the contrary, it can be seen that creativity characteristics are at a lower level in teenagers who are afraid of failure.

How can we increase the number of optimistic, independent teenagers who are not afraid of failure in a welcoming society?

For this, we will carefully analyze the changes during adolescence, referring to the psychology of ontogenesis

Anatomical and physiological changes observed during adolescence, rapid and disproportionate height growth, heart size increase, lung capacity increase, function of endocrine glands, and changes in hormones injected into the body contribute to adolescent psychology. also has its effect. As a result, it is possible to observe nervousness in adolescents, which manifests itself in overexcitability, restlessness, seizures and effect-type enthusiastic and sudden reactions. During this period, disputes and quarrels in family relations, negative psychological environment in the family, conflicts in interpersonal relations, the realization of the inability to perform certain tasks, tasks and tasks independently, not feeling the attention, support, respect of others, early sexual development Growing up and experiencing various illnesses can lead to the development of independent thinking skills in adolescents or vice versa.

When teenagers reach a new level of self-awareness, they choose their own moral model. The student compares his behavior with the behavior of the person who is his role model and realizes his positive or negative aspects. As a result, another important quality related to self-education appears. In turn, the rise of these voluntary qualities leads to the formation of motivations to achieve success.

It is necessary to guide the formation of the will in teenagers in such a way that the teenager does not lose faith in the possibility of achieving any goal. It is necessary to help a teenager to overcome difficulties. It is necessary to help the teenager to set tasks that are within his power and to support him all the time that he has successfully completed these tasks.

Such elements motivate the adolescent to show motivation in new social activities. If the teacher forms the necessary motivation of educational activities in the classes, if he works based on their existing needs, the student's interest in learning stabilizes. It is not possible to create a positive attitude to study by forcing. Therefore, it is possible to create an incentive to strive by setting a very important, large-scale goal in front of them, and explaining the ways to achieve it step by step. There is a saying in our people that it is better to prevent a disease than to cure it. Based on this quote, before developing motivation, we want to show the reasons that destroy existing motivations in students.

What lowers the child's motivation?

- Lack of attention to the child hinders the child's development;
- The impact of a bad psychological climate at school or at home;
- The child does not know how to overcome difficulties;
- Things that distract the child from the activity;
- Authoritarian position of adults;
- Unstable relations with the class team;
- Irregular educational activity, first of all, ignorance of methods of independent acquisition of knowledge.



The above-mentioned pedagogical factors are an obstacle to the development of the student's motivation in independent creative activity.

We know that everyone overcomes many obstacles on the way to their goals, plans and thinks about ways to solve certain problems and tasks. An active life position, a desire for comprehensive development and personal growth are not manifested in the same way in people, and the key to understanding this difference is motivation.

Summary. We have come to this conclusion after studying the sources on the topic, as well as analyzing our research. Creativity is a high creative activity, and if we compare the primitive era with the present time, creativity lies in the differences. In order to develop creativity in teenagers, it is necessary to pay attention to the skill of choosing and organizing didactic methods in the process of education, taking into account the psychological characteristics of this young age. In addition, we can see that creativity and success motivation are inextricably linked, like two links in a chain. That is, in our research, it became clear that we can see that creative qualities are high in risk-taking extroverts who are not afraid of failure. Preventing, correcting, and encouraging teenagers to be successful in their work creates a foundation for the development of creativity. At this point, I considered it permissible to turn to Eastern philosophy. Hazrat Jalaluddin Rumi said, "To achieve success in life, you need three things; attention, discipline and action" and the Chinese proverb "Teachers can open the door, but you must enter yourself" summed up our summary.

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