



CREATIVITY AWAKENING AND STIMULATES OF THE CREATIVE PROCESS

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Abstract

Thinking is widespread in all people, and each person has a number of unique knowledge and skills. In other words, each person can accept and develop different thinking processes.

Keywords

Creativity, interest, formation, stimulation, motivation, potential, art therapy, intellectual, diagnostics.

Introduction

The child's environment plays a large role in awakening creative potential (forming interest in creativity). Here are some examples from the biographies of famous people who are both for and against the important role of the environment in awakening creativity. ↗

Archimedes' early interest in mathematics and mechanics can be explained by the fact that his father was a mathematician and astronomer. The famous polar explorer Roald Amundsen was born and raised in the family of a sea captain and shipyard owner. The father of Alfred Brehm, the creator of the encyclopedia of animals, H. L. Brehm, although he was registered as a pastor in the village, was actually a famous ornithologist in Europe and had a collection of ten thousand stuffed birds. One of the pioneers of astronautics, F. A. Zander, was brought up in the family of a doctor who told children about the stars and planets in the evenings.

However, Johannes Kepler and the discoverer of Troy, archaeologist Heinrich Schliemann - grew up in families that not only contributed to the development of their interests and abilities, but also created living conditions for them. Let us also recall Lomonosov, who grew up in a Pomor village. Many more such examples can be cited, and all of them deny the decisive role played by the family and the immediate environment in the development of creative potential. K. Berry conducted a comparative study of the features of the family upbringing of Nobel laureates in science and literature. Almost all of the laureates came from families of intellectuals or businessmen, there were almost no people from the lower strata of society. Most of them were born in large cities. The parents of Nobel laureates who were scientists were also often engaged in science or worked in the field of education. People who were not from families of scientists and teachers rarely received Nobel Prizes for literature or the struggle for peace.

The situation in the families of laureate scientists was much more stable than in the families of laureate writers. Many scientists noted in their interviews that they had a happy childhood and an early scientific career without significant interruptions. True, it is impossible to say whether a calm family environment contributes to the development of talent or the formation of personal qualities that help a career. Suffice it to recall the poor and joyless childhoods of Kepler

and Faraday. It is known that little Newton was abandoned by his mother and was raised by his grandmother.

Tragic events in the lives of families of Nobel Prize laureates in Literature are a typical phenomenon; 30% of laureates in Literature lost one of their parents in childhood or their families went bankrupt.

S. Dovlatov wrote that a poet is given not a literary talent, but a talent for a bad life: the worse life is, the better the poem. (Druzhinin V.N., 1999, p. 213-214.)

What can serve to awaken the creative potential of these people? This may be due to their natural inclination to one or another type of creative activity, and the purposeful development of creative abilities.

The importance of environmental support for the manifestation and development of creativity has been shown in many works. It is known that prodigies in mathematics, chess, and music lived in an environment that contributed to the development of their talents and supported their motivation for their chosen activities, in particular, through praise (Feldman, Goldsmith, 1991; Hennessey, Amabile, 1989; Monass, Engelhard, 1990).

High scores for divergent thinking are reflected in parents who encourage their intellectual interests and give them great freedom in choosing their interests (Getzels, Jackson, 1962; Harrington, Block, 1987; Runco, 1992), who encourage their intellectual activity, and who do not encourage it. It is important for parents to recognize their children's talents early and encourage their development. E. Ogletree and V. Yulaki (Psychological diagnostics. 1995, p. 99) conducted a study with 1,165 schoolchildren from England, Scotland, and Germany and found that creativity indicators depend on socio-economic status. In all these countries, children from privileged classes.

According to E. L. Grigorenko, B. I. Kochubey (1989), a high level of creativity was observed in children who had a wide circle of communication and a democratic relationship with their mother. This indicates that the role of living conditions and personal characteristics in the development of creativity is great.

The experience of learning and imitating creative behavior is of particular importance. "Play geniuses," wrote S. Dali, "and you will become a genius!". The introduction of some aspects and methods of creative behavior and self-expression into the education system, modeling creative actions, mastering creative activity technologies leads to a significant increase in creativity, as well as the emergence and strengthening of such creative qualities as a creative personality. Independence, openness to new experience, sensitivity to problems, a high need for creativity are the most important features. Therefore, the problem of teaching creative behavior is very relevant for the modern education system and applied psychology.

However, some evidence refutes this. For example, N.V. Rozhdestvenskaya (2004) used art therapy and improvisation techniques to develop creativity among students of the Academy of Theater Arts and found significant changes in a number of indicators of creativity. It was found that the level of family financial situation does not play a role in the development of children's intellectual abilities. The profession of parents, their social status and position in relation to children play a more important role (Getzels, Jackson, 1967). In most cases, the parents of intellectual children had a higher education than those of creative children. If the parents of intellectuals were lawyers, college teachers, then the parents of creative people were more associated with entrepreneurship or other professions that require independence and

initiative. Such parents are more loyal to their children, being role models. The mothers of most creative children worked or had a profession before marriage, while the mothers of intellectuals were engaged in housework and child rearing.

If the parents of intellectuals paid attention to external factors that contributed to the child's career, then the parents of creative people paid attention to the child's personality traits. In addition, it was found that the parents of expressive-creative people subscribed to newspapers and magazines less often than the parents of intellectuals.

In the development of children's creative abilities, their position in the family, their position in relation to brothers and sisters, plays an important role. The eldest and heads of the family are more creative.

When studying the biographies of 64 famous scientists, one common feature was found for them - they were involved in creativity, the joy of discoveries and independent thinking from childhood, and were involved in various circles. At the same time, another important rule for teachers is emphasized: creative abilities are more easily and often manifested in activities to which the child has a certain inclination. (Ermolaeva-Tomina L. B., 1977, p. 167.)

Thus, ensuring independence, freedom for the child, respect expressed towards the child and the absence of excessive demands are conditions for the child to remain in the family, contributing to the development of creativity.

Among the many facts confirming the decisive role of family and parental relations, there are the following. As a rule, the eldest or only child in the family has an excellent opportunity to manifest creative abilities.

Often, creative children appear in families where the father is much older than the mother. For the development of creativity, a situation where increased attention to the child's abilities and talent have become an organizing principle in the family are favorable.

Thus, in a family environment where, on the one hand, attention is paid to the child, and on the other hand, various uncoordinated demands are made on him, with little external control over his behavior, with and without creative family members, stereotypical behavior is encouraged, leading to the development of creativity in the child. (Druzhinin V.N., 1999, p. 214-215.)

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