



Shaping a Creative Personality as the Basis for the Education of Young People in Uzbekistan

Kurbanova Nigora Raximjanovna

Senior Lecturer of the Department of "Pedagogy and Psychology" of the Uzbekistan State Institute of Arts and Culture

Abstract: *This article deals with the concept of personality as a subject of active conscious activity, possessing a particular set of socially significant character traits. The content of spiritual and moral education of creative youth in Uzbekistan in accordance with the psychological settings of personality formation is presented.*

Keywords: *personality, individuality, conscious activity, creative cognition, motives, natural properties, giftedness worldview, cognitive abilities.*

The personality has always been at the centre of attention of psychologists and teachers, and in our time the interest in its study has not cooled down and has arguably intensified even further.

Carl Gustav Jung, the creator of analytical psychology, wrote: "My life is permeated by one idea and focused on one goal, namely, to penetrate the mystery of personality. Everything can be explained from this central point, and all my work is concerned with this theme. [1].

The author of the personality typology believed that the personality is active in nature and interacts with others in the "here and now". In recognition of this now evident factor, our research is concerned with the study of personality in order to solve general cultural problems.

A "personality" is considered by us most often as a subject of active conscious activity, possessing a specific set of socially significant character traits. At the same time, the traits themselves, on the one hand, are formed under the influence of natural properties of man (the physiological state of his organism, higher nervous activity, emotions, feelings, memory, and features of perception, consciousness, and thinking). Status, habits, knowledge, experience, collective, giftedness, temperament play an important role.

Being active in learning about the world around us and learning about it fully is one of the most important components of a person's personality.

The goals and motives of sustainable human behaviour, regardless of the specific situation, condition their ultimate goals and motives of behaviour. Their essence is determined not only by aspirations, but also by natural inclinations, interests and ideals.

It is well known that personality is formed in early childhood. But unlike Freud, who emphasized the early years of life as a decisive stage in the formation of personality behaviours (2), Jung viewed personality development as a continuous dynamic process throughout life. We believe that the most important stage in personality formation, the formation of personal moral and ethical perceptions, should be attributed to adolescence (15-25 years).

In Uzbekistan, great importance is attached to youth policy; the Government has now adopted some 50 legislative acts aimed at the education and upbringing of young people in accordance with their creative potential and sociogenic orientation.



It is no coincidence that the Strategy of Action on the Five Priority Directions of the Republic of Uzbekistan.

The practical work of the educational institutions of the Republic is intense. Among the many areas of educational activity, I would like to highlight the system proposed by A.F. Kosheleva due to its real significance and feasibility:

"The content of spiritual and moral education of young people combines many aspects, the most important being, in our opinion, the following:

1. reliance on the psychological peculiarities of the individual and consideration of their individual characteristics;
2. the primacy of moral norms in the upbringing process;
3. creative approach in the upbringing process, which provides for flexibility and application of forms and methods of influence on the personality;
4. orientation of the educational process towards the formation of a personality, capable of self-realisation and creativity;
5. Constant search of new ways of development of a harmonious personality". [3].

The importance and significance of psychological resilience in adopting moral and ethical standards of behaviour is paramount progressive in nature and manifest behavioural realities - the outcome of systematic educational activities, impossible without a stable life attitude.

Will and motivation, consciousness and thinking are manifested in the behaviour of young people and are reflected in the worldview of the individual. Moral attitudes are formed in the course of communication with others, individual perceptions of events, political views and beliefs characterise the readiness of young people to act in a civically mature manner.

A person's motivational sphere manifests itself in the actions of a person who has reached a certain level of mental development. Personal growth, transformative activity and social growth are characteristic only of a psychologically mature, motivationally fulfilled individual. This is worth remembering for all those involved in the complex and multifaceted process of educating today's youth.

Creativity is an essential part of shaping identity. Creative thinking is original, multivariant, unpredictable and often unique. It manifests itself in the ability to change the way of action, the possibility of reflecting the task condition in multiple ways, and the variability of transition from one action to another.

Creativity is based on beliefs, interests, a specific plan of action, the natural properties of the individual, temperament, motives, character, giftedness, vision and perception of the world.

Creative thinking also reflects the natural properties of the individual: the gene pool, the structure of the central nervous system and the senses. They play an important role in the realisation of the creative potential inherent in the individual and reflect his or her latent potential.

The creative potential of a specialist is based on

- gnostic, constructive, organisational skills;
- psychological ability to restructure established stereotypes;
- ways of taking into account the system of solving creative tasks;
- cognitive abilities;
- structure and content of the competence;



- integrative schemes of information support;
- Individual characteristics (gender, age, health, temperament).

The main features of creative thinking are:

1. The wholeness of the perception of an event in all its multifacetedness;
2. Flexibility of thinking, the ability to easily pass from one class of phenomena to another;
3. Transferability - the ability to transfer solutions of one problem to another;
4. Convergence of thought operations and ability to transfer from one operation to another
5. Ability to assess actions, to choose one of many alternatives before testing it;
6. Developed intellect enabling to formulate tasks and solve them in different ways.

The possession of the aforementioned attributes can form the basis for an individual's intellectual giftedness, but does not in itself become a panacea for its realisation. A number of conditions are necessary for productive search of new ideas, use of non-standard approaches in development of creative ideas and problems, sensitivity to the most important key prospective solutions in different fields of knowledge, innovative spheres, including - creative ones.

Literature

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