



## THE ESSENCE AND STRUCTURE OF PERSONAL CREATIVITY

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### Article history:

**Received:** 26<sup>th</sup> August 2023  
**Accepted:** 24<sup>th</sup> September 2023  
**Published:** 30<sup>th</sup> October 2023

### Abstract:

Today, many approaches have been developed to determine the nature of creativity. Therefore, it is impossible to give a single generalizing definition that would satisfy all researchers. Creativity is a property that is actualized only when the environment allows it; it is important for the child that the environment contains samples of creative behavior, its results and subject-information enrichment.

**Keywords:** creativity, person, factors, society and human, development, philosophers, worldview.

Creativity (from the Latin *creatio* - creation) is the creative abilities of an individual, characterized by a willingness to produce fundamentally new ideas and included in the structure of giftedness as an independent factor. For the formation of creativity, a certain (optimal) level of socialization is necessary, assuming the mastery of elementary communication skills, but at the same time - a minimum representation of behavioral stereotypes (five-year-olds). The formation of creativity as a personal characteristic in ontogenesis manifests itself first at the motivational-personal, then at the productive (behavioral) level.

Creativity is more than intelligence, determined by environmental factors. A creator and an intellectual are not born. It all depends on what opportunities the environment will provide for the realization of the potential that is inherent to each of us to varying degrees. First of all, this ability is influenced, of course, by communication with adults with developed abilities, while communication with low-intellectual people leads to the opposite result. Interestingly, unfavorable general factors can also lead to the development of creativity, for example, the breakdown of family relations: the need to communicate with parents who are not in harmony with each other requires remarkable manifestations of intelligence, including creativity. This explains why there are surprisingly developed children in unfavorable families. Undoubtedly, in such cases, the genotype of the child is very important.

Most psychologists agree that creativity is the ability to generate unusual ideas, deviate from traditional schemes in thinking, quickly resolve problematic situations; creativity encompasses a certain set of mental and personal qualities necessary for the formation of the ability to be creative.

Different researchers focus their attention on different aspects of creativity, highlighting either one of its components, or creating a system of interacting

components. According to philosophers, "creativity is an entity belonging both to the subject itself and to the outside world (for example, the creativity of nature).

Creativity is often viewed as something opposite to the ordinary, suggesting non-standard approaches. Charles Spearman believed that this is "the power of the human mind that creates new content by changing and creating new connections." W. Simpson defined creativity as "the ability to destroy the generally accepted, usual order of ideas in the process of thinking."

E. Fromm defines creativity as "the ability to a creative style of activity aimed at obtaining original ideas and results."

E. Torrance made an attempt to analyze various approaches to the definition of creativity and identified the following five types of definitions. Definitions that emphasize novelty as a criterion of creative productivity. At the same time, the concept of novelty itself needs to be clarified. According to one interpretation, the new has a subjective meaning and is applicable only to this person. Another interpretation provides for the understanding of novelty in a social context, i.e. novelty should be defined in terms of culture and evaluated by contemporaries. Definitions in which creativity is contrasted with conformity and emphasizes the introduction of originality and a new look at the problem. Definitions that emphasize the process of creativity. Definitions describing creativity from the standpoint of mental abilities and, in particular, Guilford's definition of the divergent component of creativity. Definitions describing types of creative activity, including expressive creativity – spontaneous drawing in children; productive creativity scientific and artistic results; inventive creativity, where creativity is manifested in materials, methods and techniques; innovative creativity – improvement through modification; generative (scientific) creativity – the



promotion of a new assumption, around which new schools and movements arise.

The leading researchers of factor analysis of creativity J. Guilford and E. Torrance have identified some primary indicators that allow us to determine subjective creativity regardless of the objective novelty and significance of the results of its manifestation. These primary indicators are common for both children and adults, as well as for various types of creative activity (scientific, artistic, etc.). So, J. Gilford identified the following main indicators of creativity that make up its structure: ability to see a problem or ease in finding it; generalized sensitivity to problems; breadth of categorization as remoteness of association; fluency of thinking, characterized by a wealth and variety of ideas; flexibility of thinking as the ability to move quickly enough from one category to another, from one problem solution to another; originality, non-standard thinking; wealth of imagination; developed imagination; ability to creative inspiration.

Analyzing research on creativity from 1970 to 1980, F. Barron and D. Harrington note the following:

Firstly, creativity is the ability to respond adaptively to the need for new approaches and products. This is the ability to be aware of the new, although the process may be unconscious or partially conscious.

Secondly, the creation of a creative product is the result of a process carried out by the personality of the creator, i.e. creativity must be studied in three aspects: process, product, person.

Thirdly, the creative process, product and personality are characterized by such properties as novelty, originality, validity, relevance, adequacy, ability to satisfy needs.

Fourth, creative products can be different in nature: a new solution to a problem in mathematics, the discovery of a chemical law, the creation of music, paintings or poems, a new philosophical or religious system, a fresh solution to social problems, etc.

The multiplicity and variety of interpretations of the essence of creativity have led to the presence of many approaches to determining its structure, which in different studies acquires different semantic and meaningful determinants and includes a variety of criteria and indicators.

We consider the concept of "creativity" (from the Latin *creatio* – to create, to create) as a set of qualitative characteristics of the thought process, including divergence and convergence; fluency, flexibility, originality; breadth of categorization; sensitivity to the

problem; abstraction, synthesis, rearrangement of ideas, as well as imagination, fantasy and personal properties (dynamism, focus on creative search, creative activity, creative well-being, independence), which are realized in creative activity of the individual.

Creativity is not directly dependent on the qualities of memory and the amount of knowledge of an individual. The essence of creativity is not in the accumulation of knowledge, not in their volume, although knowledge serves as the basis of creative activity, but in the ability to discover new ideas, ways, make original conclusions, get non-stereotypical results. Lonfeld, for example, considers intelligence and creativity to be equally important and interrelated aspects of the mind. But if intelligence is an objective perception of facts, then creativity is the basis of the subjective nature of mental activity, i.e. individually colored work of the mind in search of the most significant connections of the analyzed phenomena. The main feature of creative intelligence is the mobilization of individual resources and ways of understanding the truth by a person, which is expressed in a strong aesthetic and even moral fusion with his work. According to the concept, creativity "is a universal ability, like intelligence. It is not assigned to a specific activity, but rather there is a certain talent for freer, original thinking in any field that the thinker chooses." Obviously, the essence of creativity is manifested in the ability to discover new ways, develop new ideas, draw original conclusions, and make non-standard decisions.

The structure of creativity is defined by us in the context of a systematic approach, reflects its dual essence and includes two groups of components: indicators of creativity as a universal ability of a person to create and behavioral forms of creativity as an integrative personal characteristic.

The indicators of creativity include such qualities of the thought process as divergence, convergence, fluency, flexibility, originality, as well as recreative and creative imagination, fantasy, intellectual initiative, manifested in creative activity, sensitivity to the problem, ease in finding a problem. The most significant behavioral forms of personal creativity include a tendency to risky actions, to explore different possibilities, as well as curiosity and determination, interest in the new and unusual, independence, tolerance for uncertainty, intuitive foresight of the result, improvisational solutions.

The most important indicator of creativity is thinking, which is characterized by divergence, convergence, breadth of categorization, i.e., the



breadth of the associative series, as well as the remoteness of associations as a tendency to broad generalizations of phenomena that are not interconnected by a visual categorical connection. Especially important is the divergent component of thinking, which is defined as a type of thinking going in different directions, i.e. fan-shaped. At the same time, a person does not concentrate on any one way to solve the problem, but searches simultaneously in several possible directions, allows for varying ways to solve the problem. The convergent characteristic of thinking makes it possible to bring all the permissible elements related to the problem together and find the only correct composition of these elements. In the process of creativity, there are both divergent and convergent components of thinking.

Another cognitive component in the structure of creativity is imagination, which is the core psychological education, the core of the creative process, especially characteristic of childhood. Imagination unites all cognitive processes, rational and emotional vision of the phenomena of life, it integrates visual-imaginative perception of reality with its reproduction and transformation in memory, the creation of a new transformed model of this reality. Imagination is necessary for the creative process in all kinds of activities and at all stages of creativity. Among the types of imagination defined by modern researchers are called recreative and creative.

Unlike recreating, creative imagination involves the independent creation of new images that are realized in original and valuable products. Imagination and fantasy manifest themselves in the combination of elements of real reality, in which new combinations of qualities are obtained that do not occur in reality.

The researcher notes that intellectual initiative reflects the cognitive and motivational characteristics of creativity and is determined by the degree of activity of the individual in solving cognitive tasks. Intellectual initiative is a combination of generalized sensitivity to a problem, ease in finding problems with intellectual activity, which has an internal source of motivation and is a prerequisite for creativity.

Scientific sources define the following types of activity: mental, cognitive, mental, creative, behavioral, personal, communicative, social and suprasituative. Creative activity is realized in a constant desire to learn new things, in the discovery of personal inclinations and opportunities. It manifests itself in the desire to improve the environment (domestic, industrial, internal

psychological) according to the laws of beauty. This is an aesthetic creative activity.

Thus, the author's structure of creativity presented by us emphasizes the dual nature of its essence and includes components that characterize it as a universal creative ability necessary in any kind of activity. These components include indicators of creativity (thinking, imagination, fantasy, intellectual initiative, creative well-being) and behavioral forms of creativity (tolerance for uncertainty, visualization and creation of mental images, propensity to risk and explore different possibilities, curiosity and determination, improvisational solutions, interest in the new and unusual, intuitive foresight of the result).. At the same time, the development of creativity in any one type of activity entails the transfer of creative qualities to any other sphere (social, industrial, communicative, household, etc.).

In order to develop a person's creativity, it is necessary to consider the personal qualities that make up his essence. We are interested in existing scientific approaches to understanding the essence of creative personality and to determining the combination of personality traits that need to be formed in the process of creativity development. The structure of a creative personality includes the need for creative activity, which is formed when performing non-standard tasks; creative consciousness, which involves the inclusion of an individual in innovative processes and fixing changes taking place in society, life, art; creative process management, which involves the development of automatic activation of a creative skill, the installation of a search for a new one, the rejection of a template. This convincing, in our opinion, interpretation needs to be clarified by replacing the creative consciousness component with a more relevant component in this context, creative thinking.

Hence, the structure of a creative personality consists of intellectual, emotional and behavioral components, including certain personal qualities and properties.

Obviously, the number of qualities inherent in a creative personality studied by different researchers is very large, and often opposite characteristics are called. The distinguished qualities represent the most diverse sides and levels of personality: intellectual, motivational, characterological, but they are considered as ordained, equivalent outside of any hierarchy.

The latest research also provides extensive lists of personality traits that contribute to successful creative activity.



Thus, according to research, a creative personality is characterized by the formation of a wide range of properties and qualities and is characterized by a high level of motivation for creativity, a high level of intellectual development, originality and independence of judgment, developed imagination and imagination, intuitive foresight, sensitivity to the new and unusual, self-confidence, a developed "I"-concept and the wealth of the inner world, initiative and ingenuity. The manifestation of these properties and qualities of a person indicates not only a high level of personal development, but also the formation of personal creativity.

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