

## PSYCHOLOGICAL INTERPRETATION OF THE INSTITUTE OF CREATIVE TABLE IN APPLIED RESEARCHES

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### ABSTRACT

The peculiarity of the use of creativity test is based on practical research, the study of psychological characteristics of the study, and the content of the text is broadly covered in scientifically theoretical aspects, such as the practical description of creativity, creativity surveys and their psychometric criteria, and the classification of practical people..

**Keywords:** Creative Tests, Creative Invitation, Creative Personality, Validity, Reliability, Express Score, Psychologist, Correlation, Coefficient, Scale.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

We all know that in any Higher Education Institution, students differ in their outlook, thought, and orientation. Thus, creative thinking is one of today's actual problems.

The interpretation of students' responses to test questions revealed that they also had a certain knowledge of some of their management roles, apart from imagining the educational system. The realization of the emphasized information is of particular importance for the formation experience.

Taking into account the aforementioned facts, we have tried to identify the types and methods of leading thinking in order to identify the peculiarities of the students' learning activities. To that end, we tried to use modernized methods in psychological research.

According to the results of the initial determinants, we used G. Bluner's "Thinking Types and Creativity Detection" questionnaire and A.Alekseev and LA Gromov's "Tactics Techniques" to determine the types of thinking.

One of the recommendations we have employed, the results obtained by Dj.Bruner's "Types of Thinking and Creativity" methods, has a number of experimental indicators.

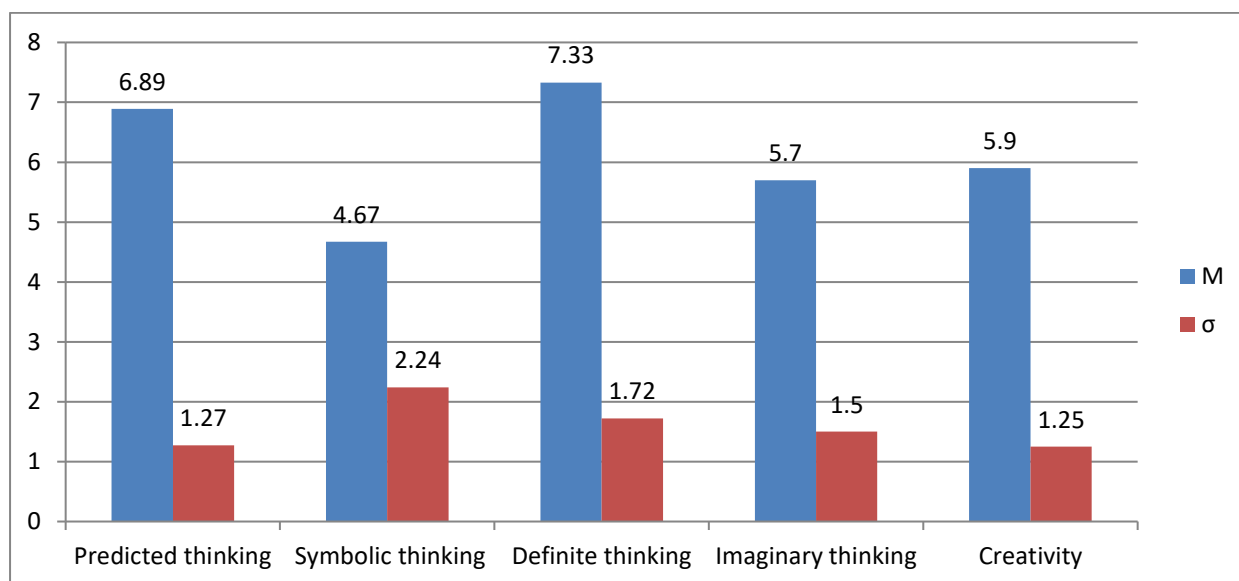
In the next table, students will be encouraged to determine the priorities of creative thinking.

**Table 1. The results of students' attitudes and creativity (n = 250)**

Types of thinking	M	$\sigma$
Predicted thinking	6,89	1,27
Symbolic thinking	4,67	2,24
Definite thinking	7,33	1,72
Imaginary thinking	5,70	1,50
Creativity	5,90	1,25

Thus, the peculiarities of the students' creative thinking were studied. In this case, students reflected in the learning environment in their thinking, thinking and approach to problem solving. According to the results of the students' research, the dominant type of "pondering thinking" (7, 33) was observed as a leading type of thinking. It also shows that they are in a synchronized combination of the types of "imaginary thinking" (5,70), "predetermined thinking" (6,89), "creativity" (5,90) and "symbolic thinking" (4,67) .

These indicators show that students are the basis for finding solutions to problems and situations based on different types of thinking, rather than in the learning process or on the same type of thinking on vital issues. But this process can not fully answer the question of which kind of thinking prevails in their creative thinking.



The following table describes the correlation between students' creative thinking types.

**Table 2. The correlation between students' thinking patterns and creativity (n = 250)**

	Predicted thinking	Symbolic thinking	Definite thinking	Imaginary thinking	Creativity
Predicted thinking	1	0,173*	-0,030	-0,034	0,198*
Symbolic thinking		1	0,236**	-0,087	0,015
Definite thinking			1	-0,031	-0,188*
Imaginary thinking				1	-0,037
Creativity					1

Note: \*  $p \leq 0,05$ , \*\* $p \leq 0,01$

According to the students' understanding of the types of thinking and creativity, the results were reflected in the following relationships. In this case, the development of the "predetermined thinking" dominance in students led to an increase in "symbolic thinking" ( $r = 0,173$ ,  $r \leq 0,05$ ). Applied results show that students are involved in solving problems, dealing with specific activities, implementing mental processes, and conducting educational activities

based on ideas of innovation, helping to create creative thinking. The positive development of "predetermined thinking" in students was promoted by "creativity" ( $r = 0,198, r \leq 0,05$ ). In our research, we discovered that the process of creating new ideas and content in the thinking of students led to the growth of creativity, creative abilities and creation of new fundamental ideas. Rapidly detecting a student's problem has been a feature of creativity that is known to be problematic or controversial in the context of a problem.

Also, the high level of "symbolic thinking" in the students led to the development of "mental illusion" ( $r = 0,188, r \leq 0,01$ ). In this case, the scope of the thinking has been able to explain the link between structural and concrete characters, if students were well-acquainted with the process of statistical research and operations in the process of information acquisition.

According to the results of the study, there was a reverse correlation between "symptomatic" thinking and "creativity" in students ( $r = -0,178, r \leq 0,05$ ). The priorities of the "pondering" of students in terms of the conditions of our methodology have been reflected in the intellectuality of the thinking humanitarian. This situation is likely to differ from the students studying in natural or exact sciences.

The study focuses on the analysis of the types of thinking according to the educational stages of the students. In the experimental dimensions of the students' education trends, there were no significant differences in the types of thinking. For example, in the educational stages of the students, the conceptual thinking (6,61; 7,16; 6,75), the "sign of the mark" (8,85, 7,69; 6,51); There was no difference in "creativity" (6.87, 7.30, 7.25).

Experimental indicators of the students showed two-phase and 3-tier students (2.77 and 5.24,  $t = 1.439, r \leq 0,05$ ) on "symbolic thinking". In these requirements, the use of structured or symbolic thinking has demonstrated the dependence on the nature of the tasks and tasks that are set out in the educational process or in the teaching environment

**Table 3. Indicators of pupils according to types of thought and creativity**

Scales	Courses	M	$\sigma$	t
Predicted thinking	1-курс	6,71	2,37	-1,07
	2-курс	6,26	2,66	
	3-курс	5,95	2,60	0,432
Symbolic thinking	1-курс	5,97	2,52	0,429
	2-курс	4,87	2,21	
	3-курс	6,24	3,31	2,459*
Definite thinking	1-курс	8,95	2,54	1,141
	2-курс	9,69	2,68	
	3-курс	9,12	2,61	0,977
Imaginary thinking	1-курс	7,55	2,95	-2,006*
	2-курс	8,51	2,13	
	3-курс	7,02	2,47	0,977
Creativity	1-курс	7,87	2,29	-0,715
	2-курс	8,30	2,59	
	3-курс	7,28	2,22	1,215

Note: \*  $p \leq 0,05$

Differences in thought patterns indicate that students are not involved in the direction of education. The differences between the 2 and 3 levels of student thinking were also to be differentiated in the 1st stage. On the contrary, this situation was not observed. However, there were changes in other types of students - first and second-graders in "imaginative thinking" (7.55 and 8.51;  $t = -2.006$ ). However, this process was not clearly visible in the 3rd year students.

In the study, the students also studied their own thinking styles. In the next table, the students have a look at the trendsetter.

When analyzing the general characteristics of the students on the methods of thinking, there were no differentiated indicators (Table 4).

**Table 4. Indicators of students' learning styles (n = 450)**

Thinking styles	M	$\sigma$
Synthetic style	59,181	14,57
Idea style	59,838	11,82
Pragmatic style	51,449	11,72
Analytical style	48,110	12,17
Realistic style	62,100	11,47

In comparison with the results obtained, there was no value distinguishing one of the methods as the preferred method of students' thinking. It has been demonstrated that the students have been relying on different thinking styles in their work on the issues and tasks that are considered in the curriculum.

When analyzing students' learning styles in learning stages, they did not find that their performance was a clear and prominent method. For example, according to the educational process, it was not possible to distinguish between the priorities of the students as a method of thinking in any of the educational levels. They demonstrated their limitations on learning stages by 40-55 points.

**Table 5. The stages of the learning stages of students' thinking (n = 230)**

Scales	Courses	M		t
Synthetic style	1-курс	42,51	16,16	3,936***
	2-курс	53,61	14,47	
	3-курс	51,32	10,64	
Idea style	1-курс	50,65	13,88	0,728
	2-курс	52,24	9,94	
	3-курс	46,18	10,69	
Progmatic style	1-курс	50,38	13,56	-1,186
	2-курс	55,38	10,18	
	3-курс	48,73	10,43	
Analytical style	1-курс	45,38	15,62	-1,342
	2-курс	49,12	11,01	
	3-курс	49,75	8,47	
Realistic style	1-курс	52,34	12,20	0,609
	2-курс	53,57	10,93	
	3-курс	50,67	11,33	

Note: \*  $p \leq 0,05$ , \*\*\*  $p \leq 0,001$

Thus, it is seen that the students have been rarely aware of the situations in which they demonstrate a clear picture of their thinking in general situations in the learning process. This process provides the basis for enriching the content of education, the creative approach of students in the process of vocational training, the content of the teaching materials, the professional knowledge, skills and skills.

In the above mentioned results, although there were some differences in the students' creative thinking methods, however, according to the norms of the applied methodology, the preferred method of creative thinking in students was not identified. For example, although the synthetic thinking style reflected statistically significant indicators between the first stage (42.51) and the second (53.61;  $t = 3.936$ ) and the third year students (51.32  $t = 3.098$ ) but it has been demonstrated that this creative way of thinking is not a leader, and has been limited to moderate development.

In order to clarify this situation, students have been trying to find out the interconnection between the methods of thinking and the correlation between the students' thinking styles (Table 6).

According to the students' thinking methods, two coefficients that reflect positive and negative correlation relationships were identified. These coefficients were shown between "synthetic thinking style" and "ideological thinking" ( $r = -0,207$ ,  $r \leq 0,05$ ). This conclusion has now confirmed that there is no difference between the methods of teaching that exist between the students' thinking methods and the internal development law.

**Table 6. Correlation between students' thinking styles counts (n = 450)**

	Synthetic style	Idea style	Progmatic style	Analytical style	Realistic style
Synthetic style	1	-0,207*	0,097	0,109	-0,055
Idel style		1	-0,019	0,066	-0,037
Progmatic style			1	0,199*	0,014
Analytical style				1	-0,126
Realistic style					1

Note: \*  $p \leq 0,05$

Based on the findings of the research, it was observed that students encountered complicated processes in expressing the type of creative thinking, taking into account conclusions, and linking the relationships between subjects. Early diagnostic test - Based on the results of our experiments, we can say that the student's learning activities have specific differences in the types and styles of creative thinking, interrelated and interdependent aspects. This process also laid the basis for studying other aspects of student thinking

In conclusion, we can point out that the development of creative thinking in students is a key to success in creative thinking, with the focus on their knowledge, skills, age, personal psychological features, mental processes, emotional status and specialty

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