

## **Психология ғылымдары**



## **Психологические науки**



## **Psychological sciences**

IRSTI 14.35.05

**Sh. Turdaliyeva** (orcid - 0000-0001-7296-5221)

*Candidate of Psychology Sciences*  
*M.Kh. Dulaty Taraz Regional University, Taraz, Kazakhstan*  
*E- mail: sh.turdaliyeva@dulaty.kz*

<https://doi.org/10.55956/PUWP5917>

## **DEVELOPMENT OF CREATIVE POTENTIAL - AS A PSYCHOLOGICAL MEANS OF SOCIALIZING THE TEENAGER**

**Abstract. Abstract.** The article is devoted to the problem of developing and socializing the teenagers' creative potential. A description of main features and problem of creative potential has been developed. A system of psychological support work is proposed aimed at the correct socialization of teenagers by identifying effective ways to develop their creative potential. The ability of a person to do something is distinguished by the fact that it is characteristic of his personality that plays a leading role in performing the particular activity, manifests itself in the speed, depth and stability in solving a particular approach. The indicated factors of teenagers' ability group the qualities that correspond to this sphere. They are: intelligence, creativity, motivation, the individual's social adaptation. Psychological quality, which includes the teenager's creative abilities and is determined by the emergence of creative potential, is a high indicator of the mind at the same time with the psychological and social sphere, which is determined by personality - motivational high cognitive need, contact with the environment, general cultural and interpersonal relationships. These composite parts reflect the child's creative potential which means that he does not need a high indicator for all four factors, but a high indicator for some ability is sufficient. And the rest of the factors are carried out in the course of training and development. Development of creative potential- arises as a result of motivational guidance of the child's cognitive abilities, social adaptation.

**Keywords:** teenager, creative potential, socialization, ability, creative activity.

**Introduction.** The increasing relevance of the problem of developing the teenager's creative potential obliges to look at the educational process at school in a new way and consider it not only as the acquisition of knowledge, skills and abilities by a teenager, but also as a cognitive and creative activity and an intellectual, creative process.

Formation of a man's personality and socialization in accordance with the changes of society are primarily associated with the development of his creative abilities. Creativity in general is described by different definitions depending on the direction of sciences. According to philosophical views, creativity is the discovery of a new thing. And, according to teachers, the development of a person's creative abilities is formed since the early age by directing them to creative activities.

**Terms and methods of research.** Based on the Psychologists' research the psychological mechanism of creativity, that creative potential exists in all people, only the need for its development is defined. The personality's creative potential, according to the well-known doctor of psychological sciences, professor S.M. Zhakupov, is interpreted as a unity of meaningful knowledge and abilities, belongs to the requirements of the initial form of joint activity, the individual joins and continues to process it into individual activity, as a result of which new types of

joint activity develop [1]. So, creativity is a set of mental processes focused on new values, or rather the transfer and continuation of children's play. And the result of action, the creation of new material and spiritual values.

Creativity is a quality that everyone should possess. However, it is rare in our lives that every person makes a discovery. Why? About this, according to K. Taylor, every person since his childhood can hear the words of criticism like "You have done it wrong!", "This is a mistake!", "Not this way!". Sometimes even punishment is used. It turns out that the distrust of people in themselves begins from "It is not my business". This opinion makes all conscious people think over [2].

The scientists' views on the development of creative potential do not converge in one common channel: some interpret creativity as the individual's nature (K. Zharykbayev, A. Mandykaeva), others describe it as the individual's cognitive ability (S. Zhakupov, N. Toksanbayeva, K. Levin); the thirds describe it as a person's intellectual nature of (Zh.K.Eleupaeva, A.M. Matyushkin). The common idea in such studies is that the development of the individual's creative potential which is possible in a common psychological process, that is, when the teenager effectively organizes the educational process in accordance with his individual capabilities.

In scientific literature, as world best practices show, in the selection of capable children's work forms several directions have been formed: the development of teenagers' potential in the conditions of traditional training, in general secondary schools; classes for specially capable children in schools and the organization of schools for capable children. In modern school curricula, attention is paid to the development of creative capabilities and abilities of capable children, as well as, importantly, the creative potential. Also, in the development of teenagers' creativity, there is a voluntary selection of subject classes, the organization of profile classes, etc.

Currently, during the period of rapid development of Science and technology, the effective organization of a teenager's free time, the right direction for his formation as a competitive person and orientation to the profession are a common business of the family and school. Because the younger generation has internet addiction, computer disease, manifestations of aggressive behavior, etc. are the only solution to prevent and eliminate situations that have a negative impact on their health and mental state.

The comprehensive development and growth of a teenager's personality abilities as a full-fledged person is not limited only to his educational activities. It is organized through additional educational work in a special cognitive and creative direction through circles and courses, work on psychological assistance, educational activities and useful work for society [3].

Opinions related to the development of creative abilities and understanding of its psychological nature, essence and content go deep into their roots. Its significance is mentioned in the works of Kazakh scholars Y. Altynsarin, A. Kunanbayev, Sh.Valikhanov, A. Baitursynov, Sh.Kudaiberdiev, M. Dulatov, M. Zhumabayev, Zh.Aimautov and others.

Creativity - the presence of abilities, knowledge and qualifications, motivation in the individual, which is distinguished by its novelty, originality, creating an opportunity to get a new result [4].

**Research results.** Since an early age, children show a certain ability to do activities (draws, dance, sing poetry, play a certain musical instrument, draw sculptures). But if this ability is not formed and systematically developed, then this

quality begins to gradually disappear from age to age, it cannot guide the future of a young teenager's professional life. In the research of S. Berdibayeva, it is comprehensively considered that the activity of the individual to creativity can be developed on the basis of the speech competition [5].

The development of the student's creative capabilities in effective methods and techniques depends on the teacher's skills and qualifications. In explaining the content of the study, the teacher must master the "comprehension", "thought operations" of the student's mind and form the student's cognitive activity and self-knowledge paths, guide them and show them the ways. The student learns to work on himself with the ability to compare the opposite, find an incomprehensible situation.

**The discussion of research results.** On the basis of any creative activity, such actions are carried out as: foresight, knowing the conclusion, and feeling. Foresight is a purposeful product of human activity, which involves purposeful, promising action.

Table 1

Components, measures and indicators of the development of a person's creative potential

Components	Measures	Indicators
Cognitive	Knowledge	Cognitive activity, creative abilities, intelligence, creativity.
Activity	Motivation, interest	Desire and need for the development of creative abilities, orientation in the profession, interest in knowledge on the chosen future profession, elementating, conscious awareness of positive and negative emotions of oneself and one's nation, self-awareness
Behavior	Skills and abilities, enthusiasm	Development of activity, wish, desire to know oneself and others, attitude to other nations, regardless of ethnicity, nationality and culture - tolerance

According to the above table, the main task is to draw up a system for the development of the creative potential of a teenager in the educational process, while realizing the goal of its development (Table 2).

Table 2

Objectives of work for the development of a person's creative potential

Sphere of influence	Fulfilled objectives	Expected results
Cognitive activity	development of verbal and semantic thinking level, memory (verbal, digital, figurative), attention, creative imagination	Formation of a creative person through influencing on the development of teenager's creative potential
Communicative activity	Developing the flexibility in behavior, self-esteem, communication skills, empathy, sociability, worldview, and social interaction.	

Personal activity	development of personal traits, employability, character traits, temperament, activity, position, interests.	
-------------------	--	--

In order to involve teenagers in creative work, increase their cognitive abilities and activity, interest, and develop their creative potential in the classroom and extracurricular time, you can use various methods and techniques. They are:

1. Creating conditions for a teenager that contribute to an increasing their self-esteem, forming motivation for success, increasing confidence in their strength and abilities;
2. Establishing a positive psychological climate in the educational process;
3. Grouping the activity of interest and the assigned task according to the condition and content;
4. Training in accounting for individual creative activities (portfolio, achievement portfolio);
5. Work in the direction of transforming tasks that develop critical and logical thinking (ability to get out of situations, creativity, quickness);
6. Preparation for adaptation to changes in society, training in proper socialization.

Features that are found in creative people: full thinking, deep knowledge, different abilities, skills and abilities, character, innocence of attitude to the environment (Table 3).

Table 3

Work directions for development of teenager's creative potential

No.	Direction	Aims
1.	Works improving the teachers' knowledge (seminars, training, master classes, special courses)	<ul style="list-style-type: none"> <li>– expand the understanding of teachers on the teenagers' personality traits and abilities.</li> <li>– improve the quality of education through developing the teenager's creative potential in the educational process,</li> <li>– armed with modern methods and methods of organizing teenager's educational and extracurricular activities.</li> </ul>
2.	Organizing the teenager's educational process	<ul style="list-style-type: none"> <li>– expand the teenager's knowledge among subjects.</li> <li>– development of children's interest in the history of their state, traditions and customs of the people</li> </ul>
3.	School and extracurricular activities organization.	<ul style="list-style-type: none"> <li>– interest of teenagers in the development of their abilities;</li> <li>– support for creative activities;</li> <li>– focus on engaging in activities that are beneficial to society;</li> <li>– learn to use the free time effectively;</li> <li>– -expanding the horizons of young people about the traditions and customs of their people.</li> </ul>

In general, the personality and psychological characteristics of capable children are as follows:

- high memory capacity;
- constant attention;
- special observation ability;
- predominance of fantasy;
- self-discipline and autonomy of thinking;
- ability to perform complex tasks with interest;
- developed sense of truthfulness;
- ability to preview;
- the ability to understand humor, etc.

*Aim of the study:* to theoretically substantiate the data on the teenagers' creative potential and socialization and propose ways of its development.

*Research objectives:*

- to characterize the main features of the problem of creative potential.
- psychological differentiation of influence of the developing the teenagers' creative potential on their socialization;
- identify effective ways to develop the the teenagers' creative potential.

A comparative conclusion of the study is made based on the conclusion that the personality of a teenager is a process of development.

1. The Life of the teenagers' orientation (public, group, business, egoistic, undefined).

2. Educational motivation (desire for success, escape from failure, cognitive, self-expression, interpersonal relationships).

3. Teenagers' individual psychological characteristics.

4. Psychological state.

5. Level of intellectual development.

6. Individual special inclinations.

The most basic approach to solving these problems is to expand the scope of content, switch to more complex content topics instead of "thematic chapters" as a way to organize the content of training in subjects. For example, the headings "plants" and "animals" can be replaced by "disappearance of plants and the animal world", etc. The substitution of such short substantive topics arouses the interest of capable children in large-scale problems, abstract ideas and theories. Only this circumstance makes it possible to obtain more extensive information about dinosaurs, animals, plants, etc. At the same time, it is also important for children to learn about climate changes that affect the preservation of the environment. Based on this method, the child will be able to find the subject of his interest.

**Conclusion.** The main factor is that the work with the teenagers is carried out in such a way as to interest them, systematically, harmoniously in accordance with the needs of knowledge and life orientation, taking into account its independent specificity, attracting creativity, revealing its motivational techniques in improving cognitive intuition. *Expected result after work on psychological support for the development of the teenagers' creative potential:*

- the teenager has an increased desire to find solutions to any pressing problems
- cognitive motivation for creative activity is formed;
- reaches the level of understanding of the personal and value value of creative activity.;
- master the methods and techniques of creative activity;
- develop cognitive skills in finding new ones;

- be able to apply for collective creative work and combine their knowledge in a practical way, in teenagers with the nature of interaction, if necessary;
- the teenager is able to analyze creative activity, curiosity;
- be able to independently analyze personal activities in organizational terms;
- on the basis of high cognitive interest, a stabilization of creative orientation is formed;
- the teenager learns to objectively assess his actions, take a responsible approach to eliminating shortcomings;
- is able to choose a reflective direction in self-development, reach the level of conscious understanding of personal values;
- teachers and psychologists contribute to the individuality and abilities of each teenager;
- the information of parents about their child has expanded and the attitude is changing.

#### References

1. Zhakupov, S.M. Introduction to general psychology: A manual. – Almaty: Kazakh University, 2007. - 230 p.
2. Taylor, K. Development and diagnostics of Health. – Moscow: Nauka, 1991.
3. Matyushkin, A.M. Development of schoolchildren's creative activity. - Moscow: Pedagogy, 1991. - 155 p.
4. Eleupaeva, Zh.K. Fundamentals of developing the modern schoolchildren's creative abilities. - Semey, 2008.
5. Berdibayeva, S. K. Personal psychology-Almaty: Kazakh university, 2016. - 154 p.

*Material received on 25.09.23*

#### Ш. Турдалиева

*М.Х. Дулати атындағы Тараз өңірлік университеті, Тараз, Қазақстан*

#### **ШЫҒАРМАШЫЛЫҚ ПОТЕНЦИАЛДЫ ДАМУЫ - ЖЕТКІНШЕКТІ ӘЛЕУМЕТТЕНДІРУДІҢ ПСИХОЛОГИЯЛЫҚ ҚҰРАЛЫ РЕТІНДЕ**

**Аңдатпа.** Мақала жеткіншектердің шығармашылық потенциалын дамыту және әлеуметтендіру мәселесіне арналған. Шығармашылық потенциал мәселесінің негізгі ерекшеліктері мен мәселесіне сипаттама жасалды. Жеткіншектердің шығармашылық потенциалын дамытудың тиімді жолдарын анықтау арқылы олардың дұрыс әлеуметтенуіне бағытталған психологиялық қолдау жұмыстарының жүйесі ұсынылады. Адамның бір нәрсеге қабілеттілігі оның жеке басына тән белгілі бір іс-әрекетті орындауда жетекші рөл атқаратын ерекшелігі, белгілі бір тәсілді шешудегі шапшаңдықтың, тереңдіктің және тұрақтылықтың көрініс беруімен ерекшеленеді. Жеткіншек жастағылардың қабілетінің көрсетілген факторлары осы сфераға сәйкес келетін сапаларды топтастырады. Олар: интеллект, шығармашылық, мотивация, тұлғаның әлеуметтік бейімделуі. Жеткіншектің шығармашылық қабілеттіліктерін қамтитын және шығармашылық әлеуеттің пайда болуымен анықталатын психологиялық сапа тұлғалық – мотивациялық жоғары танымдық қажеттілік, қоршаған ортамен байланыстылығы, жалпы мәдени және тұлғааралық қарым-қатынастармен айқындалатын психологиялық - әлеуметтік сферасымен қатар ақыл-ойының жоғары көрсеткіші. Бұл құрамды бөліктер баланың барлық төрт фактор бойынша жоғары көрсеткішті қажеттілігін емес, қандайда бір қабілеттілігі бойынша

жоғары көрсеткіш жеткілікті екендігін білдіретін шығармашылық потенциалын көрсетеді. Ал қалған факторлар оқу және даму барысында жүзеге асырылады. Шығармашылық потенциалды дамыту - баланың танымдық қабілеттеріне, әлеуметтік бейімделуіне мотивациялық тұрғыда басшылық жасау нәтижесінде туындайды.

**Тірек сөздер:** жеткіншек, шығармашылық потенциал, әлеуметтену, қабілет, шығармашылық іс-әрекет.

**Ш. Турдалиева**

*Таразский региональный университет имени М.Х. Дулати, Тараз, Казахстан*

#### **РАЗВИТИЕ ТВОРЧЕСКОГО ПОТЕНЦИАЛА - КАК ПСИХОЛОГИЧЕСКИЙ ИНСТРУМЕНТ СОЦИАЛИЗАЦИИ ПОДРОСТКА**

**Аннотация.** Статья посвящена проблеме развития и социализации творческого потенциала подростков. Разработана характеристика основных особенностей и проблем проблемы творческого потенциала. Предлагается система психологической поддерживающей работы, направленная на правильную социализацию подростков путем выявления эффективных путей развития их творческого потенциала. Специфика, в которой способность человека к чему-либо играет ведущую роль в выполнении той или иной деятельности, которая свойственна его личности, отличается проявлением быстроты, глубины и устойчивости в решении того или иного подхода. Указанные факторы способностей подростков группируют качества, соответствующие этой сфере. Это: интеллект, творчество, мотивация, социальная адаптация личности. Психологическое качество, включающее творческие способности подростка и определяемое появлением творческого потенциала, наряду с психолого – социальной сферой, определяемой высокой личностно-мотивационной познавательной потребностью, общностью с окружающей средой, общекультурными и межличностными отношениями, является высоким показателем интеллекта. Эти составные части отражают творческий потенциал ребенка, который говорит о том, что по всем четырем факторам достаточно высокого показателя, а не необходимости высокого показателя по каким-либо способностям. А остальные факторы реализуются в процессе обучения и развития. Развитие творческого потенциала-возникает в результате мотивационного руководства познавательными способностями, социальной адаптацией ребенка.

**Ключевые слова:** подростковый возраст, творческий потенциал, социализация, способности, творческая деятельность.