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PERIOD OF TEENAGERS AS THE MOST INTEGRAL STAGE OF CHILD DEVELOPMENT

Abstract. According to the authors, the integral stage in the life of children is the adolescent period, when there is a radical restructuring of the structure of volitional activity, self-consciousness, which is inextricably linked by three parties: the cognitive, emotional and regulatory, the integral product of which is the image of the "I". This period accounts for the peak of physical development, the final phase of reaching the definitive length and body weight. A teenager feels preparedness for those types of educational activities that make him more adult, both in his own eyes and in the eyes of peers. Adolescence is, in our opinion, one of the main periods in the development of self-regulation of activity. It is this time in the development of the psyche that combines everything necessary for mastering the skills of self-regulation of activity. A teenager is ready for new types of educational interaction; he is attracted to independent forms of organizing his own activities.

Keywords: teenager, personality, age, ontogenetic contradictions, process, integral stage, adolescence.

INTRODUCTION

The tendency of adolescents to introspection, the development of personal reflection are favorable prerequisites and necessary conditions for the development of self-regulation of activity. As already mentioned, it is in adolescence that it is for the first time that self-education of the person becomes possible, which is an important component of the process of self-regulation. Some adolescent researchers, I.A. Dontsov, A.G. Kovalev, A.I. Kochetov, D.V. Kolesov, I.F. Myagkov et al. Concluded that it was precisely adolescence that was the period when the need for self-upbringing clearly appeared and active work was being carried out on oneself. This is the age of independence, the formation of self-esteem, expressed in the need for self-determination and self-affirmation of a teenager among adults.

MAIN PART

Unlike younger schoolchildren, adolescents are much more likely to regulate their behavior based on internal stimulation (self-stimulation). However, the mechanisms of volitional activity are still insufficiently formed, which makes self-regulation at an emotional-volitional level difficult. Inconsistency in the motivational sphere also causes difficulties in self-regulation.

During this period, a need arises for serious independent activity, which can be satisfied within the framework of schooling. A.K. Osnitsky notes that the range of tasks that a teenager has to solve also includes solving the question of whether to become independent or not to begin, develop his own assessments or unconditionally accept others who are comfortable at the moment. A lot of people, not feeling the need for independence, in search, do not become independent. They are content with the simple execution of someone else's will, follow a pre-established order, never once doubting its legitimacy. They do not undertake their own reevaluation, verification, their own attempts to justify the "correctness" of the appraised estimates, or they do it so uncertainly and indecisively that they are constantly defeated

Adolescence is one of the most difficult stages in a child's life. A number of authors note that the most pronounced changes in physical and biological development occur at this age. In many ways, the second psychological and pedagogical contradiction is related to the first [1] - the ratio of objectively and

subjectively new. The correlation of their fields in the pedagogical aspect is simple: creative thinking in the vast majority of cases develops from subjective novelty to objectively significant discoveries. Some psychologists believe that the development of creative thinking in the structure of educational activity goes from empirical generalization to theoretical [2, 3, 4]. And this position confirms the thesis put forward by us about the movement towards objectivity.

The presented contradiction correlates with the classical ideas of pedagogical psychology and shows the essence of the general development of children's thinking: from empirical (manipulating objects, visual-active form, operating with representations) to abstract generalizations that become possible only because the previous sphere has developed. According to M.V. Musiychuk, empirical thinking is, among other things, the basis for the full formation of creative intuition [5].

The next psychological and pedagogical factor affecting the development of creative thinking is the ratio of the near and far zones of the objectively and subjectively new [6]. As already established, the subjectively new in creativity is the source, apparently, this sphere, in turn, develops according to its own law: subjectively significant discoveries at the very beginning are as close as possible to the actual subjective reality. In the course of mental ontogenesis, subjective discoveries break away from the initial situations and turn to the personality in general. Subjective discoveries of adolescents can be characterized by the fact that they themselves are aware of the need for self-knowledge, and often in the abstract creative process, discoveries are made regarding themselves or the world in which they live. Objective discoveries develop somewhat differently:

initial discoveries arise on the basis of close, practical, necessary, and most often children with well-formed creative thinking successfully create within the framework of reality.

The ratio of “formation” and self-development of creative thinking is another internal factor in the development of the latter. Bb Kossov in his study specifically indicates the importance of this factor in the study of the development of creative thinking in the school period [1]. The specified factor implies that at a certain stage of development, the child is aware of its ability to independently form creative potential. At this moment, the creative motive becomes dominant and integrates many layers and functions of his psyche.

The ratio of the areas of accumulation and active functioning within creative thinking with learning changes in favor of self-development. This pattern is understandable given the characteristics of the development of a child’s personality: a person always moves from integration, hierarchization of motives, coordination of self-images into the self-concept. However, as N.M. Pruchkina [7], V.I. Pushkin [8] et al., Too much pedagogy can cause children to regress creative thinking, and they often leave their creative potential without further development.

The correlation of the procedural and personal aspects of creative thinking is the next internal factor that influences the formation of creative thinking, which has already been partially discussed in the context of the considered factors. Bb Kossov [1] shows that the psychological and pedagogical formation of creative thinking directly depends on the development of mental processes of the individual; as the formation of the system of mental functions, creative thinking develops its own process component. So, on the basis of intellectual inclinations, the thinking apparatus is improved, the connections of thinking are created with imagination, attention, perception, memory, and with the inclusion of the integrating functions of the personality, creative thinking moves to a higher stage.

All of the above gives reason to note that creative thinking develops in accordance with the general laws of development, being included in the structure of educational and cognitive activity, it complements, complicates, integrates existing mental connections, forms a stable joint of mental processes and the personality of the child, acts as a kind of moving strength of development and can serve as the basis for training and education.

Adolescence has a special place in the process of the formation of the human psyche, because the changes caused by it in all, without exception, mental spheres, as a result, transfer a maturing individual to a qualitatively different level. In the teenage period, the greatest leaps occur in the formation of all aspects of cognitive activity, in the formation of personality, in the harmonization of individuality, and all this together affects the creative thinking of the teenager, making him significantly enriched. This principle of the emergence of the new on the basis of changes in the old during the assimilation of the content of educational activities is appropriate to consider in connection with creative thinking [4].

The content of educational activities of adolescents is undergoing significant changes. The purpose of their educational activities is not only the assimilation of learning and labor skills, but also the development of self-study skills. Teenagers, possessing quite extensive reserves of knowledge and skills, become able to actively apply them in creative activities.

School tasks in themselves already imply creative activity, form openness in thinking, fluency in mental activity. Learning is clearly differentiated and becomes specifically objective, and the subjects taught by adolescents are complex, diverse, require

the application of sufficient mental strength. Therefore, in the personal aspect, the creative thinking of adolescents develops through the formation of independent and free activity, the increasing volitional capabilities of the personality and the optimized locus of control, and the operational-cognitive part of it receives a boost through abstract-technological thinking stimulated by learning.

Creative thinking, based on an abstract form, is characterized by great productivity, good indicators of divergence and from the point of view of the content side. The coagulation of the thought process in adolescents, the coherence of thought operations, the reliance on differentiated perception - all this provides the flexibility to generate new ideas.

In addition, creative thinking is being improved through mastered symbolic functions. The foundations of symbolic thinking, which were still available in the elementary grades under the influence of arithmetic and grammar, became more mature by the teenage period.

As Ch.A. notes Zuckerman [7], the symbolic designation of concepts and semantic designers is one of the conditions for productive creative thinking, because the symbolic function accompanies the intellectual transformations of the material given in the task at the stage of orientation, categorization of the information received, structuring of generated ideas, etc. At this stage of development, adolescents come closer to their creative thinking, it becomes multi-faceted and more comprehensive in all its manifestations and forms.

The creative thinking of adolescents is based on a harmonious combination of theoretical, symbolic, empirical, analytical-synthetic, abstract-technological forms of mental activity, acquired in the course of subject-based learning.

The versatile formation of creative thinking is determined not only by changes in learning, but also by personal changes. These changes are the basis of the teenage crisis, which consists in a fundamental restructuring of all personality spheres: motivational-needful, strong-willed, self-awareness and several others. The positive impact of these changes on their creative thinking can be discussed only with the positive development of the adolescent.

One of the main changes in this period is the transition to a more balanced and more included in the consciousness of motivation. Creative activity in this period begins to be based not only on spontaneous motives of cognition, but also largely on creative goals. Of course, not all teenagers are so successful in their development, far from all, creative motivation is formed, but for most of them it appears sooner or later.

Creative knowledge for adolescents becomes significant and is reinforced by positive emotions. The goals of the activity take on them the status of values, and creative activity often brings them satisfaction with their own process. In addition, the sphere of interests already formed by this time, the wealth of personal experience and objective knowledge make the information basis of the creative process more solid.

In the teenage development of creative thinking, an evolution of the subjective significance of creativity occurs. These changes can be as follows: at the beginning of the teenage period, a creative approach to educational and everyday tasks is the only field in which the need for self-affirmation, which is so urgent for this age, is realized, i.e. creativity is not significant in itself, but in the sense that it satisfies a vital need.

If a teenager realizes the significance of creative thinking, it becomes subjectively significant for him.

Many researchers emphasize the role of creative thinking for the emerging personality orientation. S.L. Rubinstein points to the existence of a specific creative orientation, while others consider the most successful for the creative development of schoolchildren gnostic and practical orientation, ensuring the successful use of knowledge and the objective value of creative solutions.

A special nuance in adolescent creative development is that creativity is revealed on the basis of abilities and takes on their specific features. For example, if a teenager has musical abilities, it is more likely that the general mechanisms of creative thinking sooner or later will be directed specifically to musical activity, embodied in it; with spatial abilities - to design; when figurative - on art, etc. It is clear that creative thinking is more effective where the type of task corresponds to the type of ability of the child. However, as we noted earlier, this ratio does not allow us to identify creative thinking with abilities.

It is assumed that the abilities inherent in a teenager, subject to their development in training, combined with creative openness, give teenage talent, as indicated by a number of researchers. In this case, it is advisable to talk about the features of the correlation of creative thinking and abilities in the structure of giftedness.

In general, in adolescence, creative thinking depends, first of all, on intellectual activity and the ability of a student's personality to self-development. During this period, it is especially important that the teenager has the opportunity to realize his creative potential. The conditions for its implementation are external features associated with the content and forms of educational activity, and internal features of the structure of creative thinking at this stage of development.

CONCLUSION

Thus, creative thinking in its development is directly related to the formation of personal integrity, with the actualizing tendency of self-improvement. In addition, it develops in accordance with the general laws of the pedagogical process and age development, it supplements, complicates, integrates existing mental connections, forms a stable joint of mental processes and the personality of the child, acts as a kind of driving force for development and can serve as its indicator.

Features of the creative thinking of younger schoolchildren and adolescents are influenced by the content and forms of educational activity, which includes schoolchildren. These features of creative thinking are found in various levels of development of individual functions in the structure of creative thinking, as well as in the qualitative uniqueness of the integration of these functions in younger students and adolescents.

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БАЛАЛАРДЫ ДАМЫТУДЫҢ ЕҢ ЕҢГІЗІНДЕГІ САЯСАТЫ МЕН ӨСІМДЕРІНІҢ МЕРЗІМІ

Аннотация. Авторлардың пікірінше, балалар өміріндегі ажырамас кезең - бұл жасөспірім кезең, бұл ерікті белсенділіктің құрылымын түбегейлі қайта құру, өзін-өзі тану болып табылады, ол үш жақпен ажырамас байланысқан: танымдық, эмоционалды және реттеуші, интегралдық өнім «Мен» бейнесі. Бұл кезең физикалық дамудың шыңы, нақты ұзындық пен салмаққа жетудің соңғы кезеңін білдіреді. Жасөспірім оны өзінен де, құрдастарының көзқарасынан да үлкенірек ететін білім беру іс-әрекетінің түрлеріне дайын. Жасөспірім, біздің ойымызша, іс-әрекеттің өзін-өзі реттеу дамуындағы негізгі кезеңдердің бірі. Дәл осы уақыт психиканың дамуында белсенділікті өзін-өзі реттеу дағдыларын игеру үшін қажет нәрсенің бәрін біріктіреді. Жасөспірім тәрбиелік өзара әрекеттестіктің жаңа түрлеріне дайын, өзін-өзі ұйымдастырудың дербес түрлеріне тартылады.

Түйін сөздер: жасөспірім, жеке тұлға, жас, онтогенетикалық қайшылықтар, процесс, интегралды кезең, жасөспірім.

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ПЕРИОД ПОДРОСТКОВ КАК САМЫЙ ИНТЕГРАЛЬНЫЙ ЭТАП РАЗВИТИЯ ДЕТЕЙ

Аннотация. По мнению авторов, интегральным этапом жизни детей является подростковый период, когда происходит коренная перестройка структуры волевой активности, самосознания, находящихся в

неразрывном единстве трех сторон: когнитивной, эмоциональной и регулятивной, интегральным продуктом которых выступает образ “я”. На этот период приходится пик физического развития, заключительная фаза достижения дефинитивной длины и массы тела. Подросток чувствует готовность к тем видам учебной деятельности, которые делают его более взрослым, как в его собственных глазах, так и в глазах сверстников. Подростковый возраст является, по нашему мнению, одним из главных периодов развития саморегуляции деятельности. Именно это время в развитии психики сочетается все необходимое для усвоения навыков саморегуляции деятельности. Подросток готов к новым видам учебного взаимодействия, его привлекают самостоятельные формы организации собственной деятельности.

Ключевые слова: подросток, личность, возраст, онтогенетические противоречия, процесс, интегральный этап, подростковый возраст.

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