

DEVELOPMENT OF CREATIVE THINKING OF INDIVIDUALS DURING DIMENSIONAL FUNCTIONAL COGNITION ACTIVITIES

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Abstract

Looking at the conditions for the development of the person's creative thinking, we refer to the concept of the individual determination of man's psychological development by internal and external factors. According to this concept „all the external conditions influencing thinking determine the results of the thinking activity process but they do this refracted through its internal conditions” [Rubinstein, 1982]. The holistic analysis of the literature on psychology shows that many researchers view the conditions related to that in ways that are known to all. Analysing the scientific foundations of the problem of the development of the personality's creative thinking we are left with the assumption that each of these conditions encourages creative thinking and cooperates by enhancing the efficiency of the process. An important role in the person's creative thinking is played by unconscious processes, like intuition, which significantly complicates the diagnostic procedure. Some scientists suggest other diagnostic procedures of creative thinking in order to evaluate this phenomenon not only in test situations but also from the point of view of the person's actual activity. For example, G. Ozhiganova envisages a method of continuous diagnostics of creative work in children's natural conditions of life.

The approach which gives us good results is the combined use of the tests available in the literature on psychology, the methods and other methodologies of studying the person's development, including an analysis of the products of the subject's creative activity (drawings, craftwork, applications, creation of tales, verses, riddles, etc.) The active comparison of the results obtained through the methods of measuring the person's psychological qualities shows the creative thinking manifested in the conditions of real life.

A given function contributes to the creation of a person's positive emotional relationship in the process of creative thinking. Stage three of the study is dominated by the initial level of the cognitive-behavioural functions of the subject's creative thinking in the course of cognitive activity. In the process of gaining knowledge about the world, appropriate creative forms of behaviour are created, which are based on the persons provenly significant for the child: the teacher, parents and friends. On the whole, a given function contributes to finding a diversity of creative forms of individual behaviour.

Keywords: creative thinking; individual creative behaviour; functional spatial cognitive activity