

*Materials of Conferences***TEST OF REVEALING THE CREATIVE POTENTIAL OF A TEENAGER**

Davletova A.A.

Ushkonyr village, e-mail: Akmaral-da@mail.ru

Projective test proposed disclosure of personal creativity, where teenager analyzing the written text, knows himself. In the course of its application manifest underlying motives and needs, interests, perceptions of itself, the nature of relations with the surrounding teenager. Disclosure of personal creative potential with the help of this technique allows us to develop creative thinking and get more unconscious processes, thus helping young people to move confidently to the target. The technique allows to significantly enhance diagnostic and corrective opportunities psychologists, researchers and educational psychologists.

Dynamic social modernization of Kazakhstan's society people are capable of active, creative, self-sufficient. This situation brings us close to the problems of identifying human potential that may occur in the process of educational psychologists with students. As you know, creativity – is genetic and physiological data, skills, inner creative energy, and any other creative possibilities of man, which can be improved through physical and spiritual self-development and other methods of “different” experts [11]. When a teenager realizes that others believe in its ability to recognize its value as a person, it stimulates his positive self. Then he can realistically assess their capabilities, see the ultimate goal of its activities. Otherwise senior not aware opportunities for internal growth, which can lead to a loss of many resources. Creative potential – it is one of the ways of self-development and the development of creative thinking.

Modern psychological testing a large number of methods and techniques for the study of art, developed in line with the various schools of psychology (Brushlinskii A.V., Davydov V.V., Matyushkin A.M., Shumakova N., Dzhakupov S.M., Satova A.K., Zheksenbaeva U.B., Akylbaeva G.J. et al.) [5], [4], [1], [8], [15]. Creativity is an important component of the human person. His study is due to a number of difficulties due to limitations of existing methods of psycho-diagnostics. The main difficulties are related to the internal factor of creative energy, a limited list of skills to be psycho-diagnostics, the influence of the physiological state of the subject, time-consuming processing and application of statistical methods. Develop reliable and easy to use projective techniques disclosure creativity is urgent request of psychological practice [1], [2].

This study we conducted in accordance with the theoretical concept Ponomarev Y.A., where creativity in the broadest sense there any interaction leading to the disclosure of internal capacity – is the mechanism of development. Creativity – a necessary condition for the development of matter, the formation of its new forms, together with the emer-

gence of that change themselves forms of creativity. Human creativity is only one of these forms. The psychology of creativity must to study human interactions (subject) with any object, leading to changes in the subject and the object, and these changes themselves. (Ponomarev Y.A. 1976: 23–26). Therefore, diagnostic methods aimed at identifying the most important characteristics of creative thinking and opportunities for their development and implementation. We understand that the projective method has its limitations, which tried to take into account in the development of this technique [9].

The purpose of research – development and implementation of the author's test for creative potential teenager.

The sample of subjects was 200 adolescents, students in Grade 10 secondary schools of Almaty region at the age of 15–16 years, the experimental (n = 100) and control (n = 100) groups. The rationale for developing the effect is to compare the experimental and control groups.

The hypothesis of the study: creative potential positive effect on the development of creative thinking of teenagers.

Objectives of the study:

1. To develop and test a methodology for unlocking the creative potential of adolescent and assess the feasibility of its use;
2. Conduct a test to identify the level of creative thinking of senior control group (CG) and experimental (EG) groups after the disclosure of creativity techniques teenager.

The study was conducted in two stages.

Methods. In the first phase was implemented projective technique disclosure creativity teenager. This technique relates to projective psycho diagnostic methods. It allows you to fix some behavioral responses teenager in different conditions, especially the inner world, which are difficult to detect by other means – anxiety, personality traits, even suicidal tendencies. The technique is used as a diagnostic tool and (or) as a means of developing and remedial work, it helps to create a psychological portrait of the person and develop creative thinking person. Its use requires highly skilled educational psychologist.

The advantage of the methodology of disclosure of creativity teenager due to the fact that its purpose is “veiled”, the test can not predict the methods of interpretation of indicators, their relationship with various manifestations, so it does not apply protective reaction. The main features of this method 1) the certainty of stimuli used; 2) there are no restrictions in the choice of subject; 3) the lack of evaluation of the responses as right or wrong.

Description of the test. We have developed a method of revealing the creative potential of adolescents conducted in 7 steps (steps).

During the conversation, educational psychologist identifies and records significant for a teenager

key concept (eg – “Examination”). The term “key” was introduced to explain the special role of these notions with respect to the analyzed situation, this concept reveals the meaning of the work.

Gives the following instructions: “Make a word using the letters of the word “Examination”. Educational psychologist writes them and each proposed student word held communication, association with a key concept – “Examination” (time, mine, men, ait, aim). It is important that the young person has sounded the way he connects with the words “Examination”. Verbalization may not be an adequate substitute for inner experience of the pupil. What tells the teenager depends on his personal characteristics and how he perceives the concept of “Examination”. For a thorough analysis of specific words and phrases, uses a teenager can show the contents of the unconscious, which is not clearly visible in the very answers.

Now a teenager writes a story (essay, poem, short story), using 1, 2, or all the words written on the board as the key. Tikhomirov D.C. emphasized the complex nature of the act of making assignments and explained a number of reasons. One of them – ... polymotivation of activity, so the adoption of such a binding job involves not one but a whole group of motives. In the process of solving the initial motivation can “to acquire” additional motifs (both internal and external), in addition, there may be new ideas that reflect the nature of the creative thinking process and contribute to its development, rather than the “decay” [9]. In adolescents likely to be associated with the real object or a fabulous way. Going unconscious identification student with this image. When a teenager writes about the characteristics of his character – he talks about himself, not even realizing it. When writing fairy tales must fulfill the following conditions:

1. “Now you can write a story about ... Write down whatever you want, because it’s only your tale”. Writing a story, a teenager makes it known through active correlate with having a unique personal experience of interaction with objects and phenomena of reality, assessing how their own actions and the actions of others;

2. If the number of words proposed by the teenager – 12, then the job is allocated 6 minutes when 18 words, then – 9 min., Respectively – from 5 to 10 minutes (the number of words to be divided by 2). As noted Izard K.: “... Lack of time is an impor-

tant determinant of force applied to the solution of mental problems: it causes increased stress, mobilizing the energy resources of the individual” (Izard, C. Peter, 2007 p. 155).

3. The story has a happy ending, it is important that on a subconscious level and the adolescent has developed a positive attitude. The founder of the psychological school of installation Uznadze D.N. wrote that “Perception possible only after the formation of the corresponding installation this perception. Perception is a product created by the implementation of the installation” (Uznadze D.N., M. 1949 p. 39). This setting can come into connection with the past experience of man, to fix previously unrealized settings, and thus in the process of drawing up the tale reveals creativity adolescents [14].

Teenager reading a story aloud, then educational psychologist analyzes the work of the scheme Vachkov’s I.V. [3]. Analyze a story can be shared with the author, but it should be done very properly, focusing on the positive aspects of the story.

After a story together discussed the need to select the appropriate unit of analysis – meaning one speech or piece of content that serve as an indicator of interest in the text of an educational psychologist phenomena. In this method as a basis for analysis taken part of speech – verb and adjective. Carefully read the text and highlight it verbs, emphasizing two parallel lines, as well as adjectives – a wavy line. This information will reveal the educational psychologist significant experiences, actions, achievements and difficulties encountered in the life of a teenager and learning activities. Next, you need to count the number of verbs and adjectives, written in a fairy tale. Verbs will help answer the question – “What can I do? What I can do?”, And adjectives – the question: “What I really?” As a rule, the number of verbs more than adjectives, which may indicate that people do not often think about their personal qualities. Such analysis “... reveals a latent tendency to objectify and in the responses of the test. Products creativity (in our case – a fairy tale), provide material for studying the characteristics of cognitive and emotional spheres teenager, his internal conflicts, latent needs and experiences. In this case, the creative process and the analysis of its results is not only as a means of psychological diagnosis, but also as a therapeutic device” (P. Torrance 1974).

Performance of tests on P. Torrens in the control (Form A) and experimental (Form B) a group of teenagers

Form	Summary	Fluency	Flexibility	Originality	Elaboration
A (CG)	116,8	40,3	45,0	47,5	41,0
B (EG)	211,8	49,2	55,9	45,7	50,0
* p < 0,05; ** p < 0,01	38,0**	8,9**	10,9**	9,2**	9,0**

Note. * P < 0.05; ** P < 0.01 for T-Wilcoxon test.

Very important to the semantic analysis, if necessary, correct all bid. If negative met within the meaning of the verb or adjective need to replace it with the opposite notion (eg: failed – took off, terrible – beautiful, etc.). This technique has great psycho effect when the teenager “removed” from the depths of his subconscious bad image and, together with educational psychologists transforms it. Then you need to discuss with your teen which option he likes and what he felt his character at the end of the tale, the student could be proud of their hero, why. At the end of the work, if desired, a teenager can be saved as a mascot option “new” stories.

The second phase of the study was to test the effectiveness of an experimental realization of a technique for creative potential teenager using a test of creative thinking P. Torrance.

Among the diagnostic methods of creative thinking the best known and widespread in the world are the tests of creative thinking P. Torrance. These tests may be used to develop new methods of unlocking the creative potential as a certain common standard. P. Torrance Tests are intended for use for various purposes:

- 1) in studies of human intellectual development;
- 2) research related to the individualization of learning;
- 3) to disclose internal resource person;
- 4) the development of correctional and treatment programs;
- 5) when evaluating the performance of various experimental programs;
- 6) for identifying children with hidden creative potential [13].

P. Torrance tests that have been used by us – curly shapes include four battery tasks: verbal and curly shapes A and B, which are equivalent to each other. Implementation of these tests is evaluated on the following parameters: speed, flexibility, originality; careful design ideas. Curly tests consists of three sub-test, the execution of which 30 minutes (10 minutes each). In applying the test instructions are copyrights followed as in the test procedure and the results of the processing.

The results. Comparison of test P. Torrance conducted in the control (n = 100) and experimental (n = 100) groups. Table shows comparative data on the performance of creative thinking: his fluency, flexibility, originality and thoroughness of the development of ideas – in the CG (Form A) and MG (Form B). All raw data transferred to T-scale, according to the standardization of indicators drawn P. Torrance. Since the data in our sample numbering 200 persons aged 15–16 years differed little from the corresponding age norms P. Torrance, standardization of data was made.

Analysis of the results showed that the experimental group, all private, and therefore the overall performance of creative thinking is significantly higher than that of the control group of adolescents. It is important to note that the strongest differences in the magnitude of changes in indicators of creative thinking in the experimental and control groups were marked by originality.

Conclusion. Unique material produced educational psychologist working with this multi-layered technique. It allows you to choose different levels of analysis – an objective, limits, an indication of the number of written proposals to not always paranormal values that are associated with the unconscious motivations of the individual. It should be noted that the method of the disclosure of the creative potential of a teenager can be carried out both in the individual mode and with the group. Data obtained using this technique should not be taken as definitive, but they help to find ways of further research, it is difficult to get into objectified personality traits teenager elusive in the traditional organization of the educational psychologist and can not be adequately quantified.

Curly shapes A and B test P. Torrance used to assess the development of creative thinking of students after using the technique on the creative potential of a teenager. Comparison of the figures obtained in the experimental and control groups showed high efficiency of this test.

Thus, the purpose of our work is the development and study of methods of disclosure creativity teenager realized. The hypothesis of the study: “creative potential positive effect on the development of creative thinking of teenagers” was confirmed. Tasks implemented.

This technique can be of great help in the educational psychologist and serve as diagnostic, therapeutic and corrective tool, its use contributes to the creative potential of a teenager.

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The work is submitted to the International Scientific Conference “Actual problems of science and education”, Cuba, March 20–31, 2015, came to the editorial office on 11.02.2015.