

SOCIO-PSYCHOLOGICAL BASES OF FORMING SPEAKING COMPETENCE BASED ON STUDENTS' CREATIVE THINKING

Bazarbayeva Raykhan Abdimumin qyzy
TSPU named after Nizami

Teacher of Kazakh Language and Literature Department

Abstract

This article covers competencies and its socio-psychological foundations, which are formed on the basis of the personality of the reader and his creative thinking, such concepts as voluntary and involuntary creative abilities in achieving successful thinking, creative thinking and linguistic communication.

Keywords: sustainable development, risks, bank efficiency, ecology, environmental, social and corporate governance, ESG

INTRODUCTION

Creativity is a person's invention of new ideas, unique solutions, in a word, perception and departure from a simple, stereotypical thinking system, in other words, it is interpreted as a tendency to creative activity. If it is differentiated according to internal capabilities, then the highest point of the abilities of a creative person is based on the requirements for the intellectual potential of a person.

MAIN PART

In fact, creative thinking is successful thinking. Since it is considered as the highest level of thinking, a person has a unique frame of mind that allows him to achieve the end result he desires without any obstacles.

A creative person is a person who gets new ideas from any object, information, event. It reflects human thinking and speech at a high level. Therefore, in order to reveal the philosophical and linguistic foundations of the problem, first of all, it is necessary to distinguish the content and importance of two supporting concepts of the research topic: "creative thinking" and "linguistic communication".

We can see the scientific conclusions about creativity from the research works of J.Gilford and U.E.Torrens. While we are analyzing the scientific research works of the above-mentioned scientists and other literature, we can observe that the concept of creativity has not reached a conclusion in terms of content and essence.

In the 50s and 60s of the 20th century, Dj.Gilford studied thinking by dividing it into two. He puts artistic thinking in the first, and creative thinking in the second. A researcher scientist explains creative thinking as follows: "Creativity is intellectual renewal, the pursuit of unique ideas, semantic changes and image-adaptation."

The scientist systematically demonstrates the following characteristics of creativity:

- ability to identify and solve problems;
- free speech - the ability to create many ideas;
- originality - unusual thinking ability;
- the ability to change and improve the details of the object;
- the ability to analyze and synthesize.

This idea of D.Gilford was continued by his student E.P.Torrens, who concluded that “if we take creativity as a process related to thinking, then we should consider such questions as what should be done in order to become a creative thinking person, what kind of environment should he live in, what will be his final result, that is, we should combine all the methods of achieving creativity.”

He defines four criteria of creativity:

- freedom of thought (the number of ideas that appear per unit of time);
- flexibility of thought (ability to switch from one thought to another);
- individuality (the ability to develop ideas that differ from the generally accepted views);
- developing (forming ideas, additional details).

The conclusion from these points is that creativity is the internal potential and ability of a person that leads to imaginativeness, and imaginativeness is a process that is seen in the ability of a person to come up with something new.

Human thinking and speech are closely related processes. Because a person speaks what he thinks. The uniqueness of a person's speech is a mirror of his unique thinking. S.G.Ter-Minasova explains the importance of a person's ability to communicate in the following way: Language is a tool of forming a person... Through this invaluable wealth, he absorbs the vast universe into his imagination, and the main thing is communication with other people. Our current and future lives in the big and small world depend on our ability to communicate correctly, effectively and well. If so, forming a personality of a student who can communicate with his unique, resourceful, creative thoughts, artistically rich and deep speech is one of the main purpose of current educational process. In this speech connection, that is, it determines the importance of mastering all components of the speech movement (listening, reading, speaking, writing, oral communication) in a complex manner.

A.H.Maslow identified two levels of self-actualization in creativity: the first – “involuntary creativity, in which a person suddenly comes to his senses, inspiration, has difficult experiences”, “the second – voluntary, associated with hard work, continuous education, striving for perfection.” He sees creativity as a fundamental characteristic of human nature, that is, an innate ability in all people, but that it disappears during life as a result of certain social barriers.”¹

On the basis of teaching at school, great opportunities are created for the formation and development of the student's cognitive activity. As a person, the student learns to join to the

1. Maslow, A. The Farther Reaches of Human Nature NY: Viking, 1971. Harmondworth, Eng: Penguin Books, 1973. Contents.

system of social relations independently, assimilating life experience. In this way, a person increases his activity in social life through his actions and communication. In social relations, a person can be not only a subject, but also an object. A person's creativity is manifested through his "I" concept. The thing that distinguishes he from others is the concept of "I". If we take into account that the creativity of the learner is manifested through the development of a new idea and a new product, the concept of "I" comes to the first in these actions.

In studies of creativity from the point of view of pragmatics, special attention is paid to the social, economic, and practical aspect of creativity. In these studies, it is believed that "human creativity is related to selling a cheap idea at a high price." Not everyone can sell a cheap idea at a high price. For him, a person should have intellectual potential, deep knowledge, personality traits, motivation and a circle that understands this. Creativity is the ability of a person to come up with new ideas, make unusual decisions, in a word, his tendency to creativity serves to form his self-confidence. Therefore, in the educational process, using and developing of methods that allow students to self-assess and self-understanding is of particular importance. When sorting out internal possibilities, the basis of personal abilities for creativity lies in the demands placed on the intellectual potential of a person. Dictionaries give definitions such as "intellect - mind, wit, range of thinking, sense". All four of these indicators are closely related to thinking and speaking, and are aligned with a person's innovative thinking and skillful decision-making abilities.

The main goal of education aimed at the formation of creativity is to reveal the hidden potential of students by improving their speaking skills. This, in turn, requires increasing "self-awareness" or spiritual motivation, as well as coordination of psychological and intellectual activity. More precisely, it is important to choose the content of knowledge that stimulates the cognitive qualities of students, which are called attention, perception, memory and thinking, and to use methods that allow them to be used in practice.

Researchers follow the principle that it is possible to develop students' creativity by giving them various tasks in the course of the lesson and improve their creative thinking. In it, first of all, the environment is shown as a factor affecting the learner. In fact, the environment educates the student. By observing the activities of other children around him, the child is encouraged to act in the same way. In current social life, various economic changes, the development of intercultural communication, the change of values in the cultural environment – all affect the development of learners. In some cases, life itself requires creativity from a child, even in a simple situation.

In the process of developing students' speech, combining creative thinking with creative speech relations has its own advantages. Because, "creativity is subjectivity – describes important innovations, creativity – includes socio-cultural innovations that combine creativity. That is, if creativity is considered the highest stage in the development of a creative person, it separates a creative person from his circle and serves to form him as a person. Both creativity and speech are the main forces that shape individuality in a person's mind, thinking, and independent decision-making. Uniqueness in activity creates originality in thinking, and originality in thinking brings originality in speech and communication. Therefore, the issue of teaching the

students who are the object of research to engage in creative speech communication should be studied from a social and psychological point of view. It can affect the development of a person's creative thinking, thus the formation of his communicative competence, his personal characteristics. In this matter, the educational process focused on the individual has a special place. In developing the student's creative thinking through the development of language communication, the teacher first of all pays attention to his unique qualities, the clarity of education, the ability to propose ideas based on quick and clear thinking. For this, if the teacher notices the talents and abilities of each student in time, directs them to various creative works, and improves them, the final result is visible.

CONCLUSION

In conclusion, it can be noted that it is appropriate to improve the educational process, increase quality and efficiency, and develop unusual thinking, independent decision-making, and creative abilities of students based on the establishment of person-oriented education. This, in turn, serves to increase students' speaking competence through creative thinking.

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