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Annotation: *this article provides recommendations on improving the effectiveness of work on the formation of creative thinking skills of weak hearing students, creativity in weak hearing children, and the formation of skills in abilities.*

Keywords: *weak hearing, thinking, experience, memory, description, psychology, Psychic Development, Special Education, auditory perception, process, intonation, defect.*

At the present stage of the development of society, the reforms carried out in our country are aimed at educating every person living in this society as a free, creative person who can realize his capabilities. The issue of the development of creative abilities of Primary School students in the processes of globalization in the world is defined as one of the urgent tasks. In particular, the qualities of the United States associated with creativity and a non-standard way of thinking are defined as an important criterion that determines in primary school students. In schoolchildren in Singapore, creativity was included in the top three in the line of important qualities.

In recent years, the Republic has been creating a modern methodological support for the design of the creative educational process of weak auditory students, the development of creativity skills through interactive methods, the normative basis for increasing the social role of ensuring the quality of Education. The intellectual-creative-creative activity of weak auditory pupils is of great socio-pedagogical importance, it is a factor in the development and improvement of the basic qualities and abilities of the harmonious generation. From this point of view, an important place is occupied by the modernization of the content of primary education on the basis of advanced foreign experience, the formation of an innovative educational environment based on competencies, the further improvement of the pedagogical mechanisms for the development of creative abilities in weak auditory students based on the widespread introduction of interactive teaching methods and technologies into practice.

The phenomenology of creativity has attracted the attention of thinkers at all times of World Culture. At the same time, the problem of creativity in modern science has not yet lost its relevance, but D.B. In the words of bogoyavlenskaya, it still stands "on the territory of the near future development" of psychology and pedagogy. Hence, it is advisable to study the phenomenon under study from a historical point of view. The phenomenon of creativity was associated precisely with divergent thinking. The researchers found that the connection between IQ intelligence coefficient and divergent thinking is one-sided. High indicators of divergent thinking in cases where it is usually at the IQ level have not been recorded. However, the high level IQ does not guarantee that there will also be high performance, such as divergent abilities.

Creative thinking – the structure and content of general and special abilities, creative abilities, concepts of creativity and their products still remain the subject of scientific discussion today. It is worth mentioning that there are differences, disagreements not only in the correctness of the application of terms, but also in the definitions of phenomena under which the above-mentioned terms are understood. At the same time, the quality of scientific research will largely depend on the theoretical reflection of the conceptual apparatus of the concept of its embodiment. That is, first of all, it is necessary to limit the area of \ u200b \ u200bThe terms, and in its context it is necessary to study the hierarchy of interrelated

concepts and express the main initial definitions that will be overshadowed by the topic of the dissertation.

Creativity. The importance of creativity in pedagogical activity in the psychological and pedagogical literature is an indisputable fact (V.V.Davidov, V.I.Zagvyazinsky, N.G.Asukhova and others.).

A.I.Arnoldov argues that creativity is a unique aspect in general and is one of the raw and most important qualities of an individual to himself, his conscious activity aimed at changing the natural and social world. When describing this phenomenon, it is necessary to draw on the concepts of creativity in broad and narrow meanings that have settled in literature. In the right sense, "creativity " consists of creating innovation. However, the concept of creativity dictates personal Genesis (unity, origin, beginning), and the word corresponding to it is used mainly in relation to human activity. F.In the article "creativity" (1901) by batyushkov, presented in the encyclopedic Dictionary of Brockhaus and Efron: in this generally accepted sense, creativity is a conditional term that refers to psychic activity, which is reflected in the concentration, restoration or attachment of information of our consciousness in a new form, in the field of abstract thinking, in literary and practical activity.

Y.A. Clayberg to According, this expression given to creativity has a psychological meaning regarding the deep personality. First of all, creativity requires the presence in a person of abilities, motives, knowledge and skills that allow him to create a product that will stand out from others for its novelty, originality, uniqueness. Secondly, the study of these characteristics of the personality shows that the need of its imperceptible components, as well as the individual to realize their potential and capabilities, to open up and expand the possibilities of their creativity, when they feel and see imagination, intuition, mental activity, plays an important role. At the same time, the lack of a scientific difference of the phenomenology of creativity leads to the fact that it is possible to apply the expression "creative" (creative) to almost any process of activity, except for highly automated actions.

D.B. Bogoyavlenskaya to According, common expressions of this concept do not give a full-fledged reflection of the essence image of creativity. As the author noted, not only in the minds of ordinary people, but also in the scientific literature, the expression of creativity, formed not on the basis of the procedural side – mechanism, but also on the basis of the result – product (creation of a novelty (thing, idea), is widespread. However, "expressing creativity according to the criterion for creating innovation is nothing more than giving creativity an expression according to its phenomenology, only in terms of its manifestation."

The tendency to creativity is a high manifestation of human activity, the ability to create something new, unlike others, and this ability can be seen in any area of human activity. And in a broad sense, creativity is a cross-development (Y.A. Panamarev).

In a broad context, D.B.Bogoyavlenskaya, Z.I.Kalmikova, A.M.Matyushkin and other researchers express creativity as going beyond the limits of existing knowledge.

V.M.The problem that gives impetus to creativity from a reflexological point of view, according to Bekhterev, leads to the formation of a dominant, and around it the necessary reserve of past experience should be viewed as "creating something new" in a situation where it gathers to solve a problem .

The importance of the axiological aspect is also not inferior. For Example, D.B.Bogoyavlenskaya represented the humanitarian approach M.M.Bakhtin's " creativity is not limited to the way of doing work, but is a spiritual and moral motivation to act "" M.M.Bakhtin, 1975), agrees with his views.

The productive activity of a person without receiving an incentive from the situation is not just a manifestation of interest in obtaining abstract knowledge, but spiritual aspiration (intention). However, despite the seemingly humanitarian aspect of problem analysis, the process in which this analysis is described can be viewed as a direct operational "psychological filling" of the concepts of creativity and talent.

D.B. According to bogoyavlenskaya, the concept of “creative” is a much broader term than the term “creative”. At the same time, creativity is not the high level of intelligence (intelligence, intelligence) itself (D.B. Bogoyavlenskaya, V.N. Druzhinin, N.S. Leites et al.).

Psychologists of the humanistic direction (G. Olport and A. Maslow) the initial source of creativity is the stimulation of personality growth, which is not subject to the homeostatic principle of pleasure. A. According to Maslow- this is a person's need to realize his capabilities and potential, to freely realize his abilities and life opportunities.

A number of researchers assume that motivation for achievements is necessary for creativity, while others think that motivation (motivation) is an obstacle to the creative process. For example, in favor of the first of the main points mentioned above on the basis of empirical data A.M. Matyushkin made a conclusion that in our country there is not motivation for growth among creative workers, but precisely motivation for achievements.

Some domestic researchers defend the idea that creativity will always be strictly related to a particular type of activity. In a word, it is impossible to talk about creativity in general terms, after all, there is artistic creativity, scientific creativity, technical creativity and other types. Other experts argue that the nature of creativity is one (holistic), the ability to create is of a universal nature.

There is also a view that creativity is inherent in logic, considering its main personal qualities as independence, personal values, and not external assessments. Usually such people are called creative personalities. Researchers continue to look for an integral indicator that describes a creative personality. Against this background, first of all, vague and potential abilities are investigated.

Abilities. Types of general and special abilities are distinguished, as well as creative and special creative abilities of the individual. The question arises, How do these concepts relate to each other?

In the historical context, two theories were formed: the theory of innate abilities (Francis Galton, late nineteenth century) and the theory of the abilities to be formed. According to the theory of the abilities to be formed, abilities are not innate and develop throughout the process of human life. At the same time, the formation of abilities does not negate the indirect influence of the progenitor factor (hereditary factor). Hence, such an influence on abilities is considered as a methodological basis for the organization of the educational and educational process.

The psychic development of a child is primarily associated with his formation of abilities (A.V. Zaporozhets, L.A. Hungarian). Against this background, abilities are understood as indirect systems of orientation methods in reality, which are formed throughout life. With the separation of traditions of the interpretation of cognitive abilities L.A. Hungarian abilities not only without the result of the cultural and historical development of a person, but also allow the child to independently interact with culture.

B.M. According to teplov, abilities are not limited to skills and abilities, and according to the success of the implementation of a certain activity (relatively) distinguish one person from another. B.M. Teplov distinguished three signs of abilities:

abilities-individual-psychological characteristics that distinguish one person from another;

abilities-features that depend on the degree of success in performing only one activity or several activities;

although it causes ease and speed in mastering abilities, they cannot be limited to already mature (formed) knowledge, skills and abilities in a person.

So, on the one hand, abilities are created in activity, reflect the norm, measure of assimilation, are a condition for the success of the performance of an activity and are manifested in such dynamic characteristics as speed, depth, ease and strength of means and methods of mastering it. On the other hand, the success of carrying out an activity is determined by the fact that it is accompanied by a set of abilities inherent in each person and demonstrating the characteristics of his personality.

According to some authors, according to different types of activity, general-intellectual and special abilities are distinguished, while according to another group of researchers, general and special abilities are distinguished. The authors of the second group are supporters of the point of view that intellectual (mental) abilities will be present in the structure of all other types of abilities. And the cure that their opponents put forward is as follows: even those who are not intellectually (mentally) developed can have special (for example, artistic or musical) abilities.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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