

THE CREATIVITY DEVELOPMENT OF TEENAGERS IN LEISURE TIME

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Article History: Received on 25th September 2019, Revised on 30th October 2019, Published on 16th November 2019

Abstract

Purpose of the study: The relevance of the study is due to the great interest among psychologists and teachers to study the issues of creativity, creative thought, and creative productivity.

Methodology: The analysis of pedagogical, psychological, philosophical literature reflects various approaches to the consideration of the processes of self-affirmation and self-expression of the personality of the adolescent and shows that these processes are considered as parallel.

Results: The active development of young people in a creative environment in out-of-school children's educational institutions is a well-organized joint activity that positively affects the mental development of adolescents. The teenager unconsciously focuses on the dominant values in the team while being in a certain team in an informal atmosphere, watching the work of others. All this form a comfortable and creative environment and a positive effect on the adolescent. The materials of the article can be useful for teachers and educators of children's institutions of additional education.

Applications of this study: This research can be used for the universities, teachers, and students.

Novelty/Originality of this study: In this research, the model of the Creativity Development of Teenagers in Leisure Time is presented in a comprehensive and complete manner.

Keywords: *pedagogy, supplementary education, creative environment, development of creativity, adolescents, self-expression, collaboration.*

INTRODUCTION

Discussions about leisure and free time were always in the center of interest in the humanities. Philosophy defines free time as a space for the implementation of social processes, reveals the occurrence of free time and its relationship with working time and social value. Economics and sociology conducts a quantitative and statistical analysis of these processes, investigate the content and essence of free time of the individual, the activities of social leisure institutions for their content. Psychology studies the motives and needs that determine the behavior and action of an individual in this time domain. Analysis of data from scientific fields shows that free time is an important and dominant component in the physical and spiritual development of a person. All kinds of cultural and leisure activities can contribute to the socialization of the individual since it is at this time that the young generation can manifest itself as a free personality (Elmes, 2018).

Creativity is one of the main ways of self-identity. This allows you to express your special, unique worldview. Young people should have the opportunity to creatively apply knowledge and skills in conditions of growing social competition in order to remain relevant in modern society. The modern school has set itself the task of socializing the young generation. However, it is necessary to take into account the conditions of a rapidly changing society and pay close attention to the development of the creative abilities of the young generation (Berdjaev, 1989).

The study of creative abilities abroad involved such scholars as H. Gardner, Y. L. Karlson, E. Key, H. C. Lehman, S. Mednik, M. Resnikoff, D. Simonton E. P. Thorens, J. Guilford (Gladilina, 2018; Jacenko, 2001; Obuxova, 1999; Ozhegov, 2005; Rejval'd, 1987; Reznikoff, et al. 1973; Shirvani, et al. 2015; Sternberg, 1985; Titov, 2013; Vernon, 1967).

E. Kei (1849-1926) suggested using family education to develop the child's creative abilities, combine learning with real life, and include children in various types of creative activities. It is necessary to organize an environment for the development of creative abilities with which the child interacts, to create conditions for the exercise of natural forces in real life (Taylor, 1985).

H. Gardner believes that the development curve of the creative abilities of children and adolescents is U-shaped with a decrease in primary school. He gives an explanation of the reasons for the heyday of creativity in the preschool years and its decline in the early school years. At the age of two to seven years, the child learns the various symbolic systems of his culture. Having mastered them quite well at the age of 5-6 years, he begins, as it were, to play with them, builds various combinations, just as he plays with objects or experiments with words. <...> After entering the school, he gradually begins to obey the strict rules, as a result, the student stops experimenting with symbolic systems. From this moment begins the decline of spontaneous creative activity. Then the activity is enhanced again in the upper grades, but on a different cognitive basis (Titov, 2013).

S. Mednick says that in the creative process there are both divergent and convergent components. According to Mednick, the more problem elements are taken from more distant areas, the more creative is the process of solving it. Thus, the

divergence is replaced by the actualization of remote areas of semantic space. The creative decision deviates from the stereotypical one: creativity is the ability to overcome stereotypes at the final stage of mental synthesis and in the breadth of the field of association ([Torrance, 1965](#)).

D. Simonton put forward the hypothesis that an environment conducive to the development of creativity should reinforce the creative behavior of children, provide examples of creative behavior to follow ([Ozhegov, 2005](#)).

METHODOLOGICAL FRAMEWORK

Since ancient times, issues of self-affirmation of a teenager have been occupied by the minds of specialists in the field of pedagogy, philosophy, psychology, history and other sciences, as a central mechanism of socialization and as an analysis of the subject of the research. N. A. Berdyaev and other researchers of this problem of the end of the twentieth century and the beginning of the twenty-first century, as L. A. Akimova, S.I. Belentsov, B.A. Titov, A.V. Fakhrutdinova, A.S. Yatsenko, and others. ([Akimova, 2003](#); [Ardakani, et al. 2015](#); [Belentsov, et al. 2017](#); [Dul'muhametova and Shakirzjanova, 2017](#); [Fahrtudinova, 2012](#); [Fillipova, 2006](#); [Kulagina, 1997](#); [Selomo & Govender, 2016](#); [Taylor, 1985](#); [Tereso, et al. 2018](#)).

The study of works on the research problem showed that the concept of "self-affirmation" in the study is applied in various meanings, it is inseparable from the terms: self-affirmation, self-realization, self-determination, self-expression. And the problem of self-affirmation is the most significant stage of personal development.

S. I. Ozhegov defines self-assertion - as the statement of oneself, one's own personality, and one's own meaning. Self-affirmation is sometimes identified with emotions that can serve as a motive for action ([Lejtes, 2000](#)).

N. I. Reinvald combines self-affirmation and self-knowledge and indicates that self-affirmation should be used as a single basis in the study and classification of other needs. Self-assertion is often associated with a person's desire for independence ([Nemov, 1975](#)).

Thus, the analysis of pedagogical, psychological, philosophical literature reflects various approaches to the consideration of the processes of self-affirmation and self-expression of the personality of the adolescent and shows that these processes are considered as parallel.

Creative abilities are considered as abilities for various types of artistic activities, compose poetry, beautifully draw, and create melodies. What is creativity? According to R. S. Nemova, creative abilities are the creation of objects of material and spiritual culture, the production of new ideas, discoveries and inventions, in a word, individual development in various areas of human activity ([Karlsson, J1978](#), [Terman & Merrill, 1937](#)).

RESULTS

The created space affects the development of the student's creative abilities and their further development. The environment and the system of relations have on all sorts of creative activities. It is the creation of such an environment that is one of the conditions for the successful development of a student's creative abilities, which requires maximum effort and gives them greater freedom. Activities begin with the choice of types, their alternation and the duration of classes with one type of work. All this can increase the desire, interest and emotional lift, which will serve as a reliable guarantee that already greater stress will not lead to overwork and will only bring benefits. Providing students with freedom implies unobtrusive, reasonable, benevolent help from teachers, which is also considered one of the main conditions for the favorable development of the creative potential of an adolescent. We need a favorable, psychological atmosphere for success in creativity, which will have students to the desire to create and create something of their own, individual ([Belentsov, et al. 2017](#)).

Teenagers need a safe psychological base, being in a creative search and making their own discoveries. This atmosphere must be created by teachers in the team. Teachers stimulate adolescents to be creative, show compassion for failures, indulgent relate to non-standard ideas not related to real life.

But, as a rule, not everyone can find the path of creative activity and even finding it, not everyone can keep creative activity, so there is a need to choose appropriate teaching methods. The methods chosen should have a beneficial effect on increasing the level of development of students' creative abilities. The result will be positive if it is a purposeful process, during which a set of separate pedagogical tasks is being solved, aimed at achieving the final goal ([Selomo & Govender, 2016](#)).

DISCUSSIONS

Adolescence is the age of curiosity, the desire for knowledge, the age of vigorous energy, enterprise, and dynamism. A teenager gets involved in something quickly, but it is difficult for him to maintain, support and develop his passion. Rousseau and many modern researchers believe adolescence, which is called the "second birth of man." This period contains many sources of the beginning of all further life. This vulnerable, easily visible, changeable age turns out to be dependent on real social life since teenager first opens this world to himself.

I. Yu. Kulagina argues that with the increased intellectual development of a teenager, their imagination accelerates and develops. Moving closer to theoretical thinking, imagination gives impetus to the development of adolescent creativity.

The imagination of a teenager, as I. Yu. Kulagin, "of course, less productive than the imagination of an adult, but it is richer than the imagination of a child." In this case, Kulagina I. Yu. notes the existence of two lines of development of the imagination in adolescence. The first line is characterized by the desire of adolescents to achieve an objective creative result. Far from all adolescents are inherent in them, but they all use the possibilities of their creative imagination, getting satisfaction from the fantasy process itself ([Issaliyeva, et al. 2018](#)).

The development of creative abilities is closely related to such a mental process as imagination. Significant changes in the development of imagination in adolescents were noted by L.S. Vygotsky. He said that under the influence of abstract thinking, imagination "goes into the realm of fantasy." Imagination at this age comes to a new level of development, now it has a more productive character than in childhood, but still, it most often goes "into the intimate sphere" and becomes a subjective form of thinking. Overcoming this, the direction of the development of imagination along the path of striving for its productivity is one of the tasks of pedagogy that solves the problem of developing the creative abilities of a teenager ([Lehman, 2017](#)).

Researcher psychology of children N.S. Leites in his work "The Age Giftedness of Schoolchildren" notes that during adolescence, forms of activity that require perseverance and independence are especially attractive for children. Children at this age begin to show their own initiative in those types of work and activities in which they only followed the instructions of adults. They strive for the independence of statements. Often because of this desire, as N.S. Leites, it turns out that "students no longer want to receive knowledge in finished form." This desire is the most favorable feature for the development of children's creative activity, focus on creativity, and these qualities manifest themselves at this age in the process of learning activities of adolescents ([Karakovskij, 1991](#)).

In general, adolescence is in many respects favorable for the development of creative abilities, but in this respect has a number of specific features.

Adolescence is characterized by the development of the following character traits: perseverance, endurance, perseverance in achieving their own goals, the ability to withstand difficulties and obstacles. A teenager is capable of more thoughtful and decisive actions than a junior school student. However, showing persistence in one activity, a teenager cannot find it in other forms. In addition, adolescents clearly express another trait of character – short temper (otherwise called excessive emotionality) – adolescents' attention is characterized by a specific selectivity. As for the intellectual development of the adolescent – the main feature is the development of the ability to abstract thinking. One of the main distinguishing features of adolescence is the formation of energetic, independent, creative thinking ([Akimova, 2003](#)). Starting from childhood it is necessary to inculcate a culture of leisure, purposefully, systematically influencing the younger generation. Teaching adolescents the skills and abilities of self-organization is an important socio-pedagogical task, which is one of the most important stages in mastering the culture of leisure. However, even knowledge of the types of activities and the duration of activities in a teenager's free time does not indicate their rational, rational choice in organizing their own leisure. In order for the activity of a teenager in his spare time not to lead to senseless pastime and not to the emergence of criminogenic situations, it is necessary to develop their skills of self-analysis, adequate self-esteem and reasonable management of their behavior. All these skills are acquired by adolescents in the process of successfully mastering the skills of self-organization ([Bogojavlenskaja, 2002](#)).

Out-of-school supplementary education centers for children and adolescents help to develop the knowledge, skills, and abilities necessary for mastering various types of activities necessary for entering the future profession. Here you can develop students' abilities in various areas: technical, artistic, musical, sports, intellectual, creative, etc. directions; to inculcate the skills of students to learning, as a prerequisite for learning any activity; develop social, personal and communication skills, as well as qualified teachers can provide help and support to talented and gifted children; create the same conditions at the initial stage so that everyone can develop and then raise the level of individual development ([Kulagina, 1997](#)). A distinctive feature of additional education is also the possibility for students and his parents to freely choose the direction and types of activities, methods, forms of implementation of various additional programs, the pace and time of their development ([Brand & Deary, 1991](#)).

CONCLUSION

Thus, it can be said that, on the basis of a theoretical analysis of pedagogical research on the subject of creative activity, it is implied, on the one hand, the ability to free oneself from the power of ordinary ideas and prohibitions, to search for new associations and original solutions, and on the other, to develop self-control, organization, self-discipline. The teenager is less active, mobile and inclined to hobbies; therefore, to become creatively productive, the teenager needs a lot of intellectual discipline and concentration of attention ([Elmes, 2018](#)).

The driving force behind the development of creative activity is the creation of conditions that stimulate adolescents to self-creative activity, their uniqueness, the inclusion in the process of the creative search for non-standard solutions, the ability to demonstrate the products of creative activity.

ACKNOWLEDGMENTS

The work is performed according to Russian Government Program of Competitive Growth of Kazan Federal University.

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