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Psychological Aspects of Development of Creative Thought of Cadets

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Abstract: Over last decade, one of the main requirements for the education of the prospective military officer is the development of his professional thinking including the discourse and creative components. One of conditions for sustainable development of Kazakhstan in conditions of integration and globalization along with military power of the state is a quality of the education of military officers guarding the territorial and national security. Development of creativity requires the specific pedagogical, psychological and didactic conditions.

Key words: Military education · Creativity Creative thinking · Military-educational process · Psychological and pedagogical conditions

INTRODUCTION

Nowadays, in connection with a volume and sharpness of arising up in the modern world of social-economic, military-political problems cause the actuality of searching optimum ways for preparation of high-quality cadets with creative thought, professional mobility and possessing of fundamental knowledge.

Task of higher military educational institutions is to prepare future officers, capable to carry out officially-battle activity, educational-upbringing process in troops, to provide the quality of teaching and education of personnel at high level. It is necessary to know that preparation of future officers at higher military educational institutions differs that except the system of professional knowledge, cadets must have professional qualities of personality (communicative, organizational, analytical) and creative style of thought must be worked out and formed. No doubt, that without the methods of creative thought, innovative activity is that officer will be able successfully carry out the official duties, responsibly and competently solve the tasks laid on him for a long time.

Creativity (from lat. creatio) is creative capabilities of the individual, characterizing readiness for producing of new ideas and including in a structure talented as an independent factor.

Creativity (creative ability) is an independent factor, relatively independent from an intellect.

The representatives of this approach are Gilford Dzh. [1], Torrans P.[2, P 43-75], of Druzhinin V.N. [3].

Gilford Dzh. [1; 4] determines creativity as universal cognitive creative ability.

Torrens P. determines creativity as capacity for the strained perception of failings, blanks in knowledge, disharmonies, etc. The basic parameters of creativity by Torrans are: lightness, flexibility, originality and exactness [2; 3].

There is widespread opinion that creative potential of man can not be developed, it is possible only his liberation. However the experience of teaching of some aspects and methods of creative conduct and self-expression, the designing of creative actions and capabilities in the different spheres of activity are demonstrated by substantial growth of indexes of creative thought andalso the appearance and strengthening of

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such qualities of personality, as independence, openness to new experience, sensitiveness to the problems, high requirement in creation [4].

By scientists the numbers of terms, stimulated and assisted for development of creative thought was selected:

- Situations of incompleteness or openness, unlike hardly set and strictly controlled;
- Creation, development of methods and strategies, objects and instruments for subsequent activity;
- Stimulation of responsibility and independence;
- Accent on independent developments, supervisions, senses, generalizations.

In the process of teaching in the military institute of the tasks which would be assisted in the development of all intellectual operations and descriptions of thought are practically absent. There are main tasks which have algorithmic type and synonymous answer. And a cadet, even having necessary knowledge, criticism, flexibility and depth of thought, not always is able to solve tasks, as there is a certain family stereotype-all tasks are solved by the certain given charts and any decision beyond this chart is considered incorrect [5].

To develop creative thought-means to form and to perfect intellectual operations: analysis, synthesis, comparison and generalization, classification, planning, abstracting andto possess such descriptions of thought, as criticism, depth, flexibility, breadth, quickness, variety andalso to develop imagination and to possess knowledge of different maintenance [6].

For the cadets of command specialities, future managers, the most actuality is acquired by development of such qualities, as flexibility and quickness. Exactly the presence of these qualities allows for cadets more easily to master the bases of disciplines andis also the necessary constituent of their future professional activity. The development of creative thought gives the possibility to produce for cadets such qualities, as competence, empathy, the ability to set contacts and without losses to settle possible conflict situations in professional activity, the ability quickly react on changing terms and find the adequate ways of exit from one or another officially-battle or vital situations.

To develop creative thought and to aim on creativity is necessary for the cadets of command or cynology specialities. Before the specialists of such types of professional activity are put the tasks which not always can be solved by traditional ways andis required the creative approach.

In this case to reveal the creative thought assists the outside educational activity, which is realized by attraction of cadets to take part in sport competitions, conferences, concerts, disputes in different circles and helps the cadet to adapt himself in one or other conditions, to reveal his hidden talents. On the result of the conducted research it was found out, that outside educational activity helps the cadets to contest with their complexes, failings. It was also determined such type of activity allows a cadet to train and get knowledge exactly in that area, which, according to his the opinion, seems more interesting, and, consequently, to improve the knowledge, ability and skills, to improve his capabilities and aspire to championship.

The development of creative thought of cadets often holds a temper that their memory is unable to master a great amount of facts which are necessary today, but will be useless tomorrow. It is necessary to overcome a look to teaching as on a process, memorizing and reproducing are on the base of which to overview the maintenance of lessons, to select strong points in educational programs, in which to show what is given in acquainting, informative plan and what is given to learn by heart.

One of the mechanisms, stimulated creative thought of cadets, there are the intellectual tasks. They reveal and move cognitive resources, form the research style of intellectual activity. Arising up on the base of difficult situations, on decision of main problems for a person, the intellectual task designs the process of creative thought, serves as the effective mean of his forming and development for cadets. Especially the perspective in that case are the tasks, in the performing of which there is deep transformation of initial structure of their requirements andalso the tasks with the hidden structure of basic data, as they do not have a certain complete answer, as a cadet can study as far as his inclinations and capabilities without restriction in the given question. Creative reconstruction of the main structural components of task, including them in new systems of connections actively assist to form independence of thought, develop originality and resourcefulness of mind [7].

One of the decisive pre-conditions for development of creative thought is a maximum orientation of educational task on the personality of cadet that is possible only in the account of personal-typological distinctions.

At military institutions the distribution was got by the followings forms of individualization of teaching:

- Using of different variants of the same type of tasks;

Table 1: Correlation intercommunications of indexes of imaginational and logical components of creative thought, flexibility of thought and success decision of creative tasks of Kulyutkina Yu.N.

	Task of «Suakhili	Task of «Observer on the area»	General success of decision of two tasks	Rigidity/ flexibility of cognitive control	Dominant method of information process
Imaginational component of thought	0,165	0,089	0,254	0,234	0,156
Logical component of thought	0,146	0,93	0,236	0,066	0,270
Difference between the logical and imaginational components of thought	0,088	0,036	0,0124	0,154	0,127
Task of «Suakhili»	1	0,014	0,114	0,520	0,153
A task «Observer on an area»	0,427**	1	0,25	0,125**	0,160
General success of decision of three tasks			1.18	0,454**	0,98

-correlations are meaningful on the level of 0,01

- Application of tasks of the different degree of difficulty;
- Differentiated instructing of cadets in the execution of self-preparation;
- Different numbers of tasks on one topic for the cadets of different level of teaching.

The great opportunities for forming of creative-researching position of personality is scientific research work of cadets, organized within the framework of educational process. During the process of execution a cadet can display the initiative, observation, interest to the problem close to him, ability and capability to do scientific and practical experiment. Scientific-research work of cadets becomes optimum, if it is succeeded to give it collective, group character. Alone it becomes more difficult to solve the complicated tasks, effectiveness of search goes down. The individual advanced scientific work gets a new direction, engages the cadets in the system of mutual dependence and mutual responsibility. In the conditions of group work a teacher has more possibility to expose creative talents of cadets, to form scientific collectives [8].

The exposition of creative individuality of cadet must result to form in him the requirement in a self-education as the property of personality. An appropriate result of teaching process is readiness to the self-education-includes not only steady interest to scientific knowledge but also the reliable methods of its acquisition [9].

Coming from the main ideas of our works, before us was the purpose of studying of the phenomenon of flexibility of thought in the sense of lightness imaginational-logical transformations as a private capacity for creative heuristic thought of personality.

Procedure of Experiment and Description of Selection: Our task is to define the dependence between flexibility of creative thoughts and success of decision of creative tasks.

For the decision of the given tasks and checking the formulated hypotheses the experiment were done by us. The experimental research was held in a period from 2010 to 2011. Selected experimental methods defined the individual work with an examinee.

The purpose of experiment is to check up the assumption about intercommunication of flexibility of mutual transformation of imaginational and logical components of thought with the imaginational and logical components of thought (on the base of exposure of prevailing of the first or the second alarm system on the method of M.N. Borisova) [10]; and by success of decision of creative tasks with the different method of presentation of problem specification.

In the experiment are used: test of verbal-coloured interference of Strup; [10]. The method of determination of correlations the first and the second alarm systems in the conditions of the visual memorizing, developed by M.N. Borisova; tasks of Yu.N.Kulyutkina is a verbal task of «Suakhili» and imaginational task «Observer on the area» [11].

The students of the third course of Border Academy of NSC of RK, departments of military psychology and pedagogics, took part in the experiment. There were totally 62 persons, middle 20-25 of age.

The experiment was held individually with every object. It was done because the method of Borisova M.N. supposes the individual work-conversation with an examinee; execution of three subtests of Strup test requires fixing the time exactness with the hundredth of

part of a second, that quite impossible to carry out the performing the experiment; also, at the solution of two creative tasks of Yu.N. Kulyutkina of «Suakhili» and «Observer on the area» to the examinee was requirement to consider aloud, to observe the way of their arguments on the decision of task that was possible only in an individual experiment.

The experiment contained one series (no less than 1 hour with every object), during of which an examinee executed the tasks produced by methodics. The order of producing of methods was general for all the examinees: method of Borisova M.N., test of Strup, task of Yu.N. Kulyutkina of «Suakhili» and «Observer on the area».

The purpose of experiment was at first finding out the intercommunications between the imaginational and logical components of thought and flexibility of thought. From the table 3 is shown the absence of meaningful correlations between flexibility of thought and imaginational and logical components of thought that shows the absence of the intercommunication between them. It means that, the flexibility of thought studied by us is unconnected with the imaginational and logical components of thought, which was got on the base of exposure of correlation of the first and the second alarm systems. Thus, first of private hypotheses risen by us did not find its experimental confirmation. Also, there is absence of meaningful correlation connections between the imaginational and logical components of thought and success decision of imaginational task «Observer on the area» and general (total) success decision of tasks. It shows that success decision of creative tasks is not determined by levels of development of foregoing components of thought, exposed on the base of prevailing of the first or the second alarm system.

Basic Conclusion of the Experiment: Coming from the results of experiment-we do the conclusions.

The Basic Conclusions of Research Are the Followings:

- Flexibility of mutual transformation of imaginational and logical components of thought is unconnected with balance of the first and the second alarm systems.
- Flexible subjects on any both balanced and non-balanced correlation of the first and the second alarm systems are more successful of rigidness.
- The results of correlation analysis prove the existence of connection between flexibility of mutual transformation of imaginational and logical components of creative thoughts and by success decision, both verbal task and general success of decision of creative tasks.
- There is a connection between success of decision of imaginational task and imaginational (by a perceptive-motor) method of processing of information, which characterized for an examinee. That allows to suppose the successful decision of creative task by examinee even at insufficient development of flexibility, if the «language» of task corresponds to the dominant method of processing of information. For a «flexible» examinee the «language» of presentation of task does not influence on the success of decision.

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