

**PEDAGOGICAL-PSYCHOLOGICAL FACTORS AFFECTING THE FORMATION OF
CREATIVITY IN INTERNAL AFFAIRS EMPLOYEES**

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Abstract

This article provides a comparative analysis of the problem of forming creativity in internal affairs employees based on scientific research conducted in foreign and CIS countries. The study reveals the psychological essence of creativity, its role in professional activity, and the main factors influencing its development. In particular, the theoretical foundations of creativity are covered within the framework of Teresa Amabile's component model, Robert Sternberg's theory of creativity, and Mihaly Csikszentmihalyi's "flow" concept.

Keywords: creativity, internal affairs employees, professional activity, innovative approach, psychological factors, internal motivation, professional competence, creative environment.

Introduction

In the context of modern globalization, the development of society requires specialists with innovative thinking, flexibility, and non-traditional decision-making competencies. In particular, in the activities of internal affairs officers, such aspects as speed, finding optimal solutions in complex situations, and working with the human factor are of particular importance. From this point of view, the problem of forming creativity in internal affairs officers is considered one of the current research directions in pedagogy and psychology.

The concept of creativity is interpreted differently in the scientific literature. American psychologist Joy Paul Guilford interprets creativity as a person's ability to create new, original ideas. In his opinion, divergent thinking is a key component of creativity, allowing him to find several solutions to a problem [1.450]. Also, E. Paul Torrance interprets creativity as a person's sensitivity to a problem, the process of developing ideas, developing them, and evaluating the result [1.15-16].

Russian psychologist Lev Vygotsky shows creativity as a psychic process that develops inextricably linked with the socio-cultural environment. He noted that any creative activity is formed on the basis of social experience. Uzbek scientists N. Jo'rayev, Sh. Kurbonov, B. Kadyrov also recognize creativity as an important quality manifested in the social activity of a person[10.55].

Creativity in the activities of internal affairs officers not only increases professional efficiency, but is also an important factor in constructively resolving conflict situations, establishing effective communication with citizens, and ensuring psychological stability. Therefore, the purpose of this article is to scientifically analyze the pedagogical and psychological factors affecting the formation of creativity in internal affairs officers.

Main part

1. Theoretical foundations of the concept of creativity

Creativity is considered as a multi-component system in modern psychology. Mihaly Csikszentmihalyi explains creativity as "the product of the interaction of the individual, activity, and social environment". According to his "flow" theory, a person achieves high levels of creative results when he is completely immersed in his activity[4.26].



Also, Howard Gardner's theory of multiple intelligences justifies the manifestation of creativity in different areas (linguistic, logical, social, etc.) [5.76]. This indicates the need for a creative approach in the activities of internal affairs officers appropriate to different situations.

2. Pedagogical factors shaping creativity in internal affairs officers

Pedagogical factors play a decisive role in the development of creativity. They include the following:

1. Innovative organization of the educational process. Modern educational methods (problem-based learning, case studies, trainings) develop independent thinking of employees. As John Dewey noted, education should be based on experience[7.26].

2. Use of interactive methods. Role-playing games, simulations and training sessions develop the skills of creative assessment of the situation in employees.

3. Increasing professional motivation. Intrinsic motivation stimulates creativity. According to Abraham Maslow's hierarchy of needs, the need for self-actualization is one of the main sources of creativity[6.378].

3. Psychological factors influencing the development of creativity. Psychological factors are related to the individual characteristics of internal affairs officers and include the following:

1. Flexibility of thinking: Creative individuals approach a problem from different perspectives. Edward de Bono, having put forward the concept of lateral thinking, emphasizes the need to move away from traditional thinking[8.14].

2. Emotional stability: Stress resistance plays an important role in creative decision-making. This factor is especially relevant in the internal affairs system.

3. Motivation and interest: Employees with high intrinsic motivation strive for innovation and are creative.

4. Self-management and reflection: Analysis of personal activities and

4. The role of the socio-psychological environment

The role of the team environment in the formation of creativity is of great importance. Kurt Lewin substantiated the influence of the social environment on the development of the individual in the theory of group dynamics.

The following environmental features in the internal affairs bodies support creativity: an environment of open communication, support from management, a tolerant attitude to mistakes, openness to innovations.

5. Practical recommendations

The following recommendations can be made to develop creativity in internal affairs officers:

- development of creative thinking through training and seminars
- strengthening the activities of psychological services
- introduction of stress management programs
- widespread use of innovative pedagogical technologies
- establishment of a system of professional reflection and mentoring

Conclusion

The formation of creativity in internal affairs officers is a complex, multifactorial process that requires a combination of pedagogical and psychological conditions. Creativity is closely related not only to individual qualities, but also to the social environment, education system and motivation. The system of education and psychological support, organized on the basis of modern approaches, significantly increases the professional efficiency of internal affairs officers.

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