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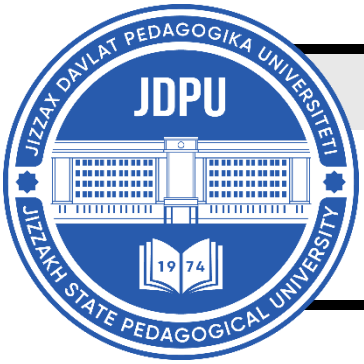

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IMPROVING THE PSYCHOLOGICAL FACTORS AND METHODS OF TEACHING YOUNG PEOPLE NON-STANDARD THINKING

Ayjan A. Anarbekova
Researcher
Chirchik State Pedagogical University
Chirchik, Uzbekistan
E-mail: anarbekova@mail.ru

ABOUT ARTICLE

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Abstract: This article deals with psychological factors and instructional methods to cultivate non-standard thinking skills among young learners. Non-standard thinking, characterized by creativity, critical thinking, problem-solving, and innovation, is increasingly recognized as essential for success in the modern knowledge economy. The article describes various psychological factors, such as motivation, self-efficacy, mindset, and metacognition that influence individuals' ability to think innovatively. Additionally, it examines instructional strategies and interventions aimed at promoting non-standard thinking, including inquiry-based learning, problem-based learning, design thinking, and creativity-enhancing techniques.

INTRODUCTION

Research focusing on improving the psychological factors and methods of teaching young people non-standard thinking holds significant importance due to several compelling reasons:

Promoting Creativity and Innovation: Non-standard thinking, characterized by creativity, innovation, and divergent problem-solving, is increasingly recognized as essential in addressing complex challenges in various domains. Research in this area aims to identify effective strategies for nurturing and enhancing these critical cognitive skills among young people, preparing them to thrive in an ever-evolving global landscape.

Enhancing Cognitive Flexibility: Developing non-standard thinking abilities contributes to enhancing cognitive flexibility—the capacity to adaptively switch between different modes of

thinking and problem-solving. This skill is invaluable in navigating uncertainty, exploring multiple perspectives, and generating novel solutions to emerging issues.

Fostering Resilience and Adaptability: Non-standard thinking fosters resilience and adaptability by encouraging individuals to approach problems with an open mind, embrace ambiguity, and persevere in the face of challenges. Research on psychological factors and teaching methods that support non-standard thinking empowers young people to develop a growth mindset and resilience in navigating complex real-world scenarios.

Addressing Educational Disparities: By focusing on teaching non-standard thinking skills, research can address educational disparities and promote inclusivity in learning environments. Effective teaching methods that cultivate creativity and innovation can benefit students from diverse backgrounds, including those traditionally underserved by conventional educational approaches.

Preparing for Technological Advancements: In an era of rapid technological advancements and societal transformations, the ability to think critically and creatively is essential for adapting to changing circumstances and harnessing the potential of emerging technologies. Research in this area equips young people with the cognitive tools and psychological resilience needed to thrive in an increasingly digital and dynamic world.

Facilitating Interdisciplinary Collaboration: Non-standard thinking encourages interdisciplinary collaboration and cross-pollination of ideas by transcending traditional disciplinary boundaries. By promoting innovative thinking and creative problem-solving, research in this domain facilitates collaboration among individuals from diverse fields, fostering synergistic approaches to addressing complex societal challenges.

Cultivating Lifelong Learning Skills: Non-standard thinking cultivates lifelong learning skills by instilling a curiosity-driven approach to knowledge acquisition and exploration. Research on effective teaching methods and psychological factors that support non-standard thinking empowers young people to become lifelong learners who continuously seek out new ideas, perspectives, and experiences.

Thus, research aimed at improving the psychological factors and methods of teaching young people non-standard thinking is crucial for fostering creativity, innovation, cognitive flexibility, resilience, inclusivity, adaptability, interdisciplinary collaboration, and lifelong learning skills. By prioritizing the development of these critical cognitive abilities, educators and researchers can empower young people to navigate the complexities of the modern world and contribute meaningfully to shaping a more innovative, equitable, and sustainable future.

LITERATURE REVIEW

Teaching non-standard thinking skills to young people is increasingly recognized as essential for fostering creativity, innovation, and adaptability in the face of complex challenges. This literature

review explores the psychological factors influencing non-standard thinking and effective teaching methods for cultivating this skill among youth. Psychological Factors Influencing

Non-Standard Thinking:

Creativity and Divergent Thinking: Guilford's seminal work on divergent thinking emphasizes the importance of generating multiple solutions to problems; Amabile's Componential Theory of Creativity highlights the role of intrinsic motivation, domain-relevant skills, and creative-thinking skills in fostering creativity [1].

Mindset and Beliefs: Dweck's research on fixed and growth mindsets suggests that individuals with a growth mindset are more likely to engage in non-standard thinking and embrace challenges; Bandura's Self-Efficacy Theory posits that individuals' beliefs about their capabilities influence their willingness to explore new ideas and take risks [3].

Emotional Intelligence (EI): EI, as conceptualized by Salovey and Mayer, encompasses the ability to perceive, understand, and regulate emotions, which is essential for creative problem-solving and divergent thinking; Goleman's work popularized the concept of EI and its significance in personal and professional success [5].

Methods of Teaching Non-Standard Thinking to Young People:

Design Thinking: Design thinking frameworks, such as those developed by IDEO and the Stanford d. school, provide structured processes for problem-solving and innovation; Design thinking emphasizes empathy, ideation, prototyping, and iteration to generate creative solutions [7].

Problem-Based Learning (PBL): PBL engages students in authentic, real-world problems, fostering collaboration, critical thinking, and creativity; Students work in teams to identify solutions, encouraging non-standard approaches and creative problem-solving [8].

Creative Problem-Solving Techniques: Techniques such as brainstorming, mind mapping, lateral thinking, and SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse) promote non-linear thinking and idea generation [9]. These methods encourage students to explore unconventional solutions and challenge traditional thinking patterns.

Thus, improving psychological factors and employing effective teaching methods are crucial for nurturing non-standard thinking skills among young people. By understanding the psychological foundations of creativity and implementing innovative pedagogical approaches, educators can empower students to think critically, creatively, and adaptively in an ever-changing world.

RESEARCH METHODOLOGY

When comparing the improvement of psychological factors and methods of teaching young people non-standard thinking, it's essential to consider both the theoretical underpinnings and practical implications of each approach. Let's delve into a comparative analysis:

Psychological Factors:

Improving Psychological Factors: This approach focuses on enhancing learners' cognitive and affective attributes, such as creativity, motivation, resilience, and self-efficacy. It draws on theories of positive psychology and emphasizes the development of a growth mindset to foster a conducive learning environment.

Teaching Non-Standard Thinking: While psychological factors play a crucial role in promoting non-standard thinking, this approach specifically targets cognitive processes associated with creativity, critical thinking, problem-solving, and divergent thinking. It incorporates theories from cognitive psychology and emphasizes techniques to challenge conventional assumptions and encourage innovative thinking.

Methods of Teaching:

Improving Psychological Factors: Methods employed to improve psychological factors often include interventions such as mindfulness practices, goal-setting exercises, positive affirmation techniques, and cognitive-behavioral strategies. These methods aim to cultivate a supportive mindset and enhance learners' overall psychological well-being.

Teaching Non-Standard Thinking: Methods for teaching non-standard thinking encompass a range of instructional strategies designed to stimulate creativity and innovation. These may include brainstorming sessions, design thinking workshops, role-playing exercises, problem-based learning tasks, and exposure to diverse perspectives and stimuli. The emphasis is on fostering a mindset of exploration, experimentation, and originality.

Integration and Synergy:

Complementary Approaches: While distinct in their focus, improving psychological factors and teaching non-standard thinking can complement each other effectively. Strengthening learners' psychological resilience and self-efficacy can create a fertile ground for cultivating non-standard thinking skills, enabling students to approach challenges with confidence and adaptability.

Integration in Instructional Design: Effective instructional design integrates both approaches by incorporating activities that not only promote psychological well-being but also encourage creative problem-solving and critical inquiry. For example, group projects that require innovative solutions can simultaneously nurture psychological resilience and non-standard thinking skills.

Outcome Evaluation:

Measuring Psychological Growth: Evaluation of interventions aimed at improving psychological factors often involves assessing changes in learners' attitudes, beliefs, and emotional states through self-report measures, observation, and qualitative feedback.

Assessing Non-Standard Thinking: Evaluating the development of non-standard thinking skills typically entails assessing learners' ability to generate novel ideas, think critically about

complex issues, and apply creative solutions to real-world problems. Performance-based assessments, portfolio reviews, and peer evaluations are common evaluation methods.

In conclusion, while both approaches improving psychological factors and teaching non-standard thinking contribute uniquely to learners' development, their integration can lead to a more comprehensive and effective educational experience. By fostering a supportive psychological environment and equipping students with the skills to think creatively and critically, educators can empower young people to thrive in an ever-changing world.

DISCUSSION

Understanding and fostering non-standard thinking among young people is crucial in today's rapidly evolving world, where creativity, innovation, and adaptability are highly valued. This research discussion explores the psychological factors influencing non-standard thinking and suggests effective teaching methods to enhance this essential skill among young learners.

Psychological Factors Influencing Non-Standard Thinking:

Creativity and Imagination: Psychological research suggests that creativity and imagination play significant roles in non-standard thinking. Encouraging students to explore unconventional ideas and approaches can stimulate creative thinking and problem-solving abilities [14].

Risk-Taking and Resilience: Non-standard thinking often involves taking risks and embracing failure as a learning opportunity. Teaching students to embrace uncertainty, persevere through challenges, and learn from setbacks can foster a mindset conducive to innovation [15].

Open-Mindedness and Perspective-Taking: Non-standard thinking requires individuals to consider diverse perspectives and challenge conventional wisdom. Promoting open-mindedness and empathy in the classroom can broaden students' thinking and encourage them to explore alternative viewpoints [16].

Methods of Teaching Non-Standard Thinking: Divergent Thinking Exercises: Incorporating divergent thinking exercises into the curriculum can stimulate creativity and encourage students to generate multiple solutions to a given problem. Activities such as brainstorming, mind mapping, and role-playing can foster a culture of non-standard thinking in the classroom [17].

Project-Based Learning: Project-based learning provides opportunities for students to tackle real-world problems and engage in hands-on, inquiry-based activities. By working collaboratively on open-ended projects, students can develop critical thinking skills and explore non-standard approaches to problem-solving [18].

Experiential Learning: Experiential learning experiences, such as field trips, simulations, and hands-on experiments, can stimulate curiosity and encourage non-standard thinking. Immersive learning environments allow students to apply theoretical knowledge in practical contexts and develop innovative solutions to authentic challenges [19].

Critical Reflection and Feedback: Encouraging students to reflect critically on their thinking processes and providing constructive feedback can facilitate metacognitive awareness and enhance non-standard thinking skills. Guided reflection prompts and peer review activities can deepen students' understanding and encourage continuous improvement [20].

In conclusion, improving psychological factors and methods of teaching non-standard thinking to young people is essential for nurturing creativity, innovation, and adaptability in the next generation. By understanding the psychological foundations of non-standard thinking and implementing effective teaching methods, educators can empower students to think critically, explore alternative perspectives, and develop creative solutions to complex problems, preparing them for success in an increasingly dynamic and unpredictable world.

CONCLUSION

The conclusion of the study focused on improving psychological factors and methods of teaching young people non-standard thinking reflects on the findings and implications for both educational practice and further research:

Understanding Non-Standard Thinking: The research highlights the significance of non-standard thinking in fostering creativity, problem-solving abilities, and innovation among young people. By understanding the psychological factors that influence non-standard thinking, educators can design effective instructional methods to nurture this critical skill.

Importance of Psychological Factors: The study underscores the importance of psychological factors such as mindset, motivation, curiosity, and resilience in promoting non-standard thinking among young learners. Educators should consider these factors when designing learning experiences that encourage divergent and creative thinking.

Pedagogical Strategies: The research identifies effective pedagogical strategies for teaching non-standard thinking, including inquiry-based learning, problem-based learning, project-based learning, and creative thinking exercises. These methods provide opportunities for students to explore alternative perspectives, generate innovative ideas, and develop critical thinking skills.

Integration of Social and Emotional Learning: The conclusion emphasizes the integration of social and emotional learning (SEL) into non-standard thinking instruction. Building students' self-awareness, self-regulation, empathy, and interpersonal skills can create a supportive learning environment conducive to risk-taking and creative expression.

Cultivating a Growth Mindset: Cultivating a growth mindset is essential for fostering non-standard thinking among young people. Educators play a crucial role in promoting a belief in the potential for growth and development, encouraging students to embrace challenges, learn from failures, and persist in the face of setbacks.

Incorporating Multidisciplinary Approaches: The conclusion suggests the value of incorporating multidisciplinary approaches to teaching non-standard thinking. By drawing on insights from psychology, neuroscience, education, and other fields, educators can develop comprehensive strategies that address the complex nature of creative thinking.

Professional Development for Educators: Educator professional development programs should include training on effective methods for teaching non-standard thinking. Providing teachers with the knowledge, skills, and resources needed to support students' creative development is essential for fostering a culture of innovation in schools.

Future Research Directions: The conclusion outlines potential areas for future research, including longitudinal studies to examine the long-term effects of non-standard thinking instruction, comparative analyses of different pedagogical approaches, and investigations into the relationship between non-standard thinking and academic achievement.

Implications for Educational Policy: The findings have implications for educational policy, particularly in terms of curriculum design, assessment practices, and teacher evaluation criteria. Advocating for policies that prioritize the development of non-standard thinking skills can help foster a generation of creative and adaptable learners prepared for success in the 21st-century workforce.

In summary, the conclusion of the research on improving psychological factors and methods of teaching young people non-standard thinking underscores the importance of understanding psychological influences, employing effective pedagogical strategies, integrating SEL, cultivating a growth mindset, embracing multidisciplinary approaches, providing professional development for educators, identifying future research directions, and considering implications for educational policy. By implementing evidence-based practices and fostering a supportive learning environment, educators can empower young people to think creatively and navigate complex challenges with confidence and resilience.

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