

IMPROVEMENT OF MENTAL AND INVENTIVE ACTION OF YOUNG PEOPLE WITHIN THE CONSIDER OF VERIFIABLE AND SOCIAL LANDMARKS OF BRITAIN

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Abstract

The article on the intellectual and creative activity of adolescents is especially fruitful when it is devoted to the realization of artistic values. Intelligence and creativity are activated here. In addition, in adolescence there is a keen interest in art and a great need to know it on a logical-cognitive and artistic-aesthetic level. When it comes to highly artistic works (preparing adolescents for their perception and the process itself), logical and artistic thinking develops with maximum activation of creative thinking and imagination, generalization and its own attitude, reproduction. For adolescents, however, this is not enough: the intellectual and creative potential requires its implementation in any cognitive activity. In this process of intellectual and creative development with the result of activities (eg cognitive and educational), the personality of adolescents is formed.

Keywords: intellectual, creative activity, adolescents.

The solution of the problem requires attention to the psychological and psycho-pedagogical aspects of the intellectual and creative development of the intellectual and creative activity of adolescents, in particular those categories and concepts, such as: personality the personality of a teenager (age characteristics, interests, needs skills, preferences; intellectual potential, creative expressions; intellectual and creative activity); interpretation in the context of the study of concepts such as interest, active interest, spiritual interest; the need (public, private, spiritual): perception, its interpretation in philosophy, psychology, pedagogy, aesthetics (aesthetic, artistic perception); perception-contemplation and artistic and aesthetic study-analysis of historical and cultural monuments (principles, logic, components, scheme, basic parameters); a systematic approach to the study of the perceptual analysis of historical and cultural monuments; intellect-think-perception historical and cultural monuments (types, creative thinking, logical-analytical, artistic, creative, artistic-creative judgment; creativity, intellectual and creative abilities; intellectual and creative activity (structural components, scheme, technology), intellectual and cognitive and educational creative activities, motivational factor, its role in the development of adolescent intellectual and creative activity Analysis of recent scientific-teaching research and publications have solved and are solving the problem of intellectual and creative development, including Greater attention to historical and cultural monuments studies the use of modern historical and cultural monuments to

improve the quality and effectiveness of the educational process in the study of social disciplines and in educational and propaganda work with students of vocational schools. A writes about increasing the role of historical and cultural monuments on the formation of students' ideological and aesthetic interpretation of the artistic value of cultural monuments (the level, conditions), which is very important in the system of educational work based on direct perception and conceptual judgment with a program orientation interpretative.

On the basis of the concepts considered and interpreted in the research, the criteria for the development of adolescent intellectual and creative activity in the study of the monuments of the history and culture of England are formed. We consider personality as a psychological and educational category with an emphasis on the motivations, interests and needs that determine activity and its development .The personality of older adolescents: their characteristics, dominant orientation, qualities, preferences, needs, level of cognitive and intellectual development, creative abilities and all personal factors are examined; the attitude of young people to intellectual development on a creative basis, self-improvement, self-esteem; attention is paid to the interests at this age, in particular the main interest - oriented to action, as well as - to the spiritual need) as the highest values of architectural art, a psychological and pedagogical approach to the perception of historical and cultural heritage is a necessary condition. In philosophy, psychology and pedagogy, perception is considered in different interpretations of text, but it is essentially consistent and not contradictory.

Aesthetic perception - "a type of aesthetic activity that is expressed in an intentional and holistic perception of a work of art as an aesthetic value, which is accompanied by an aesthetic experience." With the primacy of aesthetic consideration. Successful training depends not only on active vocabulary but mainly on the presentation of cultural material about England. First of all - from the general information about the greatest ancient-architecture as a whole which can be successfully solved during non-school time. With the maximum use of intellectual and creative abilities of adolescence, including adequate communication and education activities of adolescents. The article reveals the contents of new technologies, non-traditional and original, innovative methods, modern information tools that are effectively used in extracurricular activities, primarily for the development of intellectual and creative activities of teenagers - precisely not included in the teaching scope - on potentially-effective material about monuments of history and culture.

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