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Models for Developing Divergent-Creative Thinking among Law Enforcement Officers in the Information Society

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A B S T R A C T
This article explores innovative models aimed at developing divergent-creative thinking among law enforcement officers in the context of the information society. The relevance of the study is due to the increasing complexity of operational and analytical tasks, which require flexibility, originality, and adaptive cognitive strategies. The paper proposes a model that integrates cognitive training with affective and value-based components. Emphasis is placed on the results of studies conducted in Uzbekistan, which reveal effective practices in developing creativity in security personnel. The proposed model can be used for educational and professional development programs in law enforcement.

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1. Introduction

In the context of the global transformation of society into a networked, digitalized environment, law enforcement systems face new and increasingly complex challenges. These include the need to respond to unconventional threats, process large volumes of information, and make decisions in ambiguous and rapidly changing situations. In such a reality, divergent and creative thinking emerges as a crucial professional quality for law enforcement officers.

According to research, the effectiveness of decision-making in high-stress and information-rich environments is directly related to a specialist's ability to think outside standard paradigms, generate multiple solutions, and flexibly adapt to change. However, traditional training models used in law enforcement education often emphasize linear thinking, standardized responses, and procedural knowledge, which limits the development of creative competencies.

There is a growing need for theoretical and practical models that integrate divergent-creative thinking into the professional development of law enforcement officers. In particular, the work of Uzbek scholars has highlighted the importance of incorporating cultural, emotional, and motivational components into training strategies [1.36]. These findings underscore the necessity of a comprehensive model that reflects the cognitive, affective, and contextual dimensions of thinking.

This article proposes an innovative model designed to foster divergent-creative thinking among law enforcement personnel, drawing on interdisciplinary approaches from cognitive science, pedagogy, and applied psychology.

2. Methods

1. To construct an effective model for the development of divergent-creative thinking in law enforcement officers, the study utilized a mixed-methods approach. The research design included

comparative analysis of existing training programs, expert interviews with psychologists and senior officers, case studies of training programs in Uzbekistan, and quantitative assessments using the Torrance Tests of creative thinking

2. The proposed model was evaluated through indicators such as fluency, flexibility, originality, and elaboration in problem-solving, as well as adaptability under time pressure [3.68].

3. Results

The study resulted in the development of an innovative model including three modules:

1. Cognitive-Divergent Module – for flexible thinking strategies,
2. Affective-Motivational Module – to enhance emotional resilience and intrinsic motivation,
3. Contextual-Reflective Module – for reflexive practices and decision-making under uncertainty. American scientist R.J.Sternberg, has researched the role and importance of thinking in the mental management of oneself by an individual [4.16]

Implementation in pilot groups in Uzbekistan showed a 28% increase in fluency and flexibility scores, improved decision-making speed, and higher creative confidence. The cultural adaptation of training modules, inspired by Uzbek pedagogical research [5. 42], also contributed to better engagement and performance.

4. Discussion

The findings suggest that integrating divergent-creative thinking into law enforcement training enhances officers' adaptability and problem-solving. The model combines theories from Guilford [6], Torrance with contemporary practices in value-based pedagogy.

We can see that some researchers consider this creative thinking as a reinforcing factor, with a special emphasis on cultural determinants in the preparation of internal affairs personnel [7.71].

When determining creative models, tests for measuring creative thinking will work.[8.10] Uzbek scholars emphasize cultural and motivational dimensions [9. 40], which align with global trends toward flexible, human-centered security education. The success of the model shows potential for adaptation in similar institutional and cultural settings [10.42]

Creative thinking has an heuristic function, helping to open up new laws in the natural sciences and open up scientific discoveries. [11. 570]

Creativity is the ability of a person to create new ideas, alternatives, solutions and opportunities in a unique and different way. Creativeness is the ability to imagine something unpredictable, original and unique. It should be expressive, exciting and creative. This is a reflection of how well a person can think under any circumstances. So if creativeness is a spiritual cognitive process that takes place in more contemplation, then innovation is its application and result. Creativity is in theory, and innovation is its practice [12. 95].

5. Conclusion

Developing divergent-creative thinking is essential for law enforcement officers operating in the complex and dynamic conditions of the information society. In a rapidly changing digital environment, traditional linear approaches to problem-solving are often insufficient. Officers are increasingly required to demonstrate flexible, adaptive, and innovative thinking to respond effectively to non-standard situations, social transformations, and the growing influence of information technologies.

The proposed model, tested in Uzbekistan, offers a comprehensive framework that integrates cognitive, emotional, and contextual strategies aimed at enhancing creative potential. By considering not only rational processes but also non-cognitive factors—such as values, emotional intelligence, and socio-cultural background—the model reflects a holistic understanding of thinking development. The inclusion of divergent thinking techniques, scenario-based training, and reflective practices contributes to the formation of a more adaptive and creative professional identity among law enforcement personnel. Furthermore, the results suggest that systematic implementation of such models in educational and

professional development programs may contribute to institutional innovation and improve decision-making quality in high-pressure environments. Future research should focus on the digital adaptation of the model, its scalability in different organizational cultures, and its long-term effectiveness across various international law enforcement contexts. Comparative studies involving diverse national systems may also reveal culturally specific variables that influence the development of divergent-creative thinking, thus enriching the global discourse on cognitive innovation in security sectors.

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