

PSYCHOLOGICAL PECULIARITIES OF CREATIVE ACTIVITY DEVELOPMENT OF FUTURE PSYCHOLOGISTS

The article is devoted to the study of the psychological peculiarities of the development of creative activity of future psychologists. Creativity as a scientific problem in psychology began to be studied relatively long ago, it is one of the most serious areas of theoretical and experimental study. A creatively active person differs not in the presence of some special, unique qualities, but mainly in the development of those that are necessary for productive activity. It is necessary to take into account that the personality is integral and therefore the predominant development of its individual features can not be accompanied by a qualitative restructuring of the entire structure.

Key words: *creativity, creative activity, creatively active person, mechanism of creativity, motivational factors, self-education, future psychologists.*

Formulation of the problem. At the end of the last century, creativity becomes a necessary component of any activity, and the activity itself turns out to be increasingly complex. The ratio of creative and reproductive components of activity shifts in favor of the former. Society does not need geniuses in the traditional sense, but creative people who are able to create new products. Moreover, it turned out that personal creativity can be developed, it can be taught. Creativity, reflecting the high level of social maturity of the individual, is the result of their education, self-development, teaching and influence on their social relations. All this testifies that creation of the necessary conditions, which allow to stimulate the manifestation and development of the creative potential of the person, is very important for the development of creativity. A creative person can be a person enthralled, obsessed with a particular idea, regardless of professional specialty.

The creative activity of the individual creates the lift that forces a person to obtain a new cultural level, a new level of social personality, the subject of social relations, regardless of the scale of its activity, it has a rapid or slow effect on the development of society and culture in general.

Analysis of recent researches and publications. The study of the issue of creativity of the individual was devoted to many areas in psychology. Phenomenological description of creativity were engaged by D.B. Bohoyavlenskaya, V.V. Warsaw, L.P. Hrymak, R. Milgrem, M.M. Morozov, B. Rottenberg. Over the consideration of its interconnections with creative abilities and creative thinking worked E. De Bono, O.V. Brushlinsky, M. Wertheimer, V.M. Druzhynin, V.V. Klymenko, V.O. Molyako, Ya.O. Ponomarev, V.M. Pushkin, J. Guilford, E. Torrance, R. Steinberg and many others. In Ukraine, the problem of development of creativity devoted to their dissertation researches I.V. Kukulenko-Lukyanets, Yu.V. Moroz, R.V. Tkach, N.S. Chernousenko and others. However, many problems associated with the creativity of the individual remain poorly studied: among them, in particular, the question of the causes and conditions of manifestation of creative activity of the individual, the motivational determination of development.

The aim of the study is to conduct a theoretical analysis of the motivational factors of the development of creative activity of students (future psychologists).

Presentation of main material. Creativity as a scientific problem in psychology have been studied relatively long ago, it is one of the most serious areas of theoretical and experimental study. Creativity is a Latin term that in translation means "creativity" or "creation from nothing". In addition to these approaches to the interpretation of creativity (effective and procedural), also distinguish a personal approach, which can be considered

as a principle of psychology. The development of this principle was contributed by V.O. Molyako, K.K. Platonov, S.L. Rubinstein, V.O. Sukhomlinsky and others. For example, S.L. Rubinstein believed that this principle consists in the understanding of the individual as an interconnected set of internal conditions, which is the structure of its properties and qualities, through which all external influences are manifested. The scientists called creativity a kind of activity that creates something new, original, which then goes into the history of development, but also in science, art.

According to Ya.O. Ponomarev, no psychic phenomenon (the process, state or property of the individual), manifested in the activity (and hence the very activity and its elements – acts and deeds), can not be understood correctly without taking into account this personality refraction [1]. In this approach, much attention is paid to the study of the role of motivational and emotional components in the thinking of the individual, their productive function [2]. At the personal approach in creative activity, attention is drawn primarily to its uniqueness and individuality.

Scientists, studying the creative process, analyze the relationship between the concepts of "creativity" and "activity". Some believe that creativity and activity are fundamentally opposite forms of human activity [3; 4; 5] that the main feature of activity is the potential correspondence of the purpose of the activity of its result, and for a creative act characterized by inconsistency of purpose and result. In creative action, the result is wider than the original goal. Other scholars are of the opinion that it is wrong to distinguish these notions on cardinally opposite poles, because creativity is a kind of activity [6; 7; 8; 9], it is the highest manifestation of human creative activity in any field of human activity. According to S.D. Maksymenko, creativity in the aspect of psychology is an activity in which new material and spiritual values are created [10].

At present, the theoretical definition of those concepts that would generalize and take into account contradictory moments in the structure of creativity is urgent. This concept is "reproductive" and "more productive". The scientific literature highlights the main characteristics of these concepts: reproductive – is the reproduction of achieved results; productive – a synonym of creative, it is a characteristic of fruitfulness, effectiveness, is a reflection of gradualness, neoplasms in the development of thought, the subject of activity. As a result, "reproductive" and "more productive" reflect the contradictory nature of human activity – reproduction and change.

Another issue that is important for the study of creativity is the question of the regularities of obtaining new knowledge. There are two concepts in this regard. According

to the first, gaining new knowledge is a planned logical act; for another approach this process is associated with a departure from the logic, with the inclusion of intuition.

Intuition is defined as the ability to directly comprehend the truth without logic, which is based on previous experience. Intuition is a kind of cognition where certain links of the logical chain remain at the level of the unconscious. The heuristic power of the unconscious consists, first of all, in the fact that it (the unconscious) has no stereotypes, it has more freedom in the formation of associative ties. Currently, the psychological mechanism of intuition is insufficient, but experimental data make it possible to assume that its basis is the ability of the individual to reflect in the process of information interaction with the environment, along with the basic (conscious), by-product (unconscious) product. Under certain conditions, this previously unrecognized part of the result of action becomes the key to solving the creative task.

Intuition was studied by B.M. Kedrov, Y.O. Ponomaryov and others. For example, B.M. Kedrov discovered barriers that make a person go by a well-known, predetermined track, and determined the mechanism of overcoming these barriers in thinking [11; 12]. Y.O. Ponomaryov discovered the conditions conducive to the appearance of intuition. Such conditions he calls the rejection of inadequate methods of solving problems, belief in the inappropriateness of known ways, solving the problem while maintaining a high level of attention, simplification and schematization of the problem in the early stages of creativity, etc.

The analysis of works on the psychological problems of creativity shows that creative activity can not be reduced only to logic or only to intuition, this is a complex process of jumping and mutual transitions of intuitive and formalized components of thinking. This process is due not only to the content of the task, but also to the forms of organization of the person's activity, its activity and initiative.

If in general the question of correlation of discursive and intuitive elements in creative activity is solved more or less unambiguously today, then when considering the subjective-personal mechanism of creativity there is a number of difficulties. This is even manifested in the concepts used by scientists in explaining the mechanism of creativity: jump, springboard, inspiration, fantasy, and others.

In the psychology of thinking, scientists are attempting to describe the subjective-personal mechanism of creativity. The theory of phased formation of mental actions is important in this case. In accordance with this theory, scientists are trying to consider the mechanism of creativity in terms of the possibilities of its construction [13]. However, O.F. Yesaulov notes that the theory of phased formation of mental activities does not reveal the productive nature of the process of thinking, which may help to acquire new knowledge, but reduces it to the functioning of the ready, detached from its ontogenetic development of knowledge [14].

Psychologists consider creative activity and creative thinking as an integral part, because creative activity includes, besides thinking, other psychological phenomena, including motives, emotions, memory, freedom, and ability. When using the concept of "creative activity" in relation to the topic of our study, it is expedient to use the definition given by I.P. Kaloshyna [15]. It defines this concept through a system of signs: creative activity is aimed at solving those problems for which there are no ready-made solutions, but, more importantly, the subject-specific knowledge necessary for its development; creative activity is connected with obtaining the subject on

conscious and unconscious levels of new knowledge for him as an orientational basis for further development of a method of solving problems; creative activity gives the subject the opportunity to develop new knowledge and on this basis, ways to solve the problem.

For a long time researchers focused on the identification and description of various stages, phases, degrees, etc. P.M. Jacobson divided [16] the creative process into seven stages: intellectual and creative readiness; vision of the problem; the origin of the idea – the formulation of the problem; searching of solutions; definition of the principle of invention; transformation of the principle into the scheme; technical design and deployment of the invention.

Modern psychology highlights a number of facets of the creative process: the formulation of a question that requires a response, that is, the ability to see the problem and formulate it; mobilization of the necessary knowledge for the formulation of the previous hypothesis, to determine the ways and means of solving the problem; special observations, experiments and their generalization in the form of conclusions and hypotheses, representation of thoughts with the help of mathematical, graphic structures; checking the special value of the product of creativity.

It is impossible to understand the creative activity of a person without finding sources, motive forces, motives of this phenomenon (T.M. Titarenko). Personality activity achieves higher efficiency, when it is optimally organized and purposeful, which is ensured by the principle of dominant, hierarchy of motives of personality activity. Being a system-generating quality that determines its mental structure, orientation determines the style, character, behavior, human activity. However, this is limited to the diversity of people's motivation. The analysis of foreign psychological literature shows that the concept of personality activity is revealed, first of all, through other concepts such as reaction, behavior, action, activation, etc., by considering the mechanisms of their implementation. As a result of the attempts to "improve" Freudism, the refusal of the idea of pan-socialism, there are certain varieties of the model of activity, in which the "radical anxiety" (K. Horney), "the desire for love" (E. From), "desire for success, advantages, power, perfection" (A. Adler), "archetypes" (K. Jung). With regard to humanistic psychology, the model of activity in it is expressed by a short formula: "need-activity". The highest need in humanistic psychology recognizes the desire of the individual to realize his life potential, self-actualization (A. Maslow). The role of human activity, as the subject of its own individual identity, is intensively studied in foreign humanistic psychology (C. Rogers, A. Maslow, V. Frankl).

L.I. Antsyferova, K.O. Abulkhanova-Slavskaya, S.D. Maksymenko, V.O. Tatenko, O.V. Shorokhov, etc worked in the sphere of Ukrainian psychology of pesonality, D.B. Bohoyavlenska, V.V. Klymenko, V.O. Moly, Ya.O. Ponomarev, etc. Worked in the area of psychology of creativity, S.Yu. Stepanov worked in the sphere of in the reflexive-humanistic psychology of co-creation.

Nature, determination and conditions for the manifestation of creative activity are the subject of scientific discussions and practical searches. Scientists distinguish the following main factors that ensure the creative activity of man: creative potential; intellectual activity (D.B. Bohoyavlenskaya); supersituative activity (V.A. Petrovsky).

Speaking about the components of the creative activity of the individual, one can distinguish the following: perception; idea; thinking; emotions; memory; imagination; intuition.

According to the majority of researchers, the main mental process governing activity (including creative activity and activity) is perception, because it is the first stage of cognition. Perception is a specific cognitive activity. S.L. Rubinstein believes that our knowledge of objective reality begins with sensations and perceptions that reflect the individual aspects of phenomena in random combinations.

The creative person differs not in the presence of some special, unique qualities, but mainly in the development of those that are necessary for productive activity. We have to understand that the personality is integral, and therefore the predominant development of its individual features can not be accompanied by a qualitative restructuring of the entire structure, the nucleus of which embraces the motivational sphere. There are bright and clearly understandable motives. But in many cases there are unconscious impulses. However, regardless of the level of awareness of the motive of activity, it is a decisive factor in achieving the goal. Thus, there is a link between the goals and motives of people's activities. On the one hand, the purpose and motives encourage each person to work, determine its content and methods of execution, and on the other hand, they are formed in the process of activity, under the influence of the conditions under which it occurs.

Creative activity is manifested in a certain favorable psychological background. As it turned out in the result of the empirical study, the identified motivational factors influence the development of the creative activity of the individual, namely, there is an increase in the parameters of creativity of the individual after influencing her by the motivational factors of prestige, motivation of professionalism and novelty of activity.

Psychological basis of manifestation of factors of development of creative activity are abilities, motives, human skills. For the manifestation of creative activity an important role is played by the level of development of imagination, intuition, unconscious components of mental activity, the needs of the individual in self-actualization.

Motivational factors and conditions of development of creative activity are some of the essential, in which the individual features of personality are most clearly and fully manifested. The manifestation of the creativity of the individual is not related to the social conditions of education, has no rigid psycho-physiological determination and is not reflected in the typical personality manifestations. The only common features of creative active people are the pronounced individuality and emotional flexibility. It is also characteristic that for a creative personality in the process of its development, the motivational factor – prestige – acts as an engagement in creative activity, then it changes with the significance of the

motivational factor – professionalism, because being an expert in their field of activity is an important factor.

Conclusions. All the above convincingly testifies to the presence of such basic conditions for the effective application of psychological factors in the development of creative activity in students as the creation of a system of motivational factors and conditions for the development of creative activity, as well as optimization of the influence of motivational factors on the creative activity of the personality of a student-psychologist during his study.

The prospect of further research of the problem. Directions of further researches on the chosen problem study questions of harmonization of the creative component of personal and professional self-improvement, search of new sources of stimulation of creativity taking into account the dynamics of age development, special features, research of psychological determinants of creativity and features of the formation of the latter in students with certain health deficiencies, etc. The data of the dissertation research can be the basis for the next research work in the direction of revealing the influence of various motivational factors and factors on the development of personality creativity in the process of life.

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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ РОЗВИТКУ ТВОРЧОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ ПСИХОЛОГІВ

Досліджено психологічні особливості розвитку творчої активності майбутніх психологів. Визначено, що творчість як наукова проблема в психології почала вивчатися порівняно давно, це одна з найважливіших сфер теоретичного та експериментального дослідження. Установлено, що творча активність є атрибутом характеристикою діяльності будь-якої людини, але міра нелінійності та її орієнтація визначаються її індивідуальними психологічними особливостями.

Ключові слова: творчість, творча активність, творчо активна людина, механізм творчості, мотиваційні чинники, самоосвіта, майбутні психологи.

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ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАЗВИТИЯ ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ БУДУЩИХ ПСИХОЛОГОВ

Исследуются психологические особенности развития творческой активности будущих психологов. Определено, что творчество как научная проблема в психологии начало изучаться сравнительно давно, это одна из самых серьезных отраслей теоретического и экспериментального исследований. Установлено, что творческая активность является атрибутивной характеристикой деятельности любого человека, но мера нелинейности и ее ориентация определяются его индивидуальными психологическими особенностями.

Ключевые слова: творчество, творческая активность, творчески активный человек, механизм творчества, мотивационные факторы, самообразование, будущие психологи.