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РОЗВИТОК КРЕАТИВНОСТІ ЯК РЕСУРСУ ІННОВАЦІЙНОГО ПОТЕНЦІАЛУ ОСОБИСТОСТІ: ПСИХОЛОГО-ПЕДАГОГІЧНІ АСПЕКТИ

*ЗБІРНИК МАТЕРІАЛІВ
ВСЕУКРАЇНСЬКОЇ НАУКОВО-МЕТОДИЧНОЇ КОНФЕРЕНЦІЇ З МІЖНАРОДНОЮ УЧАСТЮ
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Розвиток креативності як ресурсу інноваційного потенціалу особистості: психолого-педагогічні аспекти: збірник матеріалів всеукраїнської науково-методичної конференції з міжнародною участю. Одеса : Університет Ушинського, 2025. 511 с.

До збірника увійшли матеріали всеукраїнської науково-методичної конференції з міжнародною участю, присвяченої різним психолого-педагогічним аспектам інноваційного потенціалу особистості, сучасним методам та формам організації освітнього процесу у закладах освіти різного рівня, розвитку креативного мислення під час підготовки здобувачів у закладах освіти.

Науковці висвітлюють питання щодо сучасних форм і методів розвитку креативності як ресурсу інноваційного потенціалу особистості.

Відповідальність за зміст матеріалів несуть їх автори.

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BABCHUK Mykyta

DEVELOPING CREATIVITY IN STUDENTS

The problem of forming creativity in students is particularly relevant for the higher education system, especially in the context of such issues as the organization and management of the process of creative learning and upbringing. Particular attention should be paid to achieving the result - the preparation of a graduate who possesses a new type of thinking, creative, in the process of which the creative principle of the personality and general creativity develop. That is why today it is so necessary to explore the possibility of developing creativity as a personal category of a student in the process of education and upbringing. The formation of a person with creative potential presupposes the mastery of a fundamentally new culture of thinking, the essence of which lies in the development of human intelligence with the help of modern pedagogical teaching technologies. In such technologies, the emphasis is on the generation of knowledge, rather than on its organization and processing. Educational activities at any university are specific, since during the training of students, special attention is paid to the formation of creative abilities, ingenuity, and originality in solving problems, that is, a creative approach to learning and the organization of cognitive activity is implemented.

The relevance of using creative activity in education is also determined by the fact that employers currently pay attention to it when hiring our graduates, it is important for career advancement, without it creative self-realization of the individual is not possible. In this regard, modern higher education solves an important task - to prepare its graduates for life and professional activity, which is characterized by competitiveness, professionalism, high demands on the quality of work.

Creative activity and creativity are highly organized types of activity for the creation of values, which allow the creation of culture as a whole. Modern society needs a creative specialist who is able to independently navigate the rapid flow of scientific information, who is able to think critically, develop and defend his point of view. It is precisely this kind of specialist – a developer of innovative technologies – that is needed for the socio-cultural sphere [4]. Increased requirements for the

development of creative activity and creativity of a graduate of a cultural university are a socially and economically significant need of society, which can only be satisfied with the help of appropriate teaching methods and technologies implemented within the framework of modern teaching models.

In scientific research, there has been a trend toward differentiating the concepts of "creativity" and "creativity," where creativity occupies a central place as one of the key components of the category "creativity" itself (the concept is broader, as it is not limited to abilities) and its derivatives. The creative process is based on the inspiration of the author, their abilities, and the traditions they follow. However, when discussing the creative process, its main component becomes understanding – why, for whom, and how something needs to be created. Creativity is always primary and fundamental. A creative product is the creation of something new, something that will be placed in a pre-selected prepared environment, something that will evoke admiration from the chosen visitors. Creativity without creativity itself is impossible. Creativity is merely a technology for organizing the creative process, which is fruitless on its own, regardless of the tasks set before it. [2]

Creativity in a broad sense is actually identified with creativity, but differs from the everyday understanding of the creative process in a purely artistic sense, that is, literary, visual, cinematic and other creativity. In some works devoted to the study of the phenomenon of creativity, the authors use the term "creativity" to denote the creative process, distinguishing it from "creativity", which, as noted, is understood as the ability to create. The term "creative competence" is also becoming increasingly widespread, the meaning of which in the analyzed publications completely coincides with the meaning of creativity. [1]

As a Latin term, creativity is "creation" or "creation from nothing." Creativity is seen as the ability to create, the ability to generate, to come up with extraordinary, original things, to see your creative product in a special way. In the West, creativity is used to denote the technological element of creativity. Creativity (from the English word "creativity") is the level of creative giftedness, the ability to create, which constitutes a relatively stable characteristic of the individual. In the educational space, creativity is viewed as the ability to generate new knowledge through technologically driven expansion and transformation of the vision of reality as a future capable of systematically ordering the present, that is, creativity is creative construction in the mode of self-organization of the thinking process. In this sense, creativity differs from creation as the generation of new knowledge by using already existing properties, connections, relationships, albeit hidden [3].

A. Maslow defined creativity as a natural property of a self-actualizing personality, where self-actualization was understood as the full use of talents, abilities, and opportunities of the individual as a process of self-realization of human potential. Creativity is potentially present in every person, but most people lose this quality as a result of "acculturation" in an authoritarian environment. The author divides creativity into primary (initially inherent in every person) – the stage of inspired creativity and

secondary (the process of detailing the creative product and giving it a specific form). In A. Maslow's theory of creativity, the central concept is "motivation". It is determined based on the needs of the individual: the higher a person can rise in the hierarchy of needs, the greater individuality and creative abilities he will demonstrate [7].

In the works of R. Sternberg, creativity is defined as a general ability for creativity, which characterizes the personality as a whole, manifests itself in various spheres of activity and is considered as a relatively independent factor of giftedness. In order for creativity to develop into creation, it must be combined with high indicators of intelligence, or, as the author calls it, successful intelligence [9].

C. Rogers believed that personality and behavior are primarily a function of a person's unique perception of the surrounding world ("life, the perception of the world, is a creative act"); the tendency of self-actualization is the process of a person realizing his potential throughout his life with the goal of becoming a fully functioning person (a person who uses his abilities and talents realizes his full potential) [8].

According to psychologists, divergent (creative) thinking operations are directly related to creativity, and convergent thinking to intelligence. It has been established that creative abilities do not imply a high level of "general intelligence," but are much more closely correlated with "innate talents," with specific types of intelligence – linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal and interpersonal [6].

The most effective for developing students' creativity during the learning process are interactive technologies that allow students to interact with each other. Interactive technologies and methods of conducting educational classes involve learning in which all participants in the educational process (teacher and students) interact with each other, exchange information in dialogue, jointly solve problems and tasks, model situations, etc.

Interactive technologies and teaching methods include: interactive lecture, work in pairs, work in micro groups, brainstorming, test questions method, training sessions, creative tasks, project method, case method, etc.

Let us characterize some of the listed technologies (methods):

An interactive lecture is a special state of immersion in the lecture process. It is a training event using the following active forms of training (facilitation, guided (controlled) discussion or conversation, moderation, demonstration of slides or educational films, brainstorming, motivational speech). An interactive lecture combines aspects of a traditional lecture and a training game. If the resource of time and other information sources is limited, it makes sense to use this format of lecture. In this case, the carrier of unique information can be both the teacher and the students. The following types of interactive lectures are distinguished: problem lecture, lecture-consultation, lectures "press conference", lecture for two, lecture-conversation, lecture with planned mistakes (lecture-provocation), lecture-research, lecture-visualization. The essence of brainstorming is to separate the process of generating ideas (the first stage) from their analysis and selection (the second stage). The method of control

questions is an ordered enumeration of various transformations of an object in search of the strongest solution to a creative task. Work in microgroups is group work on designing the implementation of something in the learning process from the point of view of various subjects. Thus, group discussions contribute to better assimilation of the studied material. A type of group work is a round table, which is held with the purpose of sharing problems, one's own vision of the issue, getting acquainted with experience, achievements. "Round table" is one of the ways to organize a discussion of the issue, it is a type of group discussion. The purpose of the project-based learning method is to create conditions in which students independently and willingly obtain missing knowledge from various sources; learn to use the acquired knowledge to solve cognitive and practical problems; acquire communication skills, working in various groups; develop research skills (ability to identify problems, collect information, observe, conduct an experiment, analyze, build hypotheses, generalize); develop systemic thinking. The project method is not limited to classroom lessons (several lessons can be used during the semester) and involves a fairly large amount of extracurricular joint independent work by students. Training is a form of interactive learning, the purpose of which is to develop competence in interpersonal and professional behavior in communication. The advantage of training is that it ensures the active involvement of all participants in the learning process [5].

Thus, the organization and conduct of classes using interactive forms of learning can combine both direct communication between students and the teacher and among themselves, and the use of network resources (webinars, online broadcasts, etc.). It should be noted that the interactive technologies and teaching methods discussed above allow for the effective development of the creative potential of students at the University of Culture. The indicators of creativity will be: fluency, flexibility, originality, receptivity, metaphoricality, satisfaction. All of this is necessary for graduates in their future professional activities.

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BABCHUK Olena

DEVELOPMENT OF PERSONAL CREATIVITY

The uniqueness and inimitability of a person are closely related to the problem of creativity. Research into the development of individual creativity has its own specifics: in scientific discourse, the concept of "creativity" is often identified with "creativity" and its derivatives (prerequisites for creative activity, general and special abilities, potential, etc.). This can lead to a deviation from the scientific principles of studying the nature of creativity. Therefore, it makes sense to consider and analyze scientific research into the structure and content of the concept of "creativity" from a psychological point of view. In the psychology of creativity, cognitive, psychometric approaches, as well as mystical, motivational, social-personal and others are currently distinguished, on the basis of which a number of concepts have been developed that define the concept of "creativity".

According to the concept of reducing creativity to intelligence, the level of creative abilities is determined by the level of development of intelligence (Lewis Madison Terman). Specialists in the field of intelligence David Wechsler, Hans Jürgen Eysenck and others share this point of view: that a high level of development of intelligence presupposes a high level of development of creative abilities and vice versa. There is no creative process as a specific form of mental activity.

According to the concept of creativity by Joy Paul Guilford, Ellis Paul Torrance, creativity as a universal cognitive creative ability is an independent factor, independent of intelligence. J. Guilford considered the operation of divergence, along with the operations of transformation and implication, the basis of creativity as a general creative ability and characterized creativity as the ability to abandon stereotypical ways of thinking; as mental abilities that ensure creative achievement. The researcher identified six parameters of creativity: 1) the ability to detect and pose problems; 2) the ability to generate ideas – fluency; 3) the ability to produce a variety of ideas – flexibility; 4) the ability to produce ideas that differ from public views, to respond to stimuli in a non-standard way – originality; 5) the ability to improve an object by adding details; 6) the ability to solve problems, that is, the ability to analyze and

ЗМІСТ

АКУЛЕНКО Ірина Анатоліївна Творчість і навчально-дослідницька діяльність школярів в освітньому процесі з математики	3
АНДРЮЩЕНКО Ірина Сергіївна STEM-освіта як складова процесу модернізації системи освіти в Україні	5
АРНАУТОВА Лариса Валентинівна Формування креативного мовлення у дітей з затримкою психічного розвитку	8
БАБАЧУК Юлія Михайлівна Психолого-педагогічні умови розвитку рухової творчості дітей старшого дошкільного віку	11
ВАНСНУК Mykyta Developing Creativity In Students	14
ВАНСНУК Olena Development Of Personal Creativity	18
БАЛАКІРЄВА Вікторія Анатоліївна Розвиток креативного мислення майбутніх учителів початкової школи як передумова результативної професійної діяльності	22
БАРТЄНЄВА Ірина Олександрівна Теоретичний аспект створення креативного освітнього середовища для розвитку креативності майбутніх учителів	24
БАТЮК Наталія Орестівна Формування креативності майбутніх учителів мистецьких дисциплін через усвідомлення символічної образності української культурної спадщини	27
БАШАВЕЦЬ Наталія Андріївна Розвиток креативності вчителя фізичної культури як ресурсу інноваційного потенціалу особистості	31
BEREZOVSKA Liudmyla Creative Development Of A Preschool Child Through Artistic And Speech Activities	35
БИКОВА Світлана Валентинівна Креативність як ключовий фактор успішності особистості та інноваційного розвитку	37
БОЙКО Володимир Васильович Визначна роль креативного мислення при розв'язанні нетипових проблем	40
БОНДАРЕНКО Ірина Геннадіївна Теоретичні аспекти розвитку креативних здібностей студентів	42
БОРТОВ Андрій Сергійович Розвиток креативності як фактор підвищення психологічної стійкості особистості	46
БРИНЗА Ірина Вячеславівна, ЧЕРНЕНКО Наталія Миколаївна Креативність як важлива складова професійного розвитку здобувачів освіти	49
БУЗДУГАН Олена Анатоліївна Креативність як складова діяльності майбутнього вчителя східних мов	52
BULGAKOVA Valentyna Factors of Creativity Development	55