

UDC 159.942.004.05

DOI <https://doi.org/10.51547/ppp.dp.ua/2023.6.20>

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PSYCHOLOGICAL FACTORS OF THE MANIFESTATION OF PERSONAL CREATIVITY IN YOUTH

ПСИХОЛОГІЧНІ ЧИННИКИ ПРОЯВУ ОСОБИСТІСНОЇ КРЕАТИВНОСТІ В ЮНАЦЬКОМУ ВІЦІ

The scientific article is dedicated to the study of psychological factors that affect the manifestation of creativity in young people. The work examines various aspects of the concept of creativity, its primary characteristics, and its significance for personal development. It has been established by modern psychological theories that creativity is a complex integral structure that includes both cognitive and non-cognitive personal components. The interaction of these components affects the level of creativity development, but they can also function independently. The main concepts related to psychological factors that manifest creativity in youth are also summarized. The article defines such factors as creative abilities, creative environment, socio-cultural features, creative motivation, level of intelligence, age features, experience, time, intense emotional experience and subconscious processes (intuition) that influence the manifestation of creativity in youth. It has been established that creativity is a complex and multifaceted component of human personality, which is definitely interconnected with other aspects of individuality, including the ability to learn and develop personal traits. Creativity gains momentum in youth as a result of the growth of subjective experiences and the creation of a unique world. The ability of young people to feel and understand themselves more deeply, demonstrate creative courage, and desire to express their uniqueness is present at this age. Accordingly, they face new challenges that stimulate them to search for new forms of self-expression, self-realization, and the implementation of creative ideas. We comprehend that these advancements may be the focus of additional scientific research. Taking into account the results of the study, we consider it expedient to conduct an empirical study of psychological factors that are associated with the development of creative forms of thinking in youth, which will allow to clarify the peculiarities of the manifestation of creativity in this age period, to develop and implement an effective system of psychological and pedagogical measures with development of creativity in young people.

Key words: *creativity, ingenuity, creative thinking, creative abilities, creative personality, creative qualities, youth.*

Наукова стаття присвячена вивченню психологічних чинників, що впливають на прояв креативності в юнацькому віці. У роботі проаналізовано різні аспекти поняття креативності, її основні характеристики та важливість для розвитку особистості. Констатовано, що за сучасними психологічними теоріями, креативність є складною інтегральною структурою, яка включає в себе як когнітивні, так і не когнітивні особистісні компоненти. Ці компоненти взаємодіють між собою і впливають на рівень розвитку креативності, але можуть функціонувати окремо один від одного. Також узагальнено основні концепції, що стосуються психологічних чинників прояву креативності в юнацькому віці. В статті визначено такі фактори, як творчі здібності, творче середовище, соціокультурні особливості, творча мотивація, рівень інтелекту, вікові особливості, досвід, час, інтенсивне емоційне переживання та підсвідомі процеси (інтуїція), які впливають на прояв креативності в юнацькому віці. Встановлено, що креативність є складною та багатогранною складовою людської особистості, яка безумовно взаємопов'язана з іншими аспектами індивідуальності, включаючи здатність до пізнання та розвитку особистісних рис. Зазначено, що в юнацькому віці творчість набуває поштовху завдяки зростанню суб'єктивних переживань та створенню особливого світу. У цьому віці молоді люди здатні більш глибоко відчувати та розуміти себе, виявляють творчу сміливість і бажання виразити свою унікальність. Відповідно, вони стикаються з новими викликами, що стимулюють їх до пошуку нових форм самовираження, самореалізації, самопрояву та здійснення творчих задумів. Розуміємо, що ці напрацювання можуть стати предметом подальших наукових пошуків. Зважаючи, на результати дослідження вважаємо за доцільне проведення

емпіричного дослідження психологічних чинників, які пов'язані з розвитком креативних форм мислення в юнацькому віці, що дозволить з'ясувати особливості прояву креативності в цьому віковому періоді, розробити та впровадити ефективну систему психолого-педагогічних заходів з розвитку креативності в юнаків.

Ключові слова: креативність, творчість, креативне мислення, креативні здібності, креативна особистість, креативні якості, юнацький вік.

Formulation of the problem. Individuals with unconventional thinking who can effectively navigate this environment are needed due to the growing amount of information and rapid changes in socio-economic conditions. These individuals should have the ability to evaluate situations and find the best solutions through a creative approach. Creativity has a social nature and is the subject of research in such sciences as philosophy, sociology, psychology, and pedagogy. Understanding what factors contribute to creativity's development, what hinders it, and what teaching methods and learning environments can promote it can be achieved through studying creativity. Ukraine's educational system is actively implementing innovative processes to develop a creative personality. Success in various spheres of life is influenced by creativity, which is a crucial aspect of personality development. Understanding which psychological factors influence the expression of creativity in young people can help to develop effective methods of training and education to support the development of creativity in young people. In all spheres of life, creativity is crucial for the development of innovative ideas, creativity, problem-solving, and success. Individuals with a higher level of creativity are more likely to achieve success in the professional sphere, their free time, social relationships, etc.

Modern psychology of creativity is based on rich experience and theoretical analysis. In their research, domestic and foreign scientists focused on studying the essence, structure and development of creativity. The names of E.P. Torrens [21], J. Gilford [18], K. Taylor [20], I. Hrynenko [1], N. Povyakel [14], V. Klymenko [3; 4], and O. Lytovchenko [9] are known in the scientific world for their research on creativity and its influence on personality development. These developments became the scientific basis for working out the research problem.

The purpose of the article is a theoretical study of psychological factors in the manifestation of creativity in youth. Based on the goal, the tasks of the work are defined as follows: a finding of theoretical aspects related to the study of creativity, which were considered in the scientific literature; in the generalization of the main concepts related to the psychological factors of the manifestation of creativity in youth.

Research results. The problem of creativity is depicted vividly and complex in scientific research.

Some aspects have already been investigated, but the overall picture is still unclear. To gain a complete understanding of this concept, it is necessary to summarize the results of numerous scientific studies and select the most significant ones. Philosophers define creativity as the ability for creative thinking and activity, which allows a person to transform the world around him in his own way, in accordance with his own needs and goals. Such a transformation can encompass both the natural and social worlds, and is a manifestation of the individuality and creative potential of a person [16].

Research by sociologists demonstrates that "creativity" is a phenomenon of a sociocultural nature, which is a necessary prerequisite for social progress and the development of philosophical, scientific, social, pedagogical, psychological, and cultural aspects [21]. In the context of scientific research, it is confirmed that creativity is an important factor in creative self-improvement of an individual and can serve as a reserve of opportunities for self-realization. The development of creativity also affects the formation of intellectual and emotional qualities in individuals, such as flexibility of thinking, originality, tolerance, self-criticism, and self-discipline. Creativity is a necessary skill in today's world because it allows individuals to understand and analyze complex problems and find non-standard solutions.

The educational process can incorporate the implementation of a favorable environment for creativity development. It is crucial for students to have the chance to think and express their ideas freely, and to feel encouraged to be creative. To foster creativity, it is important to provide opportunities for experimentation and collaboration with others. Not only can this environment be beneficial in education, but it can also be advantageous in other areas of activity where the development of creative abilities is valued.

One of the most important tasks for society is to stimulate creativity, as it can help solve complex problems and contribute to the development of various fields. Therefore, understanding and developing creativity should be priority tasks for various fields of activity.

In turn, E. Fromm believed that creativity consists in the ability to develop unique solutions in unpredictable situations and to understand one's experience as much as possible [7]. F. Williams

adds to this description the ability to create innovative concepts and abandon old ideas by quickly and original solving a variety of problems [5]. Creativity involves creating unique ideas in conditions that are not easily regulated. Being creative can help you adapt to life changes and find more effective and innovative solutions.

Dimitrova-Burlyayenko's work examines the content and signs of 'creative competence' as a layered personal development that encompasses the intellectual realm, emotions, moral values and enables the transfer of acquired competences from one field of life to another at a fundamentally new, integrative level with the aim of achieving fundamental a new result of activity or performance of activity at a fundamentally new qualitative level [19].

Instead, V.A. Levitska, L.M. Kikinyov [8] emphasize that today creativity is a prerequisite for the innovative development of society, innovation is a product of creative thinking, carried out in a practical way. The society's need for a formed cultural personality with developed creative skills is urgent; in the understanding of the meaning of the cultural system of the modern education system, the content and methodical basis for the organization of the cultural and artistic content of the educational environment – a way of forming creativity as an individual creative resource of the individual.

Scientific studies of the psychology of creativity by domestic scientists, such as P. Gornostay, V. Klymenko [3; 4], S. Maksimenko [10] and others, strengthened the distinction between the concepts of "creativity" and "creativity". According to the researches of V. Klymenko, creativity is a complex process of mental activity based on the conscious perception of "I" and the understanding of complex interrelationships between unknown elements of objects, which as a result leads to the emergence of new ideas and solutions, as well as solutions contradictions and the implementation of unexpected actions, for example, inventions, discoveries or the creation of artistic images [3; 4; 13].

It should be noted that creativity is a complex and multifaceted concept that covers not only psychological and pedagogical aspects, but also sociological, philosophical, and cultural aspects. A comprehensive approach is necessary to develop creativity, which can be done in various ways. In the period of youth, "specialized creativity" is formed, which is the ability to be creative in a certain field of human activity, which complements and is an alternative to general creativity. In this period, having a professional role model and receiving support from family and peers is crucial. However, the most important thing that determines the success of a young man in the creative sphere

is his "ideal example of a creator", which he strives to imitate, to the point of complete reflection [15].

In the second phase of creative development, an individual approach to creativity starts to replace general standards, which results in the rejection of previously copied ideas and models. On the one hand, this can result in the development of original creativity, but on the other hand, it can impede the imitation stage. The socialization of a creative personality creates a specific relationship with the social environment. Creative individuals often face discrimination at school due to the unification of programs, strict regulation of behavior and the attitude of teachers who evaluate them as "upstart", "demonstrative", "hysterical", "stubborn", etc. Often, people who show resistance to reproductive work and have a great sensitivity to monotony are perceived as lazy, unable to adapt and overly principled.

The process of creative development can be significantly influenced by the establishment of relationships between a creative personality and the social environment. And although the social environment can put certain obstacles on the path of a creative personality, it must be remembered that each individual has his own unique potential for creativity, which can be revealed under favorable conditions.

According to Guilford [18], creative young people frequently experience depression during school studies and conceal their abilities. However, such children often show great interest in the world around them, strive to find non-standard solutions, and demonstrate high creativity in various spheres of life. Their creative approach to solving problems can help them later in their professional life, allowing them to develop non-standard and effective solutions in situations where other people can only apply standard approaches.

During adolescence, all aspects of mental development are in a state of active restructuring and formation. This process is manifested in an increase in the importance of the system of personal values, the development of consciousness and introspection, as well as the emergence of reflection, awareness of one's motives and inner life [6].

The orientation of the school on the formation of reproductive activity in students often leads to the fact that the majority of graduates, who "excellently" mastered the content of the school program, do not know how to use the knowledge acquired at school when solving problematic life situations. As a result, at the current stage of society, the task of developing the creativity of students in educational institutions is of particular importance, which must be solved by developing scientifically based methods, programs or models. The social demand for a creative personality

is reflected in legislative acts on education issues, which emphasize the prospects of forming a unique, unique person who is able to overcome stereotypes, create, create new models, and produce unusual ideas. As noted in the Law of Ukraine "On Education", the National Doctrine of the Development of Education of Ukraine in the 21st Century, industry standards of higher education, the concept of "New Ukrainian School" and other state documents, education should ensure the formation of children and youth not only a system of knowledge, a scientific outlook, but also the development of their creativity, skills of independent scientific knowledge, self-education and self-realization. Modern education prioritizes the development of individual creativity [12].

In modern psychological and pedagogical literature, there is a wide discussion about how to develop the creativity of high school students and students, and well-known scientists and psychologists such as K. Rogers, A. Maslow, E. Torrens, J. Gilford and others. They singled out various conditions that have an impact on the development of creativity, in particular, providing a favorable atmosphere, raising the child's awareness of the value of creative features of his personality, and the presence of a mentor and a model of creative behavior.

Actively studying the problem of developing creativity among young people is being done by Ukrainian researchers in the field of psychology and pedagogy. Example, V. Klymenko and E. Luzik believe that the presence of a mentor and social reinforcement of creative behavior can significantly increase the effectiveness of learning and the development of creativity. L. Shelestova adds that the influence of family relationships and the conditions of education also play an important role in the development of students' creativity.

Modern literature on psychology and pedagogy contains a wide range of opinions on the factors that affect the development of creativity in young people. Each researcher in their studies singles out certain factors that affect the creativity of an individual. For example, P. Torrens identified seven factors, Ya. Ponomaryov – five, and Ye. Nikolayeva – eight. The factors that are emphasized include both cognitive and non-cognitive factors, age, experience, motivation, and other internal determinants. These factors vary both in quantity and quality. There is no consensus on which factor has the most impact on the development of creativity in this age group. According to the research of P. Torrens, the factors contributing to the development of creativity include: "the potential of working memory, resistance to uncertainty, the ability for original thinking, emotional stability, the potential

for scientific thinking, intuition and the potential for artistic creativity." Although there are different points of view on this problem, at least according to E. Nikolayeva's views, four groups of factors contributing to the development of creativity can be distinguished: "factors related to the states of the individual's internal readiness for creative activity, factors related to the processes of internal creative activity, factors related to the organization of external creative activity and factors related to the stimulation of creative activity in the conditions of social interaction" [11].

Thus, domestic psychological and pedagogical studies confirm that the focus on the development of competence reflects the transition from the traditional learning model based on memorizing and reproducing knowledge to a model based on the development of the ability to understand and create new knowledge [2; 5]. This learning model is based on the principles of active learning, collaboration and independence of students who have the opportunity to generate their own ideas and take responsibility for their own learning. The development of students' creativity and critical thinking is encouraged in this approach, which are essential competencies for successful adaptation to the modern world.

These approaches are similar to those of Western researchers and confirm that creativity is a complex phenomenon that depends on various factors. Thus, P. Torrens and G. Alder identified various factors that influence the development of creativity. For example, P. Torrens emphasizes the importance of having skills in problem-solving, associative thinking, flexibility, and originality of thinking [21]. G. Alder believes that creativity depends on the ability to self-improve, self-criticism, and be open to new ideas and experiences. He also draws attention to the importance of having internal motivation and interest in the researched problem [17]. Similar factors that contribute to the development of creativity have been identified in scientific studies by leading scientists from various countries, including Ukraine. The factors that can be distinguished include creative abilities, creative environment, socio-cultural characteristics, creative motivation, level of intelligence, age characteristics, experience, time, intense emotional experiences, and subconscious processes. These factors were determined based on research conducted by scientists such as P. Torrens and G. Alder.

According to Ya. Ponomarev's research, the successful development of creativity depends on many factors, such as the ability to perceive, vulnerability, intensity of attention, as well as intellectual and characteristic features. The ability to discover new ideas and solutions is greatly influenced by imagination,

intuition, and fantasy. On the way to achieving a high level of creativity, it is important to provide a favorable basis for the development of these qualities, as well as to ensure the availability of intellectual and emotional potential. According to the author, achieving a high level of creativity is dependent on a number of factors. These encompass not just knowledge and predictions, but also the capacity to discover unexpected connections between various phenomena. It is also important to have a sense of deviation from stereotypes, initiative, and persistence when implementing ideas. The development of creativity is also influenced by other factors, such as age characteristics and motivation, so we should not forget them [21].

The ability to be creative, the desire to achieve a result, a favorable environment for development and a subconscious sense of possibility are important factors for achieving a high level of creativity, which were determined by O. Luk [9]. A. Matyushkin noted that there are five factors that influence the development of creativity. These include cognitive motivation, creative abilities, age, sociocultural characteristics, and the presence of doubts. Each of these elements is important for stimulating creativity and developing creativity. Cognitive motivation can be used to expand knowledge and search for new ideas, and the presence of doubts can encourage the search for alternative solutions.

A variety of theoretical approaches to its analysis reflect the interest in creativity as an object of scientific study. Modern psychological theories view creativity as a complex and integral structure that encompasses both cognitive and non-cognitive personal components. The level of creativity development is influenced by the interaction between these components, but they can operate independently. In the literature, ten factors of creativity are distinguished: creative abilities, creative environment, socio-cultural features, creative motivation, higher than average intelligence level, age characteristics, experience, time, intense emotional experience and subconscious processes (intuition).

The study of the development of creativity and its factors is important not only for adults, but also

for young people, since the defining elements of its development are formed precisely at a young age. Taking into account both external and internal factors, such as creativity, motivation, and intuition, is crucial for development.

Conclusions and prospects for further research. As a result of the work, we came to the conclusion that creativity is a complex and multifaceted component of the human personality, which is definitely interconnected with other aspects of individuality, including the ability to learn and develop personal traits. Scientific research has shown that understanding the relationship between these factors is a difficult task that requires research at various levels of analysis. In this context, it is known that today there are two main directions of creativity research: general psychological and conceptual, and as well as experimental and empirical studies aimed at identifying and describing personal characteristics and creative abilities. The development of creativity is a major problem in science and education today. Scientists worldwide are working on this topic and seeking new approaches and methods to improve the level of creativity among students and pupils. Domestic and foreign scholars focus on various factors such as motivation, experience, socio-cultural and age characteristics, creative abilities, and creativity in the environment. Creativity gains momentum at a young age because of the growth of subjective experiences and the creation of a special world. Young people at this age have the ability to feel and understand themselves more deeply, display creative courage, and want to express their uniqueness. As a result, they are confronted with new challenges that motivate them to seek out new forms of self-expression and implement creative ideas.

A promising direction of our work is the preparation and conducting of an empirical study of psychological factors that are associated with the development of creative forms of thinking in youth, which will allow us to clarify the peculiarities of the manifestation of creativity in this age period.

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