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CREATIVE POTENTIAL OF FUTURE PROFESSIONALS: PSYCHOLOGICAL CHARACTERISTICS

The article presents the results of theoretical analysis of the problem about the place and role of creativity in the structure of future professional training. The role of creativity in the process of professional development has been determined. Attention has been focused on the description of creative potential and creative abilities of a person. It has been argued that creativity is the possible level of human readiness for self-development.

Key words: *creativity; personality; student; structure; indicator; professional training; characteristic.*

Introduction. Currently, one of the tasks of modern education is to optimize the educational process in higher education institutions to provide quality training for future professionals.

Quite often in the graduate's professional activity of higher education institutions there are contradictions between the level of acquired theoretical knowledge, methodological skills, and the possibility of their productive use in the work. Mental and creative activities can increase their own productivity and contribute to the formation of a favourable social and psychological climate in the group of students, prevention of emotional and mental burnout. That is why the ability and capacity of an individual to consider his/her own creative potential and stimulate himself/herself to creative activity is important today.

This statement is especially relevant in shaping the personality of the future professional, as his/her professional activity is primarily focused on responsible work with all categories of children and adults, with families. In addition, educators are called to create a system of psychological assistance in the development of personality, conditions of comprehensive assistance and inner comfort.

The formation of the future professional's personality necessarily involves the creation of optimal conditions for the development of professional and communicative abilities with the help of creative psychotechnologies, especially in the system of training.

Even though the problem of creative potential of the individual is thoroughly studied by such scientists as E. Torrance, D. Guilford, K. Taylor, G. Gruber, C. Bernstein, D. Epiphany, A. Brushlinsky, V. Davidov, V. Dokuchaeva, E. Klimov, O. Matyushkin, V. Molyako, however, the creative potential of future psychologists in their professional activities remains insufficiently developed and requires detailed research with further application of the results. Analysis of the literature shows that there are attempts to identify personal characteristics of creative personality, some psychologists identify this concept with human creativity, such studies have been carried out, in particular, at the empirical stage of psychology and contain conflicting data on the list of these characteristics, most of which may be inherent in any person who successfully operates in a particular field of activity (V. Druzhinin, O. Vlasova, G. Eisenk, T. Amabail, F. Barron, G. Gow, J. Nirenberg, D. McKinnon, A. Maslow, M. Ferson, G. Wallace, etc.). The question of the peculiarities and conditions of creating a creative environment in an educational institution to stimulate student youth to show creativity, reveal creative potential, self-development remains important. Creative problem-solving will enable teams to generate innovation in the workplace in a multitude of ways—whether it's finding new approaches to problems inherent to the business, developing new products or services to fill a hole in the

market, or improving upon existing processes. Creativity will enable employees to devise ways to address their customers' biggest challenges—while cutting costs and automating repetitive tasks.

The purpose of the article is to theoretically substantiate and empirically consider the psychological characteristics of future psychologists' creativity.

Methods. A theoretical analysis of psychological characteristics of future psychologist's creativity has been used in the article. The author used Johnson's Creativity Questionnaire (adapted by E. Tunic), the Emotional Response Scale (A. Mehrabian, N. Epstein) and method of comparing two independent samples according to the Mann Whitney criterion in the empirical part of the article.

Originality. Understanding the internal mechanisms about the processes of accumulation creative reserves, the transition from potential to actual, “appropriation” of external experience, replenishment, and hence other self-organization of internal potentials of the individual, is associated with the study of this problem in psychology.

The concept of creative potential is considered in foreign psychology, in state psychology it corresponds to the concept of “creative potential”. The problem of creative potential was discussed in the works of such scientists as J. Guilford, A. Maslow, E. Fromm, E. Torrence, M. Henry, W. Russell and others. The works of O. Antonova, N. Vyshnyakova, J. Guilford, L. Leskova, C. Landra, V. Molyako, S. Sysoeva, O. Popovych, S. Shandruk and others are devoted to the study of the phenomenon of creativity, creative potential of personality, mechanisms of creative thinking. The scientists L. Leskova, I. Todorova, O. Chul and others have made significant achievements in studying the influence of creative potential on the process of formation a specialist's personality and formation of individual personal qualities.

Considering the problem, it should be noted that, as evidenced by the analysis of special literature, in modern psychology, various aspects of the study of personal potential are very relevant and examines the

problem of understanding the inner potential of the individual and its structure results caused by pedagogically oriented development (promoting development) of the inner potential of the individual.

Thus, K. Rogers, one of the founders of the so-called humanistic psychology, is convinced that everyone has a huge untapped potential for creativity. Because of this, the main purpose of the teacher, he sees, is to promote the true assimilation of the new, to help “... realize the potential of their individual capabilities” [6].

A similar position is shared by the famous American psychologist and psychotherapist A. Maslow, who, reflecting on the nature of human capabilities, argues that human has, since birth, “active desire for health, the impetus for growth, the actualization of human potential”. At the same time, he notes that almost everyone has untapped or not fully developed potential. The reason for this phenomenon, the author believes, is that people are often “afraid” of their own capabilities. At the same time, A. Maslow emphasizes the urgent need for the development of each person “to the fullest extent possible” to become on this basis a person who is fully functioning [4].

In the works of D. Bogoyavlenska, A. Brushlinsky, E. Yakovleva there is a certain identification of creative potential with creative abilities of human and this education is considered as a prerequisite for creative activity. P. Kravchuk defines creative potential as a set of possibilities for purposeful transformative activity, which reflects the nature of the relationship of all human abilities, as an integrative quality that determines the degree of capabilities of the individual essential creative power in real practice and super activities [1].

I. Drach considers the creative potential of the individual as a complex personality activity formation, which contributes to the emergence of non-standard, original solutions [2].

The integrity of the individual, according to G. Mardanova, is an integral phenomenon through creative power, which is determined by the content and level of development of potential opportunities for transformation,

“reveals” itself through creative abilities. Potential creative opportunities are manifested in the activity in the presence of certain reasons and conditions, and the results of creativity also depend on the degree of development of creative potential [3].

Creative potential tends to express themselves and achieve achievements according to their capabilities. Only the individual can choose to realize his/her creative uniqueness. Potential opportunities are objectified because of activity, active personal attitude to creative activity allows to consider creative potential as a categorical form of creative activity of the individual (S.Rubinstein) [7].

According to G. Mardanova, as part of the creative potential of the individual as an integral characteristic, is a synthesis of creative activity and the possible level of human readiness for self-development, which combines age and individual characteristics [3]. Based on the analysis of the literature, we see the ambiguity of the interpretation of the concept of “creative potential”, which means that it is quite complex and multidimensional.

Creative potential, creative forces, creative activity, creative abilities, creative talent, creative uniqueness, creativity - different shades that characterize the creative personality, and human as an individual, personality, individuality is characterized by different potentials, among which the leading role is given to creative potential. It appears in the unity of its parties: spiritual, intellectual, labour. Important for the development of creativity is the desire, the inner driving force, motivation. “Motivation is the main thrust that leads towards the accomplishment of objectives. Creatures have an interior compass that drives them to make adventures of a huge number of miles crosswise over new territories to breed, for nourish mentor to live in progressively ideal conditions” [8].

The main feature of a creative personality is traditionally considered to be the presence of creative qualities and abilities, ie psychological and individual properties that characterize creative activity and are a condition for its successful implementation. That is why the problem of the situation and

the integrity of educational influence, which would help to integrate the psychosocial conditions of learning with the internal, namely the creative component is very difficult to implement in the system of mass education in higher education. Here it is important to pay attention to the change of educational model, which would develop creative potential, creative and professional abilities in the individual.

We believe that the creative direction is one of the main factors in the effectiveness of the individual in the professional sphere. Creative thinking is a strong stimulating factor in the development of personality, which allows to determine a person's readiness for change, rejection of stereotypes, expression of inner freedom and arbitrariness. Therefore, the question arises and the need to find tools that will develop creative thinking, creativity, and professional creativity of future psychologists. I. Korniienko, B. Barchi state that “formation of the creative-humanitarian, planetary-cosmic type of personality is possible with use methodological apparatus” [8].

As a result of theoretical analysis, it was found that the creativity of future psychologists is determined by the ability to communicate with clients, the ability to organize psychological work with them. The presence of empathic abilities to respond emotionally to the problems of people who receive psychological help play a significant role. The creative potential of future psychologists is also determined by the presence of emotional barriers that can manifest themselves in the process of professional communication with clients, employees, and others.

An empirical study was conducted to determine the psychological characteristics of the creative potential of future psychologists. Our study involved students majoring in bachelor's and master's degrees of Mukachevo State University. We used the Johnson Creativity Questionnaire (adapted by E.Tunic) and the Emotional Response Scale (A. Mehrabian, N. Epstein).

According to the Johnson Creativity Questionnaire (adapted by E.Tunic), we were able to determine the following levels of

creativity: 40-34 - very high, 33-27 - high; 26-20 - normal, average; 19-15 - low and 14-8 - very low level of creativity. The results obtained are presented in table 1.

Table 1.

**Johnson Creativity Questionnaire
Results (adapted by E.Tunic)**

Levels of creativity	Indicators in%
Very high	18
High	10
Normal (average)	57
Low	15
Very low	0

As shown in Table 1, among the surveyed 18% of students show very high and 10% high levels of creativity, more than half (57%) normal (average) level and 15% low level of creativity.

Thus, among the gradutors there are those who have shown a high level of creativity during training. These students anticipate that they will use it in their professional activities. Those who show a middle level, as we see 57%, need favorable conditions, which will qualitatively affect the development of their creative potential. Those who have the lowest level of concern (15%) are those who need systematic work on the development of creative potential.

Empathy plays an important role in the future professional activity, through which the creative potential that was formed and developed in the process of studying in a higher education institution is realized. Using the method of "Emotional Response Scale" (A. Mehrabian, N. Epstein), we identified empathic tendencies in future psychologists. The results are presented in table 2.

Table 2.

**The results of the method "Emotional response scale"
(A. Mehrabian, N. Epstein)**

Levels of empathy	Indicators in%
Very high	6
High	30
Average	50
Low	4
Very low	0

As shown in Table 2, among the respondents 6% have very high and 30% - high levels of empathy, 50% show a medium level of empathy. Those who show a high level of empathy can empathize with people,

respond emotionally to their requests and difficulties. However, they can develop emotional dependence on other people, painful vulnerability, which complicates effective socialization and can even lead to various psychosomatic diseases.

At the same time, this characteristic is important for the future professional, because they need to be able to empathize with a client who needs psychological help. And it may also indicate the available creative potential of future psychologists. A low level of empathic abilities was found in 4% of respondents. Some students with an average level of empathic tendencies in interpersonal relationships are more likely to judge others by their actions than to trust their personal impressions. As a rule, they are well in control of their own emotional manifestations, but often cannot predict the development of relations between people. Which also indicates the available creative potential of the subjects.

We also investigated that the level of empathy in groups with different creative potential differs at a statistically significant level. To do this, we used the method of comparing two independent samples according to the Mann Whitney test. Significance level $p = 0$. Higher education seekers who show creative potential have a higher level of empathy (average rank 47.68) than those who do not show it (average rank 18.23).

Thus, future professionals have a sufficient level of development of empathic abilities, and they have creative potential.

Conclusion. At the present stage of development and reform of higher education institutions it is important to harmonize the educational process, humanize and optimize learning, education of harmonious personality, ability to professional realization with high spiritual and creative potential, which responds competently to all situations.

Teaching the student needs to be improved based on the introduction of a system of personal and creative approach in the educational process. A feature of this approach is the ability to improve the level and quality of learning material by revealing

the creative potential of the student's personality.

Creative education should correspond to such organization of training, education and development of the creative personality, its activity in which the teacher and the student have favourable conditions for self-realization. The leading psychological and pedagogical principles of development and implementation of personality-creative approach in teaching students are the focus on the conceptual model of personality; the relationship between psychodiagnostics and psychocorrection in the process of educational interaction; system of creative and developmental tools.

In the context of theoretical and methodological analysis of creative development, the creative potential of the

future psychologist we consider as a holistic dynamic personal property of the future specialist, which is an inexhaustible resource of creative psychological abilities, ability to intellectually creative initiative social and communicative activity, professional self-development, and formation of professionally significant personality traits of a psychologist.

We see the **prospects of our further research** in the development and testing of a program for the originating a creative potential for future professional. We consider it important to introduce into the educational process the programs for the development of creative potential, for the implementation of psychological support for young people while studying in higher education and their preparation for professional activity.

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Резюме

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ПСИХОЛОГІЧНА ХАРАКТЕРИСТИКА ТВОРЧОГО ПОТЕНЦІАЛУ МАЙБУТНІХ ФАХІВЦІВ

У статті представлено результати теоретичного аналізу проблеми місця та ролі творчості в структурі професійної підготовки майбутнього фахівця. Визначено роль творчості

Питання психології

в процесі професійного розвитку. Акцентовано увагу на описі творчого потенціалу та творчих здібностей особистості як передумови підготовки до професійної діяльності. Стверджується, що творчість є рівнем готовності людини до саморозвитку.

Головною метою статті є теоретичне обґрунтування та емпіричний розгляд психологічних особливостей творчого потенціалу майбутнього фахівця.

Аналіз наукових джерел. Творчий потенціал у психологічній літературі розглядається в контексті проблеми розуміння внутрішнього потенціалу особистості та її структури, процесуальних особливостей та результатів, зумовлених педагогічно орієнтованим розвитком. Вчені досліджували формування особистості фахівця та формування індивідуальних особистісних якостей (Л. Лєскова, І. Тодорова, О. Чуль та ін.); творчий потенціал ототожнюється з творчими здібностями особистості і дана характеристика розглядається як необхідна передумова творчої діяльності (Д. Богоявленська, А. Брушлінський, Є. Яковлева); нагальна потреба розвитку кожної людини (А. Маслоу) та важливість реалізації потенціалу своїх індивідуальних можливостей (К. Роджерс); характеризувала синтез творчої діяльності та можливості рівня готовності людини до саморозвитку (Г. Марданова). Розглянуто можливість творчого потенціалу як категоріальної форми творчої діяльності особистості (С. Рубінштейн).

Виклад основного матеріалу. Динамізм соціальних і професійних спільнот змушує молодь адекватно реагувати на них, активізувати власний творчий потенціал. Творчість тісно пов'язана з дослідницькою поведінкою, яка підтримується цікавістю, а також бажанням знаходити новий досвід, робити щось нове, урізноманітнюючи тим самим свою діяльність. Прояв творчої активності у людини не пов'язаний із соціальними умовами її виховання, а має бути сильною індивідуальністю та емоційною гнучкістю.

Висновки. З'ясовано, що проблема формування креативності пов'язана насамперед з гуманізацією та оптимізацією навчання, вихованням гармонійної особистості, здатної до професійної реалізації з високим духовним творчим потенціалом, яка компетентно реагує на будь-які ситуації. Творча освіта має відповідати такій організації навчання, виховання і розвитку творчої особистості, її діяльності, при якій педагог і здобувач мають сприятливі умови для самореалізації. Провідними психолого-педагогічними принципами розвитку та реалізації особистісно-творчого підходу у навчанні студентів є орієнтація на концептуальну модель особистості; взаємозв'язок психодіагностики та психокорекції в процесі навчальної взаємодії; система творчих і розвиваючих засобів. Актуальним вважається впровадження в навчально-виховний процес програм розвитку творчого потенціалу майбутніх фахівців.

Ключові слова: творчість; особистість; студент; структура; показник; професійна підготовка; характеристика.

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