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Scientific and ethical follow-up of the development of a creative personality

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Abstract

The article makes the importance of critical and creative attitude towards the world and censoriousness of a person important and actual. The poll results, interrogations, tasks performed, analysis of the modern creative education system, students' activity observations, content analysis and author's experience with qualitative-quantitative method served as a source of material for the research. As a result, the country which cannot achieve high scientific progress tempo and its usage in all the spheres of life will be considered an outsider. Students gradually come to a conclusion that creativity can be developed, and scientific and ethical follow-up is important for them.

Keywords: Creative Personality, Development, Scientific, Follow-Up.

Seguimiento científico y ético del desarrollo de una personalidad creativa

Resumen

El artículo hace que la importancia de la actitud crítica y creativa hacia el mundo y la censura de una persona sean importantes y reales. Los resultados de la encuesta, las interrogaciones, las tareas realizadas, el análisis del moderno sistema de educación creativa, las observaciones de la actividad de los estudiantes, el análisis de contenido y la experiencia del autor con el método cualitativo-cuantitativo sirvieron como fuente de material para la investigación. Como resultado, el país que no puede alcanzar un alto ritmo de progreso científico y su uso en todas las esferas de la vida se considerará un forastero. Los estudiantes gradualmente llegan a la conclusión de que la creatividad puede desarrollarse, y el seguimiento científico y ético es importante para ellos.

Palabras clave: Personalidad Creativa, Desarrollo, Científico, Seguimiento.

1. INTRODUCTION

The successfulness of a person with a creative and critical attitude is very important in modern society. Such a person is capable of generating unique ideas, not following the set patterns of thinking, finding the solutions. Such a person is creative and this means that the imagination and reality are interwoven. Besides, such personality possesses discipline, ability to postpone pleasure, independence of thoughts and unknown tolerance. Creative people are inquisitive. Their

wit and imagination are highly developed. It should be marked that creativity has one specific peculiarity meaning close connection with personal qualities, i.e.: with insistence, being open for new experience, individualism and risk appetite. Modern students also show such qualities. Our observations and talks with the students of Orenburg state pedagogical university indicate that creative students like to do everything in their own way, the diversity in life is important for them and they like to learn something new. Still, diversity being important, the urge to research something new and curiosity are episodic (Bazhanov and Vasilyev, 2009).

It should be stated that despite the process of growing up and gathering life experience, the student often faces the situations where a new solution is necessary. But the degree of creativity is lower which means that the student cannot solve the problems with the same originality as before. Contrary to the viewpoint that one is not born a person, one becomes a person, we come to the conclusion that human beings are born and also become creative personalities but they are on different stages of creative development. Those who possess involuntary creativity connected with inspiration and peak experience are on the first level. Those who pass voluntary education with heavy labor and urge for perfection are on the second level. Both levels indicate sensibility (like in a fairy tale about the naked king by H. C. Andersen). The creative person is able to see something new and specific, their perspective is fresh. Thus they live in a more real world of nature instead of the world of concepts, abstract ideas and stereotypes, normal people often mix with the real world.

This requires the analysis of position and importance of scientific and ethical follow-up in the process of creative personality development. Such analysis allows to understand its meaning in student's life and answer the question: why is the cross-disciplinary information of creative educational process actualized together with the understanding of its sense and purpose. It is supposed that such follow-up can drastically change the system of modern creative education. Creative personality is popular despite mutually exclusive peculiarities (severances and being naive, playfulness and discipline, responsibility and lack of responsibility, a creation and destruction of stereotypes), and the need to project the ethical norms of creative education as sophisticated but organized in certain way ideas and principles. They give the stream of consciousness shape and direction and leadership to the importance of the scientific and ethical follow-up of a modern higher education student as a part of creative personality development. Thus the experience of following subjects of educational activity turns out to be important in such context: professors and students creating the high ethical culture at the University and the moral atmosphere as the only possible characteristics of the educational environment.

It is necessary to state that all the researches of creativity in psychology can be united into three groups: a study of creative products with the help of textual analysis; cognitive creativity representation development; study of creative people. The study of texts as creative products took place in cultural-historical psychology, following the ideas of Wundt. In Russian psychology this approach

had been developed by Vygotsky and Petrov. The development of cognitive creativity representation has been performed on the basis of research of the most important attributes of the creativity: originality, usefulness and the possibility of present use. Creativity as divergent thinking is regarded as opposed to intelligence as convergent thinking. The analysis of creative personality became possible after Guilford (1965) identified the difference between creative and non-creative personality. There are four areas of creative personality research: the study of their motives; connections of Ego with their creativity; research of creativity as a part of self-actualization, creative personality research on the borderline with psychiatry.

The impact of the family environment upon the components of creativity (productivity, flexibility, originality, the degree of development) let us mark the changeability of general creativity estimation. Complex psychological research had been performed where the imaginative students' creativity was being investigated as well as the importance of biological reasons (sex, temper), social reasons (personality type, cognitive style) and intellectual components when differentiating the successfulness of creative activity.

The researches performed by western scientists indicate that the parameters of creativity cannot be reduced to creative thinking only. Besides, there still exists the practice of evaluation of the general intelligence interaction its intuition and emotional factors. This requires the integration of methods and information of psychology, pedagogics, psychophysiology and neurophysiology. Unfortunately

most of the Russian scientists' works devoted to the research of creativity deal either with special schools or with the peculiarities of artistic professions: musicians, architects, scientists. The results of different tasks and interrogations, the analysis of modern creative education system, students' activity observation in Orenburg state pedagogical University, content analysis and author's experience served as a source of material for the research.

2. THEORETICAL FOUNDATIONS OF THE RESEARCH

Creative personality as it might seem includes mutually exclusive features: I.e. possesses high physical energy but often is in the state of rest. You are severe and naive simultaneously. Playfulness and discipline, responsibility and lack of responsibility are combined in your personality. Images, fantasies and feeling of reality are interwoven. You are extroverted and introverted. Modest and proud, avoid gender stereotypes, show rebellious and conservative intentions simultaneously. Does it look like you? Belova (2001) writes that many creative people show passion towards their job. They are capable of objective evaluation of their labor. Sociability and sensibility of creative people often lead to pain and suffering. Still, they are fond of pleasures.

A creative person usually possesses self-discipline, ability to postpone pleasure, independent thoughts, unknown tolerance, the high degree of separateness, they lack sexual stereotypes. Creative people

are risky, have a high level of self-initiation and tend to perform the tasks in the best way possible. Cattell identified the following features of a creative person in the sphere of art and science: radicalism, introversion, domination and schizothyme. Other authors tend to identify the link between creativity and different personal features. For example, D. McKinnon found out that highly creative architects lack sociability, competence, independence and psychological features diversity. Architects with medium creativity level demonstrated a high degree of neuroticism. Most creative architects demonstrated lower neuroticism level. Besides, less creative architects demonstrated good abilities to adjust to social and professional norms.

The results acquired by Gellad correspond with our data. Creative designers and advertisement creators are more neurotic than non-creative ones. The peculiarities of creative motivations, as C. Martindale supposes, is spread over their wide area of interest. They are open to new experience and prefer novelty. Inner motivation dominates the outer motivation. Besides, creative people are rather category. There are more cases of the weak nervous system among creative people. Most people with high creativity demonstrate inhibitory and excitement mobility. While the group with lower creativity demonstrates lack of inhibitory and excitement mobility. The scientists explain it as the result of urging the creative people have towards new impressions and they are being open for the new experience.

Creative people are vexatious. Weak neurotics, emotional issues which distort the normal perception create the basis for the new approach towards reality. Arrogance, aggressive behavior, complacency, not recognizing social limitations and the opinion of others - these are the features that characterize a creative personality. The understanding of importance of creative thinking, sensitivity for environmental stimuli development, free objects and ideas manipulating, the ability to give constructive information about the creative process, the ability to develop constructive criticism but not novolence, self-esteem encouragement and the ability to clear away the fear of the mark - these are also the distinguishing features of a creative personality. Creative people are inquisitive. They usually possess developed imagination and prefer to express themselves in a form of art. They are contradictory, i.e. potentially witty and they combine mutually exclusive features: physical energy and state of calmness, being severe and naive, playfulness and responsibility, fantasy and sense of reality, features of extraversion and introversion, being modest and proud, lack of gender and sexual stereotypes, rebellious spirit and conservatism, sensitivity and being open, etc. Creative people are looking for pleasure. They are self-actualized and witty.

It has been proven that intelligence is a necessary condition for creativity. Elementary pupils indicate strong connection between intelligence and creativity. Teenagers demonstrate weak negative intelligence connections with some parameters of creativity: the pupils with mathematical specialization show high level of intelligence and

above average level of creativity, those with scientific specialization show the average level of intelligence with non-verbal component dominating and average creativity level, those with humanitarian specialization average intelligence with verbal component dominating and below average creativity. Among more capable high school students, creativity is not connected with intelligence. Less capable students show the connection between intelligence and creativity via meaning of the word and its understanding, mobility and shift of thinking, high school students with average abilities demonstrate the connection of creativity with overall IQ, knowledge and the ability for generalization and practical mathematical thinking. High level of creativity is realized when a person has high IQ level as well.

Such characteristics of creativity like originality, general creativity and readiness correlate with intelligence for high school students. Students using original methods of solving creative tasks are capable of making connections between different notions. Creative elementary pupils are more successful in communication. But when the creativity is more expressed, it either lacks the connection with success in education or shows the traditional one. The connection of different types of creativity with various subjects is also different, as Krylova states. Motivational-personal creativity is connected with higher success in study of humanity subjects while verbal creativity - with higher success in mathematics and lower in science, non-verbal - lower success in mathematics. The connection between creativity and success in studies of pupils indicates that convergent and divergent thinking possess similar value for education.

The need to establish cross-disciplinary knowledge and understanding of scientific and ethical follow-up determines the growing interest in this area. Knowledge can be forgotten but the understanding cannot. It should be understood that understanding is not a derivative from partial knowledge i.e. lower form of knowledge, but on the contrary, its higher form.

The researchers found out that sometimes there are pupils with high intellectual development among the less successful ones. Sergeeva (2012) sees as the corresponding motivation towards the study. But pupils with IQ below average never show good progress. Educability is the ability to get new knowledge and creativity (creative ability) means transformation of knowledge. This is connected with imagination, fantasy, hypothesis etc. But the riotous fantasy is dangerous for a creative personality. The more it is generous, the more it is dangerous, C. Baudelaire warned. As prose poems, as a novel, it is like love to a giddy young thing that soon transforms into empty whim or vice; so, fantasy is dangerous like any unlimited freedom. In the same time it is as limitless as the Universe multiplied by the number of people living in it. Any trifle which has been creatively transformed becomes fantasy but if a person lacks spirituality which shines with magical light onto the things existing in primordial darkness then the fantasy becomes disgusting extravagance and is like the first person met who had been violated by a stranger.

Creative capabilities are not the same as educational. On the contrary, creativity is stimulated not only by critical attitude towards.

As a person grows and gets life experience, they are less likely to get into the situations requiring new solutions so the need for creativity lessens. Male leaders usually show higher degree of creativity comparing to female leaders. Female leaders tend to link it with career expectations, challenge and the desire to put a borderline between work and their private life, while men managers demonstrate that their professional expectations and creativity are separate. Men are more capable of pronging, making associations and competence in the sphere of techniques and technologies of creative activity (Barysheva, 2006). Men also show higher business creativity. It has been identified that the exactness of intuition depends on the level of extraversion (positive correlation), self-respect degree (negative correlation), empathy level (negative correlation), and internality (positive correlation).

The ability to transform is one of the main dynamic characteristics of creativity. Transformation as a creative process may include not only creation but also destruction. The ability to predict is an integral creative feature connected with imagination, intuition and goal setting. This is peeping into the future sci-fi writers demonstrate. As Torrance noticed, the ability to predict is one of the main attributes of creativity and it can be seen in early childhood. Gifted children can predict not only everyday events but also the development of social phenomena. Sergeeva also wrote about such ability: "The result appears first as a kind of anticipation, forestalling of the work of mind which has yet to be done" (Sergeeva, 2012: 16).

Associativity is the easiness of making associations between notions. The ability to make associations is a universal creative quality. Artistic creation is the sphere where associations are one of the key features when creating a work of art. The feeling of cosmic as a creative ability is a special form of human creativity. Both creativity and humor represent new viewpoint. That is why creativity measurement or creative personality investigation includes humor evaluation. Still, Sergeeva (2012) suggests that though humor and creativity have close connections they should be considered separate areas though sometimes corresponding. One of the ways to develop and control creativity is to make multisensory maps of problem space. Wider attention focus determines higher urge of a person to estimate and creatively combine their ideas (Boguslavsky and Sukhomlinsky, 2005). Maslow identifies two types of creativity: creativity of talent and creativity of self-actualization (perception, self-expression, second nativity, longing for unknown). This distinction seems artificial, however. Are not the same features vital for talent creativity? And does the talent not require self-actualization? A. Maslow regarded talented people as self-actualized.

In the context of a creative personality Zapyataya (2007) proclaim the genius - a dark person. Now we need to clarify their base characteristics. Genius is always surprised when the real life and their inner picture do not match, or just this is as Dal says meeting a Miracle, everything we do not have. The creativity of an artist or a poet is a link between subjective (personality) and objective (the world, ready to be researched. The objective is non-existent until it becomes

real with the efforts of a poet. A poem or a picture becomes a masterpiece not because they are just a mere reflection of a real object, but because they represent the view of a poet or an artist after facing the reality.

It is a discrepancy that creates the effort and aims the genius onto the ordering of his inner world. As a result, new information is created. This information later becomes a socially useful system of activity. When facing discrepancy between inner and outer worlds, a creative person becomes absorbed, he becomes a slave of his task (Sergeeva, 2012). Still, genius sees the Miracle in the world while Dark person sees wrongs. Thus a genius wants to create harmony while dark person wants to ruin them, destroying his psychic altogether.

The life of Kagan (1998) supports the idea. The astonishment of Lerner (2006) that the world is given to us by God (Karpov, 2003), but we are using only a part of it, led to the birth of his genius. High excitement and contradictions served as a reason for it. The understanding of Space is used over time. Napoleon demonstrated harsh actions. He built his Empire fast and in blood. But when he reached a new border he faced himself again what led to a depression and lack of ability to harmonize his inner world, and the outer world he tried to make ideal (one of the Dark person's features) was not getting any better. Napoleon did not only keep the conflict between inner and outer worlds but made it stronger leading to efforts to make the world better (laws, long days in parliament), Many of his ideas are now used

in the constitution of the European Parliament. His actions reflect the qualities of a Dark person

A person of any profession can be creative. Thus the creativity of a history specialist according to Drofman (1999) is the ability to find the image unknown before among the things which were written, done or thought over in the past, such a historian is close to a biologist, mathematician, logician, inventor, poet, etc. While denying the problem of us and them on the ladder of creative ascending, Vardanyan (2006) suggest a concept where they suppose that there is no linear and ideal plot in the creative subject development. So for one, the evolution can become like ladder while for the others it can transform them into a Dark person or a villain so being either a dead end or a downfall. If a person is allowed to be considered a creative personality, they can be involved into a system of activities where they can surely meet their teacher. So they will become good masters and consumers but not a talented or genius person. Ivanova (2002) explain it because the development of the subject of creative activity is possible as overcoming personal problems only. We want to understand what gives the modern student the joy of creation, what is the essence of the sense and value field of a student, what is the connection between a creative person and their responsibility, what are the ethical norms of creative education.

3. METHODS

The gnostic purpose is to describe, interpret and explain the peculiarities of scientific and ethical follow-up of creative personality development with an example. The research took place among second and third year students of the Institute of Economy and Science and Pedagogics and Psychology, Orenburg State Pedagogical University, the City of Orenburg, Russia. 52 second year students and 48 third year students together with 18 masters and 6 university professors took part in the research. The strategic purpose of education at our University is as follows: wake up a creator and develop their creative potential; develop the courage of thought and being sure in their own creative powers, the ability to generate brand new ideas with universal human value and which do not harm the nature, develop the necessity of creative way of life, teach the methods of creative thinking, providing the continuity and succession of creative process, where the creative activity is the main element.

When the students were asked if this purpose is being realized they agreed and said that they always get the professors' support. It means the work to fill the gaps of knowledge, to form the culture of thought, the dialog. Students mark their constant creative motivation. Creative knowledge and creative interaction are identified among the mechanisms of creativity development. The tasks of mutual understanding and reflexive interaction are being solved successfully. The need in self-manifestation, self-knowledge and self-determination is obvious. They demonstrate it in their answers and their preparation

and creative activity realization (projects, quests, presentations). Creative education is the process of creative and social interaction and partnership in order to reach a creative result is one of the optimal means of development of creativity. Besides, students' interests and values are taken into account and creative potential is being developed.

When the tasks are solved, they feel the joy of a creator, as well as of their solution being noticed by other students and teachers, ideas realized and knowledge acquire valuable character. When performing the task to mark their sense and value field students tend to identify there sociability, aesthetic qualities, comfort, what lets to share ideas with courage, point out one's point of view where one will be heard and understood. Difficult but organized in certain way principles which shape and direct the stream of thoughts concerning creative education are sometimes lost. For example:

1) Capability for independent activity: self-work, self-analysis and self-control.

In this case the ability to analyze oneself is prior, e.g. analyze their own personality (what are my interests, capabilities, potential, individual educational purposes, conditions, ways to reach the aims). Then: the ability to control one's emotions, distinguish personal and typical, i.e. determined by national culture, life conditions and social standards. The balance of independence of views. The ability to identify and prove their

individual viewpoint. The ability to respect the norms of behavior and individual ideas of the others.

2) Personal responsibility for what is going on in the educational activity, for personal decisions and for the decisions being made by the others, i.e. responsibility is not just a motto actualized when quarreling, and it is a norm of reality. It acquires the nature and qualities of unconscious habit. Such a situation can be put schematically in the following way: It is so nice I managed to do it! How did it happen? What I can and should do to blossom out again? Or: It failed. What was that I did wrong? What could be done otherwise to avoid such a result? What should I do next time to reach the positive outcome?

3) The ability to get the necessary knowledge and skills fast and in an effective way (not like mechanical accumulation). Yes, when the amount of information is significantly rising, when the area of activity is being changed, (including educational) when there is a necessity to solve tasks requiring a different field of expertise, the ability to locate the necessary quickly and to acquire new skills fast has crucial meaning for the development of an individual.

4) The ability to perceive the world and one's own personality from the optimistic viewpoint. Thus critical attention towards your own personality, understanding that you can do everything and you are the only reason of what is going on in your life

should not lead to self-humiliation, depression and lack of strength when the situation is developing in a negative way. Students learn to see the value of life as it is and the value of their own personality, that their uniqueness and abilities should be put onto the most important position.

It should be stated that ethical norms of creative education together with the constructive thinking and behavior, understanding and development of one's own experience (idea generation, successful situation predictions) allow using non-standard ways of solving creative tasks. The qualitative-quantitative method has been used in the research. We made a questionnaire to get the data from all the participants. The qualitative analysis was performed according to the pattern set in advance.

4. RESULTS

First of all, it is necessary to provide the content of the sense and value field of the second and third year students (diagram 1). Creative product as a result of activity requires to be thought over and a creative person needs to accept responsibility in society. Attention should be paid to the fact that the dependence between the freedom and responsibility of a creative personality is proportional. The issue of freedom has always been important for humanity.

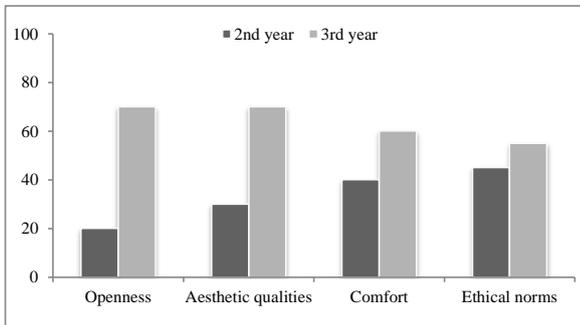


Diagram 1. Content of sense and value field of the students (%)

A person is free only when his activity meets the interests and the needs of society as well as the interests of his own cultural and moral development. The person that goes this way and is sure that something should be done their way and not otherwise acts freely and not due to outer pressure. Their answers helped us to identify, what is the place of freedom and spiritual development in students' life. Students named freedom and spiritual development among the main factors of life, responsibility and personal development. The students are correct: responsibility is an important addition to freedom. It corresponds with the sense we are responsible for and with those we are responsible to Ilyin (2000). Freedom is the possibility to make a decision knowing the subject or act knowing the subject, while responsibility is the necessity (dictated by the conditions and the laws creating the situation). There is a necessity to make such decisions that would express aims and interests of people, groups, classes because the activity is always governed not only by objective interactions but also

by values, ideals, norms, ideologies, views expressing the real people's interests. The content of responsibility is being formed by factors of a double nature: objective, making people act via needs and via reality understanding, and subjective (inner ones for the subject), conscious which includes valuable.

Besides, the inner content of responsibility characterizing the purpose of the activity also should match the trends of objective situation development. Goal-setting formed on the basis of interest and values on the one hand and knowledge used as the means of reaching the aim in this particular situation on the other hand, should not be opposed to each other. The creative and goal-setting activity allows a person to change the form of what had been given by nature and perform the conscious task, determine the way and manner of actions and subdue the will. When students get involved in creative activity, they come to the conclusion that the actions of a creative personality are always combined with the responsibility. This allows recognizing not only the goals and the means of reaching it but also the entire diversity of human activity. When a person recognizes the mechanisms directing the activity (from objective signs of nature to difficult interwoven spiritual values sometimes being in mutual contradiction), a person recognizes the responsibility itself as the necessity to influence the reality and the efforts to see the results of one's own actions.

Let us not forget that present ecological issues leading to a crisis are real due to creative people's activity. Knowledge and skills

are a threat to humanity without common moral. Zakhartchenko supports this idea: "The progress is turned to regress when the human is ruined" (2002: 15). One of the tasks modern higher school teacher might face is the organization of the students' activity in the system of creative education which would allow his creative abilities to be realized. This purpose requires the renovation of the system as well as studying its personal development influence. It has been found out that the modern system of creative education allows not only to perceive the information fully and systematically but also provides the basis for new ideas, a self-organized search of the new knowledge and creative development according to the antique motto: Man is the measure of all things (diagram 2).

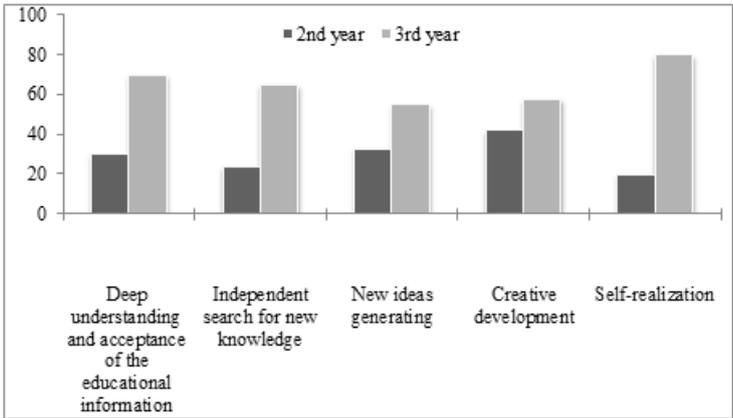


Diagram 2. Factors of the influence of creative education onto the student's personality development (%)

So the moral influence of creative education, the organization of harmonic. Mutually enriching interactions with the world are aim,

means and method! Students found out (both at the lessons and out of the University) that their values come into complicated interaction with their knowledge but are not determined by them. Thinking is psychological means of their acquirement while experience is the way of acquiring values. Thus: creative education is mediated by culture of a human learning the world of thinking and culture, trying to understand life and creative activity with art culture by imagination, forming the needs and the ability to communicate with others, nature and images created by fantasy, as Pavlov (2011) states, as equals on the basis of spiritual and human dialogical connection between their values.

The theoretical analysis allows the students to understand that the main force for the civilization development is not the profit but sensible and humane activity, i. e. no sphere, based on the following principles: human's understanding of the processes in nature and society, moral and spiritual upbringing, self-perception. The students understand that they are not ready to follow these principles. They state: in order to survive humanity has to get rid of money domination and create a new dominant idea aimed onto the balanced interaction of human and nature. One of the main purposes at this stage should be the creation of an ecological dominant idea and the necessity to come to the development of an ecological social and economic system. Scientific progress is one of the main factors of our time. The country which cannot achieve high scientific progress tempo and its usage in all the spheres of life will be considered an outsider.

5. CONCLUSIONS

This determines the social responsibility of a scientist. The historical experience has proven that knowledge is power and that science is a source of dominance over nature. We noticed that the consequences of scientific progress are very serious and that they are not always good for people. Thus acting with understanding their social responsibility, a scientist must see all the possible negative effects potentially possible because of his research. The reason is that the scientist is better prepared for this due to his professional skills and can do it earlier than the others. Besides, social responsibility of a scientist means that the society should be aware of possible negative effects connected with the research and the ways of minimizing or avoiding them. Only the decisions made using the complete information can be socially and morally justified.

This proves that: creative personality is a universal human value. Ethics determines their activity. Refusal to follow ethical norms destroys creative personality. Besides, modern society creates a lot of issues. This does not mean that we are just to follow the progress and live with its negative effects. Students gradually come to a conclusion that creativity can be developed, and scientific and ethical follow-up is important for them for it includes the components of ethical value in creative personality realization. They find that their everyday experience as well the experience of their friends and relatives proves these ideas about the world as a stimulus for creative changes with ethical norms; about oneself as a subject of creative activity and about

creativity as a value. The creative features they realize become stable and are manifested in their behavior, this makes their educational activity productive, new, and unique. Their attitude towards the world becomes creative. This is realized in search-transforming activity and in finding the personal idea of creativity development.

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