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A conceptual model of creative activity and personal self-development

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ABSTRACT

Modern socio-economic, political and sociocultural changes are becoming dynamic increasingly: new technologies are being introduced (production, information, etc.), political and state doctrines are changing, alternative sources of public opinion are appearing, scientific knowledge is growing steadily, the volume is expanding information rapidly. The educational system is faced with a fundamentally new task - the search for conditions for the formation of a person who is able to find and create his life and professional path in changing circumstances, overcome the fundamental fragmentation of knowledge, and find his own intellectual and moral integrity and identity. Currently, in the scientific environment, there is a growing interest in studying the organization of creative thinking and self-development of a person in various directions, such as general, social, pedagogical and engineering psychology, etc. The variety of developments in the problem of this process makes it necessary to identify the principles and functions in which ideas about him, and determine its psychological specificity. The article proposes a conceptual model that provides the informal nature of the organization of creative activity and personal self-development. The principles ensuring the unity of the process of their professional and creative development are highlighted. Certain conditions for the organization of educational activities in accordance with the presented concept.

KEYWORDS: creativity, self-development, thinking, personality, consciousness, activity, development, professionalism.

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Un modelo conceptual sobre actividad creativa y autodesarrollo personal

RESUMEN

Los cambios socioeconómicos, políticos y socioculturales modernos se están volviendo cada vez más dinámicos: se están introduciendo nuevas tecnologías (producción, información, etc.), están cambiando las doctrinas políticas y estatales, están apareciendo fuentes alternativas de opinión pública, el conocimiento científico está creciendo constantemente, y el volumen de la información se está expandiendo rápidamente. El sistema educativo se enfrenta a una tarea fundamentalmente nueva: la búsqueda de condiciones para la formación de una persona que sea capaz de encontrar y crear su vida y su trayectoria profesional en circunstancias cambiantes, superar la fragmentación del conocimiento y encontrar su propio conocimiento intelectual, integridad e identidad morales. Actualmente, en el entorno científico, existe un interés creciente en estudiar la organización del pensamiento creativo y el autodesarrollo de una persona en varias direcciones, como: psicología general, social, pedagógica y de ingeniería, etc. La variedad de aspectos en torno a este asunto hace que sea necesario identificar los principios y funciones en que se basan las ideas sobre él, y determinar su especificidad psicológica. El artículo propone un modelo conceptual que proporciona la naturaleza informal de la organización de la actividad creativa y el autocontrol personal. Se destacan los principios que aseguran la unidad del proceso del desarrollo profesional y creativo del individuo, así como ciertas condiciones para la organización de actividades educativas de acuerdo con el concepto presentado.

PALABRAS CLAVE: creatividad, autodesarrollo, pensamiento, personalidad, conciencia, actividad, desarrollo, profesionalismo.

Introduction

The transition of higher education to a tiered training system, to work according to new educational standards aimed at building students' competencies, orients the system to the dynamism of the educational process as a social phenomenon, which is a natural component of a person's life, gaining the opportunity to deploy and realize his life path. To stimulate the student's creative activity, the development of his ability to independently solve emerging problems and constant self-education. Active and active assimilation of the content of education, forecasting the possibilities of its application in various situations is determined by the generalization of one's own life experience, its

correlation with the existing system of values, independent assessment of certain actions, events, situations. A new perception of scientific knowledge with its pronounced tendency to diversity and mastery of the specialized languages of science in small groups of researchers; the continuity of the content of various types of education, taking into account the evolution of personal consciousness and the development of the whole variety of forms of life activity, corresponds to the construction of educational activity (Korsakova, 2015).

The task of higher education is not only to develop a panorama of opportunities at the university site, but also to build subject-subject relations between the teacher and the student, which will allow the latter to become the subject of professional tasks in the future. With this approach, the process of conscious disclosure and development of the creative potential of the individual, a new type of educational activity — research and design, comes to the fore. The quality criteria are the use of qualitatively new promising forms and technologies, the optimal combination of cognitive learning with the development of practical skills, the inclusion of the results of students' research work in the educational process (Nikolaev & Gumenyuk, 2012). The goal and result of this process is to achieve a certain level of development of creative qualities and abilities (in this case, the means and methods are determined by the capabilities and abilities of the person himself to carry out this process); actualization of creative potential (building a life strategy, including professionally).

1. Methodology and theoretical aspects

Modern training aimed at the development of personality and its properties, such as creative thinking, is often carried out spontaneously and unconnectedly.

Consider the individual socio-psychological aspects of the organization of creative thinking and personal self-development.

Already at school age, favorable conditions are forming for the appropriation of creative samples and the transformation of one's own experience in creative activity as an

important source of personal growth and self-development. Most researchers emphasize that adolescence is the most sensitive for the development of creativity, since it is during this period that tumors begin to form, on which the creative success / failure of an adult largely depends (Bibikova, 2015). Among the many modern studies, it is necessary to pay attention to the fundamental works of DB Epiphany (the concept of giftedness, the method of "Creative field"), V.N. Druzhinin (psychology of general abilities and creativity) (Druzhinin, 2013), N.S. Leites (age-related giftedness of schoolchildren) (Leites, 2001), A.I. Savenkova (theoretical model of the development of children's giftedness in the educational environment in the context of an integrative approach) (Savenkov, 2000). In the practice of psychology, E.P. creativity tests are still in demand.

A review of scientific publications on the problem of the article made it possible to highlight such psychological foundations as the theory of cultural and historical development of higher mental functions formulated by L.S. Vygotsky (Vygotsky et al, 2016). The activity approach (theory of activity of A.N. Leontiev, general methodological development of the category of activity: the context of subjectivity of S.L. Rubinstein), a personal approach to the problem of giftedness (B.M. Teplov, D.B. Epiphany, N.S. Leites, etc.). The beneficial effect of creativity on the change in a number of psychological characteristics of the personality was noted by many authors. Domestic scientists L.I. Bozhovich, A.V. Zaporozhets, J.I.A. Wenger, M.I. Lisina, A.M. Matyushkin consider turning to independent creativity as a link in personal development that has a direct positive effect on changes in the motivational-need sphere of children. Z.N. Novlyanskaya, A.A. Melik-Pashaev, G.N. Kudin believes that the realization of the "creative gift" is the starting point of the individual's morality, since creativity forms a new attitude to the world, that is, a relationship of responsible and sympathetic empathy.

In modern experimental studies, the ideas about the organization of creative thinking and self-development of the personality are used not only as one of the explanatory principles of mental development, but also as a theoretical means of constructing the

subject of study, when this process is considered as a mechanism of consciousness and an important component of thinking. The authors of the article aim to justify the pedagogical model, which includes the organization of creative thinking and personal self-development. The strength of motivation for creativity and self-development of the personality, ensuring success in subsequent professional activities on the initiative of the subject of activity, the adequacy of creative verbal and non-verbal products are the main criteria for the level of development of creative thinking and self-development of a personality.

2. Results

The effective organization of creative thinking and self-development of the person obliges to consider not only the means by which the person obtains information about himself (self-knowledge), the planning, provision and control of his behavior (self-organization), but also the mechanisms and essence of goal-setting of the person and means of achieving the result. A special aspect of the study is professional self-realization as the goal, condition and result of focused professionally-creative self-development of a person in the process of learning at a university. The process of self-realization involves setting goals, developing plans, projects and ideas, as well as owning ways to implement them (Sharshov, 2005).

This process involves a preliminary stage at which the personality's pedagogical activity is carried out aimed at himself, with the goal of not only revealing the existing abilities, but also acquiring and developing new ones for the person to consciously improve their essential and potential forces in order to "complete" themselves to the ideal image ("Self-education") as a holistic personality, capable of creative self-realization.

The various mechanisms of the process of self-development and the organization of creative thinking can be combined into four functional blocks-stages: self-knowledge, self-organization, self-education and self-realization. In the holistic structure of the functional blocks of self-development of a person, we consider creativity and intelligence as ways.

The need for an intellectual component is caused by the real state of affairs in the educational process at the university: the educational and professional activity of students is based mainly on intellectual activity, suggesting a high degree of mental development of the individual. In conditions of self-development, those students who have more perfect intelligence have better chances.

Of particular interest in this regard is creativity as a pedagogical phenomenon. Self-development is possible at the reproductive level, in the absence of a creative activity. If, in a philosophical sense, self-development implies certain changes in the personality, the appearance of something new (a sign of creativity), then, pedagogically, simple changes cannot be considered a manifestation of creative activity. Thus, we consider creativity as the most important way of effective self-development, which determines its creative essence.

All of the above allows us to assert the existence of an integral concept of "creative self-development of the individual" (CSI). It is a certain structural and procedural characteristic of a personality, which can be represented both as a process of increasing the efficiency of the "self" processes, and as a level and special quality of a personality (as the ability for creative self-development) (Sharshov, 2005).

Such an interpretation allows us to introduce the concept of a space of creative self-development of a person located in a multidimensional space of personal qualities, values and abilities. For clarity, we enlarge the basis of space: we take self-development, creativity and intelligence as the basis vectors. In fact, these concepts are themselves multidimensional entities, that is, some subspaces of lower dimension in the same CSI space.

Creative self-development of the personality is an integrative creative process of conscious personal formation, based on the interaction of internally significant and actively-creatively perceived external factors. The TSL process, as a form of a person's existence at a certain stage of its formation, affects all internal spheres of a person and

finds expression in all personal manifestations: in activity, activity, communication, etc., which, in turn, contributes to the formation of further creative motivation self-development. When analyzing the features of this process for students, we mean its professional orientation.

Then the professionally-creative self-development of the personality (PCSI) of the student is the creative self-development of his personality in the educational process of the university, providing further creative self-realization in professional activity. PCSI is carried out through mechanisms of self-knowledge, self-organization, self-education as the desire for professionally creative self-realization, using creativity and intelligence as ways to intensify this process.

Considering self-development as a structural and procedural characteristic of a person, we can draw a parallel between the functional blocks of self-development that we have identified and the stages of the implementation of self-development as a process. As such blocks-stages of the formation of the ability to self-development, we take self-knowledge, self-organization, self-education and self-realization, which have a professional orientation. For creativity and intelligence, we also offer several relatively independent blocks-stages, each of which reveals a certain facet of the concepts of "creativity" and "intelligence" and gives an idea of the dynamics of the corresponding professional growth. For the axes of creativity and intelligence in the PCSI space, we implement the principle of mutual complementarity of the corresponding qualities at the same stages, synchronizing them with the stages along the axis of "self-development".

We call the first stages of intelligence and creativity complementary personal and professional features: rational and mathematical thinking (including spatial) and creative imagination, respectively. Just as self-knowledge is the foundation of self-development, so these abilities are the basis for the formation of the intellectual and creative personality of a specialist.

In factor models of intelligence, as well as in tests for intelligence, mathematical and

(sometimes as a separate) spatial factors are mandatory, and in many theories they are decisive. But in reality, in the process of studying at universities, these abilities develop only at special faculties, depriving humanities students of the mathematical component as a powerful means of self-development of professionally significant qualities.

The stage of rational-mathematical thinking implies the development of not only arithmetic abilities, but also spatial imagination, which has a direct connection with creative imagination. We understand the latter as the ability of a person to create new images, structures, ideas, connections through a combination or recombination of previously known elements. Thus, the creative imagination is based on operating visual cognitive models, but at the same time it has the features of indirect, generalized knowledge and abstract representations that combine it with thinking. It is important that imaginative imagination integrates with the rational-mathematical with a view to their full mutual development. This interaction mobilizes intuition and observation, a critical attitude to the student, the ability to generalize, logic, accuracy, the ability to model, the ability to generate ideas, analyze and defend one's opinion, systematize knowledge, etc.

As the second stage of intelligence and creativity, we note the memory (semantic and figurative, respectively). In mnemonic activity, both intellectual and creative aspects are hidden. G.K. Sereda characterizes memory as a continuous, never-ending process of "self-organization" of an individual's individual experience. That is, professional memory organizes and reconstructs the acquired knowledge. The semantic memory, which is inherent in a greater degree of the intellectual personality, is allocated on the basis of the relationship of memory with thinking and lies in the fact that information is subjected to active mental processing, logical analysis and synthesis, the establishment of relationships, generalization, etc. Semantic memory refers to intentional thought processes: the subject consciously sets a goal, a task for memorization, providing volitional regulation of memory processes. Figurative memory is determined by the relationship of

memory with perception and imagination and is usually divided into separate types, depending on the type of analyzer: visual, auditory, taste, tactile and olfactory memory. In our opinion, a more successful characteristic of memory is not a source of information, but a memory object. If semantic memory deals with concepts, words, then figurative, of course, operates with images.

At the same time, figurative memory is often of an involuntary nature, causing the appearance of unexpected associations; it is inherent in emotionality, which is an additional powerful factor in memorization. For effective professional and creative self-development, it is necessary to use all types of memory in the aggregate, implementing their complementarity.

The third stage of intelligence is the verbal abilities noted by all researchers, which are closely correlated with the general personality culture and academic performance. We attribute verbal abilities to semantic understanding, ability to use verbal analogies, ability to define and explain concepts, speech fluency, adequate vocabulary (professional literacy), etc.

For creativity, as a third stage, we single out the dual to verbal abilities method of self-expression and self-education - acting. When preparing a specialist, it is useful to use K.S. Stanislavsky, perfecting the art of reincarnation, speech improvisation, facial expressions, gestures, etc. Moreover, unlike an actor, there should be more roles in the creative arsenal of a self-developing personality, its behavior should be more flexible and inventive. Acting techniques of creative transformation enrich the possibilities of self-knowledge of a person and means of professional communication.

Finally, the fourth stages of intelligence and creativity are called logic and intuition, respectively. Just as self-realization is both a stage and an intermediate goal of self-development, after which a new round of the endless process of self-development begins, so logical and intuitive abilities act directly as qualities inherent in the intellectual and creative personality at certain stages of PCSI, as well as the goals of this process, which

consist in the ability of a person to solve professional problems and tasks in practice.

Logic, being the highest manifestation of intellectual thinking, is, at the same time, a reference point for intellectual development at a higher level of professional self-improvement.

To implement the organization of creative thinking and self-development of the personality, a model of professional and creative development of the student's personality was developed, which shows the possibility of including traditional blocks of professional knowledge, skills; accumulation and translation of traditional educational standards; building ways to develop abilities, forming self-education skills among students; skills to use knowledge to solve practical professional problems; the formation of sustainable values of education. On the other hand, the model determines the possibilities of individual activity of the student himself in the process of acquiring new means of cognition, understanding, mastery, transformation of the world of things, the formation of his abilities for self-education, self-organization, and reflection on his educational prospects (Korsakova, 2015).

The model provides the informal nature of the organization of students' research activities, their self-development and creative work (Chuprova, 2014). The implementation of this model will be facilitated by certain conditions for the organization of the educational process:

- creation of problem situations, allowing to formulate relevant and interesting topics for students to study and research;
- providing students with the opportunity to choose the topic of the project, as well as the opportunity individually or in cooperation with others to plan work, implement their project;
- distribution of roles and functions in the group, which does not exclude, but rather implies the cooperation of participants in the project group, as well

as with other groups;

- initiation of search activity in the research activity of students, when there is only an approximate idea of the expected result;
- encouraging students to use different areas of information search, various research methods; - counseling students at all stages of work;
- providing students with opportunities for self-esteem.

The proposed model is based on personality-activity and competency-based approaches. According to the personality-activity approach, the process involves a preliminary special organization of tasks, the solution of which develops and improves a person not only as a subject of this activity, but, most importantly, as a person. According to the competency-based approach, students' activities form research competence, the structure of which includes: a set of research activities as the subject matter of this activity, fundamental mental actions (analysis, synthesis, generalization, etc.) and personal qualities.

The unity of the process of professional and creative development is ensured by the implementation of the following principles:

- Centrism - at the center of creative activity is a student who is active, he has wonderful opportunities to realize himself, to feel success, to demonstrate his competence to others.
- Cooperation - in the process of work, students interact with the teacher and among themselves in groups; It is possible to attract consultants from various fields of activity.
- Subjectivity - each student, working in a creative environment, has good opportunities to apply his own experience and knowledge.
- Individualization - taking into account the individuality of students: their

interests, pace of work, horizons.

- Free choice - topics of the project, partners in the development of the project, sources and methods of obtaining information, research method, presentation form. The possibility of choice helps to increase students' responsibility, their motivation and cognitive activity.
- Connection of research with real life - a combination of academic knowledge and practical actions takes place. The pragmatic focus of project activities on the result is assumed.
- Difficult goal. This principle is important to consider, since an easily attainable result is not a mobilizing factor for many students.

The essence of this model is that special conditions are created for the development of creative abilities of future specialists, who are able to compare their professional achievements with the development of a competitive environment, which have the ability to critically interpret situations, technologies, hypotheses, systemic thinking, understanding causation, professionally competent substantiation of decisions made.

Using this model allows you to solve important problems of modern education:

1. The participants finding points of personal growth, stating intentions and determining the scope of personal significant social activity.
2. Assessment of one's own potential, identification of educational deficits.
3. Students mastering the idea of cultural forms of thinking, searching for their own ways of organizing thinking and activity.
4. Registration of personal experience of participation in complex forms of creative activity and thought activity in the form of a separate creative product.
5. Acquaintance with samples of socio-creative design thinking. Using this model, the role of the teacher changes, which becomes the organizer of students' activities and their

consultant. The teacher implements the educational process not only in the logic of the subject, but also in the logic of the activity carried out by the student and which has a personal meaning for him.

Conclusion

Modern conditions for the development of student youth require the mobilization of internal resources of the individual, activity and independence of man. This can be ensured by the socio-cultural conditions of a person's life, the content and quality of that educational space and the educational environment in which the learner's personality is formed and his human personality is enriched. In the field of higher education, the acquisition by students not only of certain professional knowledge, skills, which is undoubtedly important, but also the development of a constant desire for creative self-development, motivation in self-improvement, which makes the future specialist more flexible, dynamic with constant social, significant economic, political, cultural transformations in demand on the labor market.

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