

**PECULIARITIES OF FORMING PREPAREDNESS
FOR FUTURE PSYCHOLOGISTS TO DEVELOP CREATIVITY
IN THE CONSULTATIVE INTERACTION BY MEANS
OF TRAINING EXERCISES**

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The features of formation of future psychologists to creative activity by means of interactive learning are analyzed. Based on practical achievements the training program for professional activity for future psychologists in high school is suggested.

The transition from an industrial environment to a information technology replete environment opens up new benchmarks in the social and cultural life of the community, which qualitatively changes the educational needs for further training and professional activities of modern professionals.

In the current social and cultural conditions the professional training of future psychologists requires focusing on the development of creative thinking and emotional competence during the consultative interaction with different groups of people. That is why one of the most important tasks of higher education at present is finding the most efficient and effective forms and methods of creativity for the development of professional activities of future psychologists.

Modernization of the Ukrainian education system acquires social orientation: the content of higher education is focused on the increasing social role of the individual, the development of his/her social skills, increasing activity, enriching social experience, developing the cross-cultural interaction skills, creating conditions for social adaptation and harmonization of human relations and society, as indicated in the Law of Ukraine “On Higher Education”, State national program “Education” (Ukraine of the twentieth century), the National Doctrine of education.

Social order of a psychologist is a priority currently, able to creative solving problems of professional competence within the competence field.

An important contribution to the study on creativity has been made by domestic and foreign scholars, including G. Isenk, F. Barron, J. Guilford, L. Daft, V. Druzhinin, A. Maslow, M. Matyushkin, I. Miloslavskyy, C. Rogers, R. Sternberg, P. Torrance, E. Fromm and others.

Among the many studies on creativity it is worth outlining a large number of works devoted to the consideration of individual psychological characteristics of creatively gifted person (T. Amabile & M. Collins, D. Bogoyavlenska, J. Guilford, V. Druzhinin, D. McKinnon, A. Maslow, O. Matyushkin, V. Molyako, K. Rogers, C. Taylor, P. Torrance, et al.).

Defining the essence of term “creativity”, we emphasize that in the scientific literature the term “creativity” is inextricably linked with the notion of “oeuvre”. The two concepts coincide and are identical, often used interchangeably. The reason and the origin of the term “creativity” (from the Latin ‘creatio’ – creation, from the English ‘creativity’ – creative potential and skills, creative features and abilities).

Therefore, in our opinion, before the term ‘creativity’ was substantiated, its components

were considered as components of the concept 'work.' We are considering this statement in detail.

The creativity issues have long been under consideration in the works of philosophers, educators, psychologists. Philosophers treat creativity as an activity of a human, who is creating a brand new materials and moral values. It is the human ability to create from the material provided by reality, (based on the knowledge of the laws of the real world) the new reality that satisfies various social needs. Types of creativity are determined by the nature of creative activity (inventive, organizational, scientific, artistic, etc.).

In the psychological literature, there are different approaches to the definition and interpretation of creativity. L. Vygotsky considered creativity a building something new. In his works A. Brushlinsky singled out creativity as discovery of the unknown and creating the new. M. Dyachenko and L. Kandybovych defined creativity as a form of productive activity and independence of a person [3].

According to G. Adler, creativity is an activity means generating something new basing on the reorganization of the experience available and the formation of new combinations of knowledge. It is carried out on two levels. The first level of creativity is characterized by the use of existing knowledge and expansion of their use; on the other level it creates a completely new approach that changes the stated view of the object or area of knowledge [1].

In the scientific literature that deals with the problem of creativity, they distinguish the following aspects: motivational, cognitive and behavioural.

Motivation of the creative behaviour is formed in early childhood and is based on experiencing feelings: "I can", "It does not go with me", with the perception of own exorbitant desires [2].

The cognitive aspect of creativity has the following characteristics:

- productivity – the wealth of ideas, associations, solutions to problems;
- flexibility – the ability to quickly change the methods of action, to move from one class of objects to another;

- originality – rarity, unusual, unique way of solving a problem.

The behavioral aspect of creativity (according to I. Korchuhonov) implies the realization of creative properties on the behavioral level: mastering certain behavioral automatisms and ways of action realizes through training.

An outstanding scholar, professor at the University of Hanover in Germany Karl Urban developed the component model of creativity, the essence of which is as follows: there are six components of creativity, which belong to two groups – the cognitive and the personality group.

The cognitive group includes:

- 1) divergent thinking and divergent action;
- 2) general knowledge and the intellectual base;
- 3) the base of special knowledge and specific skills.

The personality group includes:

- 1) concentration and enthusiasm for the task;
- 2) motivation and motives;
- 3) openness and tolerance of uncertainty.

Let's consider the nature of each of these components.

Divergent thinking and divergent action. The constituents of the creativity component were singled out by John Gifford [1]:

- speed (ease, productivity) is characterized by the number of ideas that emerged within the time unit;
- originality – the ability to produce ideas that differ from generally accepted;
- flexibility of thinking – the ability to put forward a variety of ideas to move from one aspect of the problem to another, use a variety of problem solving strategies;
- development and refinement category means that creative solutions must be examined in compliance with the problem and designed so that it can be communicated to significant others.

The premise for creative process is sensitivity of the problem, the ability to find it. The same facts can be the impetus to search for one individual, while the other did not see in them anything that requires study. The desire to ask the question is common to all normal children by nature. The ability to ask is closely linked to

their natural curiosity, the desire for research and knowledge. The author notes, this is where emerges the connection between divergent thinking and other non-cognitive personal features. These interactions are determined between different basic components of creativity.

A. Gretsov defined the creativity structure as a dynamic interaction of five components:

1. motivational (involves the formation of success motivation);
2. emotional-value (facilitation of the state psycho-physiological coherence and adoption of culture principles);
3. cognitive (learning psycho-pedagogical foundations of creativity);
4. conative (mastering specific skills – techniques and methods to generate ideas and analysis);
5. effective (creation of the text as a creative educational product) [5].

We have developed a structure of creativity and defined the following components:

- cognitive component – typical of characteristics of creative thinking and perception;
- emotional motivation component – setting the professional importance of quality in its personal and valuable importance, developing from a positive emotional attitude to the sustainable need in creative activities;
- active and creative (behavioral) – describes the realization of creative features at the behavioral level.

After analyzing the listed views on the structure of creativity, we made the conclusion:

- 1) currently among educators and psychologists there is no coherent, consensus on the structure of creativity;
- 2) an essential component of creativity is the human capacity for divergent thinking and sensitivity;
- 3) the crucial role is played by motivation (preferably internal);
- 4) creative achievements are not possible without a person mastering general and specific knowledge related to creativity;
- 5) an important role is played by the positive emotional state, faith in their capabilities.

That was why we used psychological training as a means of developing creativity with future

psychologists. We consider psychological training as a planned process designed to provide or update knowledge and skills to develop those skills of bank employees and properties that are characteristic of creative individuals.

When planning the training program we set out to achieve a maximum level of creativity of the training participants. After all, as an integrative property of individual creativity is not stable and unchanged during the lifetime, its manifestation is dependent on many external conditions and personal factors. Increasing its level is a coherent long-term process that requires constant reinforcement in the form of new knowledge, creative thinking training, favorable conditions and cognitive, activity and personal motivation to active creative activity. Therefore the main task must be seen in order to give impetus to the development of creativity, help bank employees in certain areas of work on themselves.

So the purpose of psychological training should updating personal creative potential and optimizing the process of creativity of future psychologists.

Realization of the goal within the training program shall be subject to the fulfillment of a number of problems:

- formation of motivation for creative activity and cognitive openness to new experience;
- creation of the creative microenvironment;
- updating creative properties;
- development of personality traits inherent for creative personality;
- training of creative thinking in solving problem situations;
- implementing capacities of the information-rich microenvironment for the development of future psychologists creativity;
- forming capacity for reflection;
- enriching professional and life experience.

Creativity is linked to the search for new teaching ideas, solutions and selection of the best options. You need to develop creative thinking, which depends on the subjective characteristics of the individual.

In designing the training program and selection psycho-training exercise we considered: creative imagination, which makes it a prerequisite for professional work; maturity of intel-

lect, which encourages reflection, streamlining knowledge, searching and reasoning own existing solutions for (possible) problems; openness to new knowledge (cognitive openness) in relation to new information, experience, ease of perception of new ideas; professional outlook that determines its capacity for self-reflection.



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The paper analyzes the features of formation of future psychologists to creative activity by means of interactive learning. Based on practical experience and practical achievements the author suggests a training program for professional activity for future psychologists in high school.

Проаналізовано особливості формування готовності майбутніх психологів до творчої діяльності за допомогою інтерактивного навчання. На основі практичного досвіду запропоновано програму навчання для професійної підготовки майбутніх психологів у виші.

Приведен анализ особенностей формирования готовности будущих психологов к творческой деятельности посредством интерактивного обучения. На основе практического опыта предложена программа обучения для профессиональной подготовки будущих психологов в вузе.

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