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SOCIAL CREATIVITY AS A FACTOR OF COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS

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The relevance of the study. The problem of social creativity attracts the attention of many scientists, however, its importance in the development of communicative competence of future specialists of different industries is poorly studied. In addition, the issue of social creativity on the communicative competence of the future specialist is not well studied.

The Aim is to determine the role of the level of social creativity in the development of communicative competence of future specialists.

In order to study communicative competence, we used a questionnaire in the communication of S. Bratchenko, according to which dialogic orientation is determined by us as an indicator of competence in communication. Social creativity was diagnosed with the help of a questionnaire A. Bartashev.

The study was attended by 137 applicants studying in the specialties "Information Technologies", "Economics" and "Psychology".

Conclusions. Social creativity is the mental abilities aimed at solving social problems, which requires learning into each other and creative synthesis of new knowledge through the combination of different views and experience. The essence of social creativity in the structure of social abilities is determined by the set of perceptual (social intelligence), emotional (emotional intelligence), behavioral (social adaptation and domination) and creative (creation of socially new) personality.

A comparative analysis of communicative features of future experts showed that they are poorly dependent on the future profession. Dialogical orientation in communication as an indicator of communicative competence of a specialist is generally higher in future psychologists. The high level of social creativity has a positive effect on communicative competence, causing higher performance in communication. This effect is more pronounced in future psychologists.

Keywords: social creativity, creativity, professional activity, competence, communicative competence, applicants, future specialists, orientation in communication.

Соціальна креативність як фактор комунікативної компетентності майбутніх фахівців

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Актуальність дослідження. Проблема соціальної креативності привертає увагу багатьох науковців, утім її значення у розвитку комунікативної компетентності майбутніх фахівців різних галузей є маловивченою. Крім того, недостатньо вивченим є питання впливу соціальної креативності на комунікативну компетентність майбутнього фахівця.

Мета - визначення ролі рівня соціальної креативності у розвитку комунікативної компетентності майбутніх фахівців.

З метою вивчення комунікативної компетентності ми використовували опитувальник С. Братченка, згідно з якою діалогічна орієнтація визначається нами як показник компетентності у спілкуванні. Соціальну креативність діагностували за допомогою анкети А. Барташова. У дослідженні взяли участь 137 студентів спеціальностей "інформаційні технології", "економіка" та "психологія".

Висновки. Порівняльний аналіз комунікативних особливостей майбутніх фахівців показав, що вони слабко залежать від майбутнього фаху. Діалогічна спрямованість у спілкуванні як показник комунікативної компетентності фахівця загалом є вищою у майбутніх психологів. Високий рівень соціальної креативності позитивно позначається на комунікативній компетентності, зумовлюючи вищі показники діалогічності у спілкуванні. Цей ефект є більш вираженим у майбутніх психологів.

***Ключові слова:** соціальна креативність, креативність, професійна діяльність, компетентність, комунікативна компетентність, здобувачі, майбутні фахівці, спрямованість у спілкуванні.*

Introduction. The problem of social creativity today in social transformations is extremely important. It is the ability to solve social problems that ensures the sustainable development of our society. Social creativity is a specific creative abilities that arise in social interaction or social activity. With regard to the individual characteristics that the individual uses to solve social problems with original, unique and adequate situations, the question of developing social creativity (Gu, 2011) is particularly important. Social creativity is a continuum of two parameters: interpersonal social creativity represented by people in the process of working with

personal relationships (eg, individual guidance in everyday life), and social creativity that influences important aspects of social life or social life; Social creativity is the most common type of creativity that is a combination of cognition, actions and appropriate personality traits formulated on the basis of basic adaptive skills (Mouchiroud, C., & Lubart). Social creativity is a phenomenon that explains mental abilities aimed at solving problems where "answer is not known", which requires learning into each other and creative synthesis of new knowledge through the combination of different views and experience and using "symmetry of ignorance" as a source of creativity (Fischer, G., P. Ehn). O. Demchenko understands social creativity as a component of social giftedness within the triad "Creativity - non-standard" (Demchenko, 2018). Yu. Nikonenko (2012, 2013) emphasizes the importance of social creativity in the structure of social abilities, which is determined by the set of perceptual (social intelligence), emotional (emotional intelligence), behavioral (social adaptation and domination) and creative (creation of socially new) personality. Here, the creative component of social abilities is understood as the ability to problematize, reconcile, dialectical synthesis of elements of social situation, significant for most of its participants.

The **Aim** is to determine the role of the level of social creativity in the development of communicative competence of future specialists.

Results. In order to study communicative competence, we used a questionnaire in the communication of S. Bratchenko, according to which dialogic orientation is determined by us as an indicator of competence in communication. Social creativity was diagnosed with the help of a questionnaire A. Bartashev.

The study was attended by 137 applicants studying in the specialties "Information Technologies", "Economics" and "Psychology". Authoritarian orientation in communication depending on the future specialty of applicants (Fig. 1).

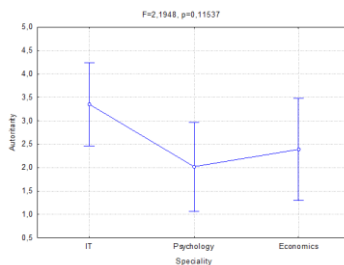


Fig. 1. Authoritarian orientation in communication depending on the future specialty of applicants.

Manipulative communicative orientation is higher in future experts in the field of "information technology" (Fig. 2).

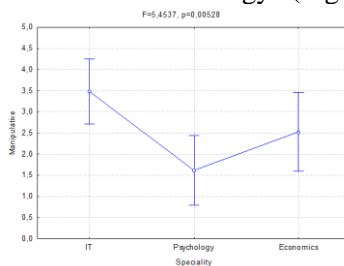


Fig. 2. Manipulative orientation in communication depending on the future specialty of applicants.

Conform orientation in communication depending on the future specialty of applicants (Fig. 3).

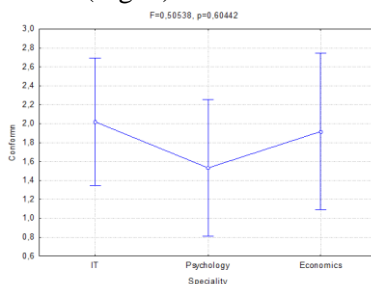


Fig. 3. Conformal orientation in communication depending on the future specialty of applicants.

Alterocentric orientation in communication depending on the future specialty of applicants (Fig. 4).

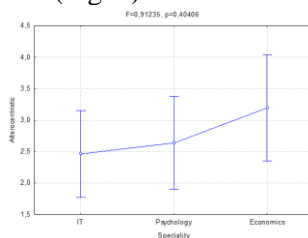


Fig. 4. Alterocentric orientation in communication depending on the future specialty of applicants.

Indifferent orientation in communication is lower in future psychologists (Fig. 5).

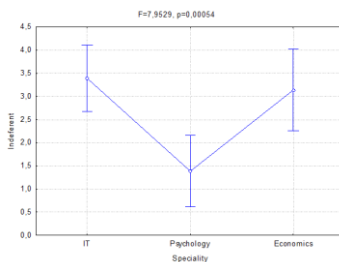


Fig. 5. The indifferent orientation in communication depending on the future specialty of the applicants.

Dialogical orientation in communication is higher in future psychologists (Fig. 6).

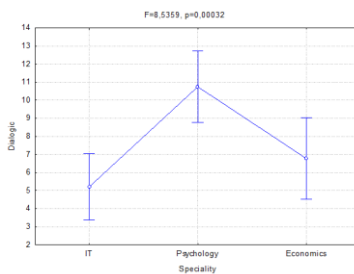


Fig. 6. Dialogical orientation in communication depending on the future specialty of applicants.

Authoritarian orientation is higher in future economists with low levels of social creativity (Fig. 7).

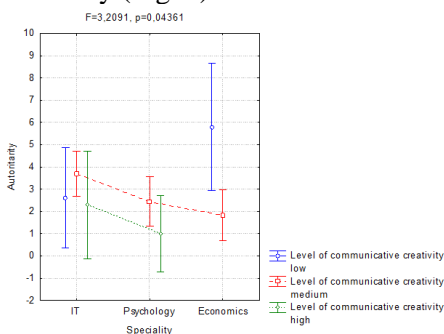


Fig. 7. Authoritarian orientation in communication depending on the future specialty of applicants and the level of their social creativity.

Manipulative orientation is higher in future economists with low levels of social creativity (Fig. 8).

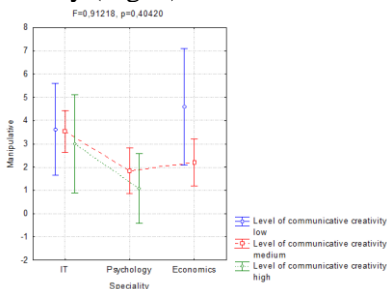


Fig. 8. Manipulative orientation in communication depending on the future specialty of applicants and the level of their social creativity.

Conformal orientation is lower in future Aitishniki and psychologists with high levels of social creativity (Fig. 9).

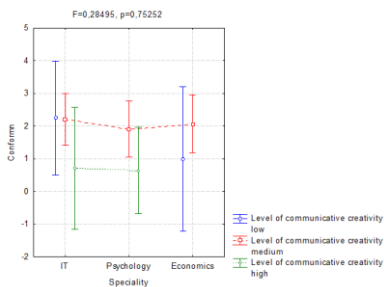


Fig. 9. Conformal orientation in communication depending on the future specialty of applicants and the level of their social creativity.

Alterocentric orientation is lower in future ITS and psychologists with a high level of social creativity (Fig. 10).

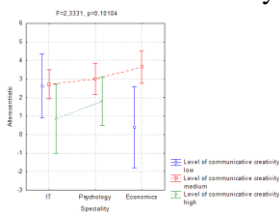


Fig. 10. Alterocentric orientation in communication depending on the future specialty of applicants and the level of their social creativity.

Indifferent orientation is higher in future it-specialists and economists with low levels of social creativity (Fig. 11).

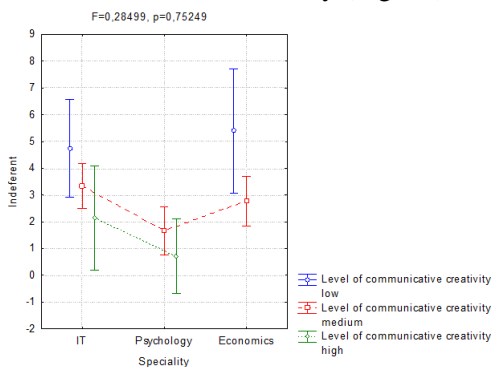


Fig. 11. The indifferent orientation in communication depending on the future specialty of applicants and the level of their social creativity.

Dialogical orientation in communication is higher in high social creativity, especially in future psychologists.

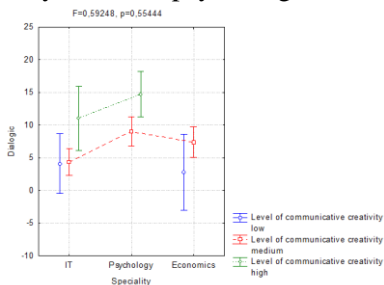


Fig. 12. Dialogical orientation in communication depending on the future specialty of applicants and the level of their social creativity.

Conclusions. Social creativity is the mental abilities aimed at solving social problems, which requires learning into each other and creative synthesis of new knowledge through the combination of different views and experience. The essence of social creativity in the structure of social abilities is determined by the set of perceptual (social intelligence), emotional (emotional intelligence), behavioral (social adaptation and domination) and creative (creation of socially new) personality.

A comparative analysis of communicative features of future experts showed that they are poorly dependent on the future profession. Dialogical orientation in communication as an indicator of communicative competence of a specialist is generally higher in future psychologists. The high level of social creativity has a positive effect on communicative competence, causing higher performance in communication. This effect is more pronounced in future psychologists.

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