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PSYCHOLOGICAL DYNAMICS OF FIGURATIVE CREATIVITY OF THE FUTURE TEACHER OF THE HUMANITIES

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Authors' Contribution:

A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection.

Aim. *The purpose of the study is to establish theoretical prerequisites, identify, describe and interpret the basic psychological patterns of the dynamics of figurative creativity of future teachers of the humanities both during his/ her training in the educational environment of modern pedagogical universities and at certain stages of the didactic process.*

Material and methods. *As the methods and tools of empirical research, the author uses the procedure of analysis of the degree of statistical validity of the differences of average values of the selected empirical indicators (t-Student's criterion), the test of figurative creativity by E.P. Torrens (modified by O.E.Tunik), a survey method, an interview method, and an expert evaluation method. The respondents were first, third, and fifth-year students specialized in «Ukrainian language and literature», «English (German) language and literature», «Ukrainian country studying» with a total of 156 people aged 18 to 30 years. The empirical basis of the study was the Faculty*

of Philology of the State Higher Educational Institution «Donbas State Pedagogical University».

Results. It is obvious that throughout the process of growing up and gaining experience in educational and professional activities, the main specific characteristics of the creative figurative act for the representatives of the natural profile of professional training are the speed of emergence and development of creative ideas, the degree of deviation from existing prototypes, the desire to avoid a possible return to them or their modification and efforts to complete and properly design their creative product. At the same time, at the background of the previously mentioned characteristics, the dynamics of the indicator of the abstractness of the name of figurative creativity gradually recedes into the background. It means that in the process of micro-age formation of figurative creativity of the humanitarian profile subject of educational and professional activity the subject's deep essence, not its nominal side, the outer cover, which consists in the peculiarities of verbalization of this creative process, the peculiarities of self-presentation and the presentation of the final creative product are formed.

Conclusions. If we summarize the dynamics of figurative creativity of a humanitarian profile student in general, then we can depict: 1) impressive are the positive changes in this area at the end of the study, on the verge of study and professional activity, which in fact can cause such a rapid and bright dynamics; 2) particular interest is in the dynamics of creativity of humanitarian profile students at the level of such nuclear characteristics of figurative creativity as the dynamics of the creative idea, the degree of its difference from stereotypes and resistance to their emergence and motivated ability to finalize the creative product. In the future, we see promising research on the dynamics of figurative creativity of students of natural, cultural, and artistic profile and a comparative study of the dynamics of figurative creativity on the indicator of the profile of professional training in higher pedagogical education.

Keywords: creativity, future teacher, fluency, originality, development, abstractness of the name, resistance to closure, dynamics.

**Психологічна динаміка образної креативності
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А – дизайн дослідження; В – збір даних; С – статистичний аналіз;
Д – підготовка рукопису; Е – збір коштів.

Метою дослідження є встановлення теоретичних передумов, виявлення, опис та інтерпретація основних психологічних закономірностей динаміки образної креативності майбутніх викладачів гуманітарних дисциплін як під час їх навчання в освітньому середовищі сучасних педагогічних університетів, так і на певних етапах дидактичного процесу.

Матеріали і методи. В якості методів та засобів емпіричного дослідження використовується процедура аналізу ступеня статистичної достовірності відмінностей середніх значень вибраних емпіричних показників (критерій t-Ст'юдента), тест образної творчості Е.П. Торренса (модифікований О. Тунік), метод опитування, метод співбесіди та метод експертної оцінки. Респондентами були студенти першого, третього та п'ятого курсів за спеціальністю «українська мова та література», «англійська (німецька) мови та література», загалом 156 осіб у віці від 18 до 30 років. Емпіричною основою дослідження став філологічний факультет Державного вищого навчального закладу «Донбаський державний педагогічний університет».

Результати. Показано, що протягом процесу дорослішання та набуття досвіду в освітній та професійній діяльності основними специфічними характеристиками образної креативності для представників природного профілю професійної підготовки є швидкість виникнення та розвитку творчих ідей, ступінь відхилення від існуючих прототипів, прагнення уникнути можливого повернення до них або їх модифікації та зусилля, щоб завершити та правильно розробити свій творчий продукт. Водночас, на тлі згаданих раніше характеристик динаміка показника абстрактності назви образної креативності поступово відходить на другий план. Це означає, що в процесі мікрівікового формування образної креативності суб'єкта гуманітарного профілю навчально-професійної діяльності покладена глибока сутність суб'єкта, а не його іменна сторона, зовнішня

оболонка, яка полягає в особливостях вербалізації цього творчого процесу, формуються особливості самопрезентації та презентації кінцевого творчого продукту.

Висновки. Якщо узагальнити динаміку образної творчості студента гуманітарного профілю в цілому, то можна зобразити: 1) вражаючими є позитивні зміни в цій галузі в кінці дослідження, на межі навчальної та професійної діяльності, яка насправді може викликати таку швидку і яскраву динаміку; 2) особливий інтерес викликає динаміка творчості студентів гуманітарного профілю на рівні таких ядерних характеристик образної творчості, як динаміка творчої ідеї, ступінь її відмінності від стереотипів та стійкість до їх появи та мотивована здатність доопрацьовувати креативний продукт. У майбутньому ми бачимо перспективні дослідження динаміки образної творчості студентів природничого, культурного та художнього профілю та порівняльне дослідження динаміки образної творчості за показником профілю професійної підготовки у вищій педагогічній освіті.

Ключові слова: креативність, майбутній вчитель, планомірність, оригінальність, розвиток, абстрактність назви, стійкість до замикання, динаміка розвитку креативності.

Introduction. The problem of the dynamics of human creativity has always aroused the interest of psychologists, because its successful solution would greatly simplify the purposeful formation of this quality of personality and the procedure of optimizing its development and, in general, the problem of age dynamics of the psyche is the main line of age psychology. However, though, fundamental empirical research of such a plan in domestic psychology is extremely lacking, because they are large-scale, both in terms of time and the amount of empirical material to be processed. By no means aiming at a global study of the age dynamics of human creativity at significant stages of life, the author only makes an attempt to solve this problem for figurative creativity at the micro-age stage of training in higher pedagogical education, analyze its possible psychological and pedagogical prerequisites.

Aims. The main purpose of the study is to establish theoretical prerequisites, identify, describe and interpret the basic psychological patterns of the dynamics of figurative creativity of future teachers of

the humanities both during his/ her training in the educational environment of modern pedagogical universities and at certain stages of the didactic process. These stages include the first, third, and fifth years of professional training, which are crucial in terms of increasing personal maturity and deepening the professionalism of the future teacher.

The methodology of Research. As the methods and tools of empirical research, the author uses the procedure of analysis of the degree of statistical validity of the differences of average values of the selected empirical indicators (t-Student's criterion), the test of figurative creativity by E.P. Torrens (modified by O.E.Tunik), a survey method, an interview method, and an expert evaluation method. The respondents were first, third, and fifth-year students specialized in «Ukrainian language and literature», «English (German) language and literature», «Ukrainian country studying» with a total of 156 people aged 18 to 30 years. The empirical basis of the study was the Faculty of Philology of the State Higher Educational Institution «Donbas State Pedagogical University».

Results. In order to solve this important task of the present study, the author conducts a mathematical and statistical procedure for analyzing the degree of statistical validity of differences in the average values of selected empirical indicators of figurative creativity (fluency of figurative creativity, originality of figurative creativity, the abstractness of figurative creativity). Humanitarian profile students of the first, third, and fifth years take part in the survey.

The author tries to interpret the results based on the psychological content of these empirical indicators proposed by the developers and modifiers of the implemented methods and procedures for diagnosing figurative creativity. In the process of work, the author takes into account the experience of both scientists who have been working in this field and the author's own experience in studying the specifics of personality creativity in educational and professional activities, the development of psychological-diagnostic and developmental tools, etc.

As the result of the research done, the students from the first to the third years of studying, that is at the initial stage of educating, do not demonstrate any significant changes in the field of figurative

creativity in their educational and professional activities. Although all selected indicators of figurative creativity are still to show positive dynamics, none of this tendency doesn't acquire the character of statistical regularity. It is believed

that this factor can be caused by the systemic influence of a number of factors of student mental functioning, the structure and the content of the educational material of students of natural profile and the specifics of the diagnostics of figurative creativity, which may not correspond to the specifics of figurative creativity of the future specialist.

The mental functioning of the student, especially in the first year, is significantly complicated by the need to adapt to new working conditions, a new social environment, new living conditions, and changing conditions of material existence. In our complex socio-economic realities, this process is not always limited to one year, and in addition clearly has a very negative impact on the level of mental health, the level of academic achievement, and so on. In fact, the whole human psyche at this age and in these conditions is in constant conflict, which can distort the personal profile of a person as a whole, so it is natural that the sphere of creative functioning is not a conclusion and does not show a certain expressive dynamics.

In addition, the educational material, which mainly determines at this stage the specifics of educational activities and cognitive functioning of the subject in its content and structure does not fully meet, in the author's opinion, the profile of training. For unknown reasons it is not saturated with fundamental special disciplines, leading to the specialty subjects, instead, it is extremely cluttered with disciplines of general education, which in some semesters may even make up most of the content of the future specialist curriculum. In addition to insufficient depth to the future profession, these disciplines are presented mainly in verbal form, which distorts the patterns of creativity of the subject of a humanitarian profile, destroying expectations of the future profession and, accordingly, the peculiarities of mastering it, causing negative emotional states, confusion, decreased motivation, fatigue, and irritability.

Below, in Table 1, we offer generalized results of the analysis of the degree of statistical significance of differences in the average

values of figurative creativity of humanitarian profile students from the third to the fifth year, which forms the final stage of their training.

As we can see, the indicators of figurative creativity of the humanitarian profile subject of educational and professional activity at the final stage of training demonstrate a statistically significant increase in the average values of the originality of figurative creativity ($t = -5.54$ at $p < 0.001$), resistance to the closure of figurative creativity ($t = -4.18$ at $p < 0.001$), and the development of figurative creativity ($t = -2.26$ at $p < 0.05$) against the background of some growth of the rest of the selected empirical indicators. The indicator of originality acts as one of the most important indicators of figurative creativity in general. Its statistically significant growth at this level allows us to consider the age period of the final stage of professional training of future naturalists as determining the content of his/her figurative creativity, demonstrating final results of figurative creativity, contributing to the formation of the creative subsystem of the individual as a whole.

Table 1

Dynamics of the average values of indicators of figurative creativity of a humanitarian profile subject of educational and professional activity at the final stage

Indicators of figurative creativity	The average value of the indicator of figurative creativity		The value of the t-test
	III course	V course	III / V courses
Fluency of figurative creativity	72,33	75,64	-1,63
Originality of figurative creativity	60,03	72,37	-5,54***
Abstract name of figurative creativity	63,09	63,88	-0,40
Opposition to the closure of figurative creativity	59,07	70,11	-4,18***
Development of figurative creativity	61,49	67,07	-2,26*

(* is a mark for the values of the t-test for $p < 0,05$)

(*** is a mark for the values of the t-test for $p < 0,001$)

The statistically significant positive dynamics of the resistance to the closure of figurative creativity, recorded for the representative of a humanitarian profile at the final stage of his/her training show the growing desire of the subject to avoid figurative stereotyping and the attempts to find his/her way of realization despite the common environment stereotypes. Significant growth of the average values of the indicator of the development of figurative creativity gives us the reason to believe that at the final stage of studying at a pedagogical university a student of a humanitarian profile tries to bring his creative idea to a logical conclusion, interpret it for himself and the general public, promote its implementation, understanding and further appropriate use.

As a result, we can say that the final stage of training is a very positive period for the development of figurative creativity of the subject when it begins to manifest itself and realize its potential for figurative creativity, and it happens systematically and coherently (given the growth of all empirical indicators of figurative creativity). Certain drivers of this psychological dynamics of the creative sphere of the subject at this stage of professionalization may be psychological factors to avoid figurative stereotyping, find their way of creative realization, constantly improve the quality and quantity of originality of their creative imaginative product, the desire to complete and interpret their creative product, etc.

Further, in Table 2 we offer generalized results of the analysis of the degree of statistical validity of differences in the average values of figurative creativity of humanitarian profile students during their training as a whole that allows us to trace the difficult logic of figurative creativity of the subject at this age.

As we can see, the indicators of figurative creativity of the humanitarian profile subject of educational and professional activity at the final stage of training show a statistically significant increase in the average values of fluency of figurative creativity ($t = -3.98$ at $p < 0.001$), originality of figurative creativity ($t = -6.38$ at $p < 0.001$), resistance to the closure of figurative creativity ($t = -5.07$ at $p < 0.001$), and the development of figurative creativity ($t = -3.96$ at $p < 0.001$)

taking into account a fairly noticed increase in all selected empirical indicators.

Table 2

Dynamics of the average values of indicators of figurative creativity of the humanitarian profile subject of educational and professional activity while training

Indicators of figurative creativity	The average value of the indicator of figurative creativity		The value of the t-test
	III course	V course	III / V courses
Fluency of figurative creativity	68,90	75,64	-3,98***
Originality of figurative creativity	59,88	72,37	-6,38***
Abstract name of figurative creativity	61,49	63,88	-1,65
Opposition to the closure of figurative creativity	56,70	70,11	-5,07***
Development of figurative creativity	58,21	67,07	-3,96***

(*** marks the values of the t-test for $p < 0,001$)

The established pattern of the development of figurative creativity of the humanitarian profile representatives of professional training during this process determines its uniqueness both in terms of age psychology and in terms of pedagogical psychology. It is essential not to forget about significant changes like educational activities, it's content and structure (professionally-oriented subjects, which are becoming increasingly concrete and practical), deepening the professionalization of the subject (gaining practical experience during the cycle of practical training, sometimes a gradual start in limited professional activities), the acquisition of not only life, personal and social experience, but the experience of theoretical and practical activities, especially at the intersection of such original aspects as the end of training and the beginning of future professional work.

We consider it necessary to pay some attention to the fact that there is no statistically significant increase in the abstractness of the name of the figurative creativity of the humanitarian profile subject of

educational and professional activities throughout the learning process and try to interpret the psychological meaning of this pattern. It is obvious that throughout the process of growing up and gaining experience in educational and professional activities, the main specific characteristics of the creative figurative act for the representatives of the natural profile of professional training are the speed of emergence and development of creative ideas, the degree of deviation from existing prototypes, the desire to avoid a possible return to them or their modification and efforts to complete and properly design their creative product.

At the same time, at the background of the previously mentioned characteristics, the dynamics of the indicator of the abstractness of the name of figurative creativity gradually recedes into the background. It means that in the process of micro-age formation of figurative creativity of the humanitarian profile subject of educational and professional activity the subject's deep essence, not its nominal side, the outer cover, which consists in the peculiarities of verbalization of this creative process, the peculiarities of self-presentation and the presentation of the final creative product are formed.

Discussion. At this stage of the formation of psychological science creativity is mostly seen as a certain tendency of a personality to produce new ideas, new ways to solve them, innovative methods, theories (Stepanov, 2006). Also, one can find attempts to interpret creativity as a fairly high level of creative talent, the manifestation of creative abilities, which inevitably leaves its mark on thinking, communication, certain activities, and then begins to characterize the individual as a whole (Sventsitskii, 2008). We consider it appropriate to consider creativity as a motivated ability to innovate, the result of which is new ideas, concepts, methods, and which is determined by a specific set of complex, multilevel personality characteristics, which is characterized by a certain uniqueness and dynamism.

Consideration of the problem of creativity, as a creative activity, creative self-realization, creative attitude to the profession as a whole of the future teacher tackles a large number of works of Ukrainian scientists, both psychologists and the representatives of pedagogical science. Problems of preconditions of the creative behavior of the future teacher, the structure of the development of the creative

process, the signs of inclination of the person to creative professional activity, etc. are mainly investigated.

Thus, S.V. Kornienko in the process of studying the creative activity of a future teacher as a prerequisite for the activation of the creative activity of a future teacher considers in particular: the intensification of professional needs, intentions, and aspirations; the implementation of the principles of the problem approach in the development of creative activity; the optimization of personal orientation; the avoidance of targeted limitations and hidden search activity; the observance of the balance in the choice of personal content of positive and negative influences in the process of process management in the educational environment of a pedagogical university (Korniyenko, 2008).

O. A. Kryvylyova touches upon the structure of readiness for creative realization and readiness to show own creativity in the form of interconnected components allocating a cognitive component (knowledge of personality-oriented pedagogical technologies of the development of creative personality, didactic knowledge of organization of educational process, knowledge forms and methods of stimulating creative activity; knowledge of diagnostic techniques and the development of creative potential abilities to activity); practical component (the ability to implement personality-oriented pedagogical technologies of development and education of creative personality, perfect methods of assessing the development of creative qualities, have a developed ability to self-analysis, generalize and creatively rethink their own experience and the experience of others) and personal component of readiness for independent creative activity (the orientation of the individual to self-improvement in creative activities, a high level of development of creative abilities of the individual) (Kry`vy`lova, 2006).

O.V. Kuleshova talks about the psychological preconditions of the creative process in the form of personal self-realization of a teacher of a higher educational establishment, considering the adequacy, accident, gun, commutativity, polyphony, temporality-proactivity of the subject, his willingness to change (Kuleshova, 2007).

Particular interest, in our opinion, should be paid to the possible criteria for the creative identity of a teacher, considered in the study of L.O. Milto, namely: creative activity, self-awareness, will, desire for self-expression, moral and value orientations, self-realization, pedagogical orientation (Mil'to, 2006).

According to the results of our research in the field of creativity of a future teacher, we can establish that the creativity of a future teacher necessarily includes the indicators of emotional (intellectual, communicative, and general emotionality), motivational (communication motivation, the internal motivation of future professional activity, need to actively act and succeed) and volitional (social self-control, willpower) spectrum (Savrasov, 2012).

Conclusion and future implications. The process of formation of figurative creativity of the subject of the educational and professional activity of natural profile can be characterized as a set of initial and final stages, we note that it is an uneven, contradictory, and quite a dynamic process, because at first it is not characterized by a statistically significant positive dynamics, in the second half, partial (at the level of some empirical indicators), statistically significant positive dynamics subsequently leads to an indisputable positive reliable dynamics in terms of the micro-age stage of training in a higher educational establishment. If we summarize the dynamics of figurative creativity of a humanitarian profile student in general, then we can depict: 1) impressive are the positive changes in this area at the end of the study, on the verge of study and professional activity, which in fact can cause such a rapid and bright dynamics; 2) particular interest is in the dynamics of creativity of humanitarian profile students at the level of such nuclear characteristics of figurative creativity as the dynamics of the creative idea, the degree of its difference from stereotypes and resistance to their emergence and motivated ability to finalize the creative product. In the future, we see promising research on the dynamics of figurative creativity of students of natural, cultural, and artistic profile and a comparative study of the dynamics of figurative creativity on the indicator of the profile of professional training in higher pedagogical education.

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