

THE PHENOMENON OF CREATIVITY IN TERMS OF PSYCHOLOGY

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Abstract: *in this article, scientific researches of the creativity phenomenon are considered and analyzed from psychological point of view.*

Keywords: *creativity, psychology, ingenuity, personality development, potential.*

Modern ideas about the mechanisms of development of post-industrial civilization, reflected in the Plan of the Nation for the implementation of five institutional reforms "100 concrete steps", announced by the President of the Republic of Kazakhstan N. Nazarbayev, put forward the tasks of anticipating the development of the quality of creative thinking specialists, who possess high professionalism and creative potential [1].

Development of creativity of the personality has peculiar specifics: at the scientific description "creativity" is equated with the concept "ingenuity" and also, to abilities, potential, etc. Therefore, it makes sense to consider and analyse scientific research of the phenomenon of creativity from the point of view of psychology.

Creativity is the subject of many disciplines, so research on creativity requires an integrated approach. In the psychology of creativity, different approaches are currently singled out (cognitive, psychometric, motivational, socially-personal, etc.), which differently define the concept of "creativity".

However, as creativity is quality of development of the personality, first of all, it is necessary to consider various theories of the personality.

First of all, the supporters of the humanistic theory of personality in psychology (K. Rogers [2] and A. Maslow [3]) consider the main source of personal development to be inherent tendencies towards self-actualization. Within the framework of the humanistic theory, the personality is the inner world of the human as a result of self-actualization.

In dispositional theory, personality is a complex system of formal dynamic properties of temperament, traits and socially conditioned properties on the part of the environment.

In the cognitive theory (J. Kelly [4]), it is asserted that the personality is a system of organized personal constructs in which the personal experience of the person is processed (perceived and interpreted).

According to the activity theory (S.L. Rubinshtein [5], K.A. Abulkhanova-Slavskaya [6], A.V. Brushlinsky [7]), the personality is a conscious subject occupying the certain position in society and performing the socially useful public role. The personality structure is a complexly organized hierarchy of individual properties, blocks (orientation, abilities, character, self-control) and systemic existential personality traits. These properties are associated with a holistic self-image of self (self-relationship), about inner self, about the meaning of being, about responsibility, about the destination in this world.

The main characteristics of the activity is objectivity and subjectivity. The specificity of objectivity consists in the fact that objects of the external world influence the subject not directly, but only after being transformed in the process of the activity itself.

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Psychological research of creativity is conducted, basically, in two directions. The first direction is connected with the question of whether creativity depends on the intellect and the cognitive processes are measured in connection with creativity. The second direction studies the personality with its psychological features an essential aspect of creativity and it is characterized by attention to personal and motivational traits.

Specialists in the field of intelligence D. Veksler, G. Eysenck and others share this view: that a high level of intelligence development implies a high level of development of creative abilities and vice versa. There is no creative process as a specific form of psychic activity.

In 1967, Joe Paul Guilford's work, *The Nature of Human Intellect*, was published, after which the concept of creativity and its connection with intelligence began to gain more adherents.

Joe Paul Gilford's ideas speak about fundamental difference between cogitative operations of two types – convergent and divergent. Convergent thinking becomes relevant when the person solving a problem on the basis of the number of conditions looks for the uniform decision. Divergent thinking allows several solutions of

the task thanks to what unexpected results and conclusions appear. Guilford said that divergent operations, together with transformative ones, are the basis of creativity as an ability to create.

One of the modern views in the study of the problem of creativity is presented in the works of the Soviet and Russian teacher V.I. Andreev. He believes that "creativity is one of the types of human activity aimed at resolving a contradiction (solving a creative problem) for which objective (social, material) and subjective personal conditions (knowledge, skills, creative abilities) are necessary, the result of which is novel and originality, personal and social significance, as well as progressiveness. " In this definition are presented such terms of creativity as:

1. activities to resolve the contradiction arising when creating a new, original product;
2. objective conditions – social-cultural, economic, political and subjective factors - preparedness of the individual for creative activity;
3. and finally, the progressive social and personal significance of the product created as a result of the creative activity [8].

In particular, Ya.A. Ponomarev considers the main sign of activity as a form of activity the potential conformity of the goal of activity to its result. While the creative act is characterized by the opposite: the mismatch of the goal (design, program, etc.) and the result. Creative activity, unlike activity, can arise during the implementation of the latter and is associated with the generation of a "by-product" which is ultimately a creative result. The essence of creativity as a psychological property is reduced, according to Ya.A. Ponomarev, to intellectual activity and sensitivity to the by-products of its activity. For the creative person, the side effects of activity are the most valuable, something new and unusual, for the uncreative, the results of achieving the goal (expedient results) are important, but not novelty [9].

At the same time, as M. Wollach and N. Kogan believe, the factor of intellect and the creativity factor are independent, but interrelated not only at the level of personality properties, but also at the level of the whole cognitive process. The basis of their research was the proof that the motivation of achievements, competitive motivation and motivation of social approval blocks the self-actualization of the individual, hinders the manifestation of her creative abilities [10].

Studies by V.A. Samoilova and L.A. Yasyukova provide a rich material for generalizing and revealing the relationship between creativity, intelligence and learning. According to their data, studies of schoolchildren, the highest indicators of creativity are observed in those who are good at the main subjects of interest to them. Among creatively productive engineers, there are practically no high school students. The latter prefer administrative or performing work. Only estimates on mathematical subjects depend on the general intelligence [11].

I.M. Kyshtymova, relying on the psychosemiotic approach, defines creativity as a property of the individual, which manifests itself in the realization of the personal meaning by means of culture, with the separation of two components: personal sense and signification skills. The educational space, modeled in accordance with the principle of homomorphism of the tuning fork, has a positive impact on the development of creativity. To diagnose the verbal creativity of schoolchildren, the author suggests using the psychosemiological analysis of their writings, highlighting semantic and formal indicators for their definition: the level of development of personal meaning; level of possession of the verbal sign system when creating text [12].

Kazakhstan scientist B.A. Ospanova believes that creativity as a personality is combined with high intelligence, creative induction and correct self-esteem of the individual, it includes increased sensitivity to problems, the identification of these problems, the search for their solutions on the basis of nominating, testing and changing hypotheses, formulating the result of the solution [13].

Thus, the "creativity" in modern science is treated as a multidimensional concept. In the broadest sense it is a separate phenomenon that represents a unified system and functions in all spheres of the person's life: the creative process, the creative product is the result of the creative process and the quality of the individual. And in a narrow sense, creativity is defined as the general creativity that every individual has. Creativity is formed and manifested in activities, and the creative environment in this case is a condition for the realization of human creativity.

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