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PERSONALITY MOTIVATION AS A COMPONENT OF CREATIVE ABILITIES OF HIGHER EDUCATION STUDENTS

Creating conditions for the formation of creative personality of higher education and teacher, realization and self-realization of their opportunities in the educational process is a strategic task for further development of creative abilities. In the professional training of future psychologists and social educators, special attention is paid to developing a creative personality, particularly as a future researcher. Training such a specialist is an important component of higher education because a person who has the flexibility of thinking, academic and professional motivation, creativity, ability to solve non-standard problems, and constantly occurring societal changes, the educational environment can find adequate forms of organization. Which is that updating their knowledge skills improves professional qualities and qualities.

Keywords: *motive; creative abilities; creative development; applicants for higher education; professional training.*

Introduction. Today demands to overcome the everyday situation and solve urgent problems related to developing personality, creative abilities, professional qualities, personal qualities, etc. Educational and professional activities, self-study, self-education, and self-development involve the mandatory solution of creative tasks, making creative decisions, and creating conditions for activating the individual's creative process.

Purpose. One of the strategic tasks of education reform is to create conditions for forming a creative personality of the applicant and teacher and the implementation and self-realization of their capabilities in the educational process. This task is designed to promote the dynamics of the modern socio-political life of the country, its economic development, informatization of society, and more.

The dynamics of reforming the educational system determine the need to improve the theoretical and methodological, methodological, and technological bases, which will reflect these achievements in the theory and practice of vocational education. The orientation of the educational process on the formation of creative personality causes changes in modern psychological and pedagogical activities, which is determined by the level of readiness of the teacher to develop creative thinking of the applicant, which takes place in the educational environment of higher education.

Theoretical basis. In the high-speed development of modern society and personality, especially urgent problems are the study of creative personality, potential, abilities, properties, and characteristics (B. Ananiev, V. Andreev, F. Barron, M. Berdyaev, B. Bibler, O. Bogdanova, D. Bogoyavlenskaya, J. Guilford, V. Druzhinin, G. Zhuravlyov, V. Zagvyazinsky, E. Ilyin, I. Kant, I. Lerner, O. Luk, A. Markova, O. Matyushkina, V. Molyako, M. Nikadrov, J. Ponomareva, F. Ratner, J. Renzulli, V. Rybalka, L. Ruvinsky, R. Sternberg, P. Torrens, O. Yakovleva, etc.); specifics of forms and methods of development of creative personality

in the educational process (Sh. Amonashvili, M. Bogdanovich, I. Volkov, L.Dashevskaya, N. Istomina, L. Kochina, S. Logachevskaya, Z. Slepkan, V. Sukhomlinsky); formation of the spiritual potential of student youth in the process of professional training (V. Voevodin, O. Oleksyuk, M. Tkach, etc.).

Philosophical and methodological problems of creativity were considered in the works of G. Hegel, N. Berdyaev, B. Gershunsky, A. Spirkin, I. Franko, etc .; creativity as the highest form of human activity is revealed in the research of K. Abulkhanova-Slavskaya; creativity as a new result was analyzed by psychologists D. Bogoyavlenskaya, L. Vygotsky, P. Halperin, J. Ponomarev, S. Rubinstein, and others.

More and more attention to personality development has been paid to higher education institutions (HEI). In this regard, are they increasing attention to the qualities of the learning environment: what should be the environment, environment, classroom atmosphere, and interaction with teachers and classmates to promote creative abilities?

In the professional training of future psychologists and social educators, special attention is paid to developing a creative personality, particularly as a future researcher. Training such a specialist is an important component of higher education because a person has the flexibility of thinking, academic and professional motivation, creativity, ability to solve non-standard problems and changes constantly occurring in society and educational environment, and find adequate forms of organization. This updates their knowledge and skills and improves professional qualities and qualities.

The model of creative development of the individual in the institution of higher education of Smirnov S. seems to be quite complete; he puts forward the following conditions: not to suppress the intuition of the applicant; to form self-confidence; use positive emotions while learning; support learning motivation; to stimulate the desire for independent choice of tasks, goals, means of performing tasks; to prevent the formation of conformal behavior; to develop the ability to identify contradictions, to formulate them; use open-ended tasks; use problem-based learning methods; to practice joint research activities with the teacher; encourage the applicant's desire to be himself [5].

Volkonskaya S., in the structure of the creative potential of the individual, identifies the following components:

1. Intellectual component (intellectual-logical; intellectual-heuristic; fluid intelligence).
2. Creative component (synectic, analytical, practical-contextual abilities).
3. Motivational component (curiosity, enthusiasm, desire to be the first, including creativity, an incessant need for knowledge, and the desire to recognize personal success by others).
4. Communicative component (ability to cooperate, organize collective activities, accept other people's opinions, persuade and resolve conflicts).
5. Worldview component (belief in the rightness, the ability to defend their position, awareness of values and adherence to them, internal maturity).
6. Individual component (persistence, honesty, directness, openness, immediacy, determination, courage, bravery, independence, ability to self-esteem, diligence, etc.) [3].

All structural components of the creative potential of the personality of the future specialist are in an organic unity, interconnected and complementary. Regarding the combination of components, it can be hypothesized that creativity is more than just a set of personal levels achieved in the functioning of each component. First, for some components, there may be a marginal effect (for example, in knowledge); this threshold is a limit of a certain kind because, regardless of the levels reached by other components, creativity in a field about which a person knows very little or knows nothing is simply impossible. Second, some kind of compensation is possible among the components when the strength of one component (e.g., motivation) compensates for the weakness (e.g., environment). Third, components can begin to interact (e.g., intelligence and motivation); this interaction can lead to a nonlinear increase in the effect [3]. Thus, motivation plays a significant role in forming a creative personality.

The motivational component is a system of motives that express conscious motivations for activity, including educational and creative, the totality of all mental aspects that determine human behavior in general, and what motivates human activity, for which it improves.

The content of motivation is: curiosity, and interest in creative activities, which characterize

the individual's needs for knowledge, mastery of new ways of activity, manifested in the curiosity of the mind, and the desire to learn more about what is again observed or analyzed, as well as asking questions. Motivation includes feelings of enthusiasm, the joy of discovery; desire for creative achievements; desire for leadership; the desire to receive high marks, and recognition of success in educational and creative activities.

Methods. In order to determine the professional life of the seeker of motivation in the structure of creative abilities of applicants for higher education. We conducted a study using psychodiagnostic methods «Determination of social creativity of the individual» V. Druzhinin and self-assessment of motivation as a component of creative development of personality [4].

Originality. «Determination of social creativity of the individual» V. Druzhinin, with self-assessment of behavior in non-standard situations, allows you to determine the level of social creativity. In the proposed form, it is necessary on a 9-point scale to conduct a self-assessment of the frequency of their manifestation in given situations. Based on the total number of points, the levels of the creative potential of the individual are determined:

1. 18-39 points - very low level;
2. 40-54 points - low level;
3. 55-69 points - below average;
4. 70-84 points - slightly below average;
5. 85-99 points - average level;
6. 100-114 points - slightly above average;
7. 115-129 points - above average;
8. 130-142 points - high level;
9. 143-162 points - a very high level.

According to V. Druzhinin, creativity is an integrative quality of the human psyche, which provides productive transformations in its activities and allows to meet the needs of the individual in research Activity. Creativity can be a purely situational characteristic – a reaction; in order for it to develop as a deep (personal) quality, not just behavioral (situational), the formation must take place under the influence of environmental conditions [4, p. 102].

V. Druzhinin's approach to the criteria of creativity is the idea of the presence of awareness, which is perceived by others. In contrast to the frequency criterion, the semantic criterion allows for the distinction between productive (creative) and unproductive (deviant) manifestations of human activity. V. Druzhinin emphasizes that the «semantic criterion» allows testing to divide the behavioral manifestations of the test subject into reproducible (stereotypical), original (creative), and unconscious. The person gives original answers, highlighting some properties of objects and ignoring others. The selection of non-obvious, hidden features changes the semantic hierarchy of their significance, and the subject appears in a new light, which creates the effect of surprise and originality. However, original are those associations that are not too far removed from the obvious signs. Thus, the original answers are intermediate between reproducing (stereotypical) and meaningless answers. The original answers signify creativity» [4, p. 103]. However, according to V. Druzhinin, modern creativity tests can identify a creative personality faster but do not accurately identify uncreatively. He sees that the manifestation of creativity is spontaneous and does not depend on external and internal regulation [4]. The results of the self-assessments of social creativity of the personality of applicants for higher education according to V. Druzhinin are presented in Fig. 1.

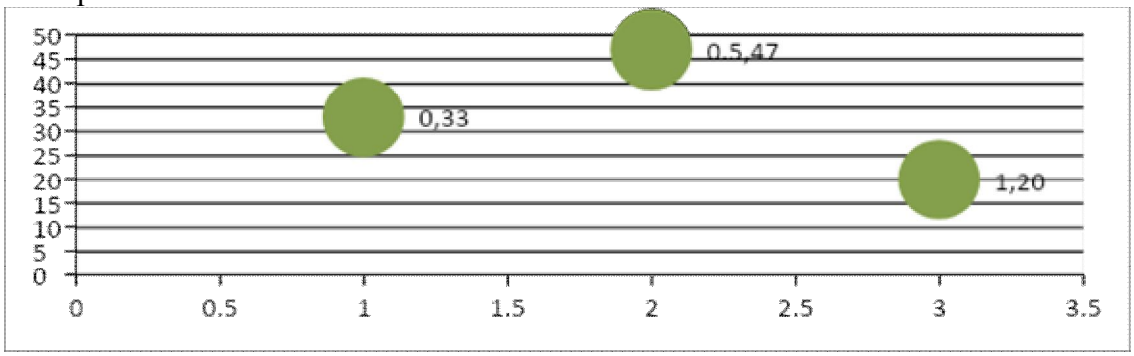


Fig. 1. Levels of social creativity of the individual, «Levels of social creativity of the individual» V. Druzhinin.

Thus, the study of social creativity results claims that respondents rate their level as high – 20%, medium – 47%, and low – 33% of applicants. Thus, the applicants have the

following components of social creativity: a general ability for self-actualization; social motivation (the need of the individual for constant social contact and motivational attitudes to communicate with other people); communicative sensitivity; social imagination, which allows you to model the further development of the social situation based on feedback. However, the degree of their expression is high in only 20% of respondents.

We are impressed by the idea of scientist O. Vozniuk that «social creativity is a complex quality of personality that allows you to identify constructive and original solutions. The structure of interconnected elements of social creativity reveals the unity of communicative, motivational, emotional, intellectual, and existential parameters, each separate block of personal characteristics and manifestations. In this regard, we can assume that the overall level of development of social creativity of the subject is determined by the level of development of each of these components of its structure» [2].

The self-assessment results of higher education seekers' motivation components are presented in Fig. 2

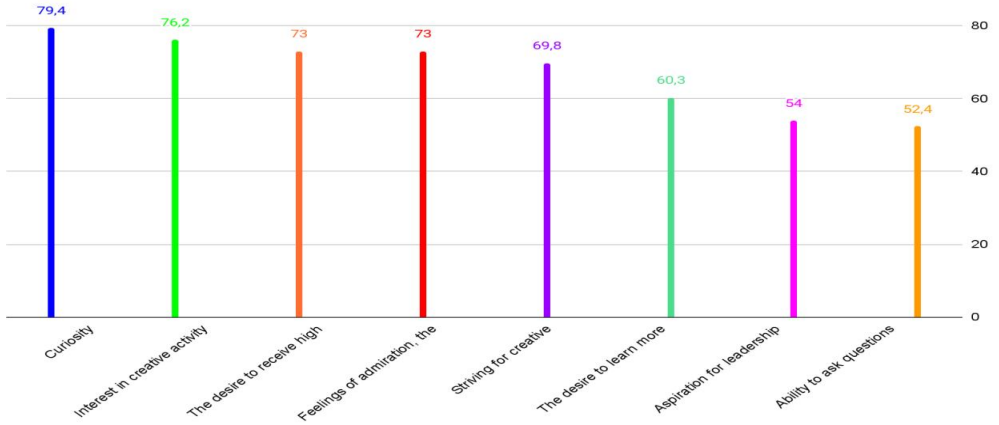


Fig. 2. Component motivations are based on the results of self-assessment.

Thus, the obtained data show that «curiosity» is estimated at 5 points in 42.9% of respondents, in 4 points – 36.5%, and 3 – 17.5%. «Interest in creative activity» received the following estimates: 5 points – 42.9%, 4 points – 33.3%, 3 points – 12.7%, 2 points – 9.5% of respondents. «The desire to learn more about something that is again observed or analyzed» was rated at 5 points – 23.8%, 4 points – 36.5%, 3 points – 31.7%, 2 points – 6.3% of respondents. «Ability to ask questions» received 5 points in 15.9% of elections, 4 points – 36.5%, 3 points – 33.3%, 2 points – 11.1% of respondents. «Feelings of enthusiasm, joy of discovery» was rated at 5 points – 31.7%, 4 points – 41.3%, 3 points – 19%, 2 points – 7.9% of respondents. «The desire for creative achievement» was rated by students at 5 points – 38.1%, 4 points – 31.7%, 3 points – 20.6%, 2 points – 7.9% of respondents. «Aspiration for leadership» was rated at 5.4.3 points equally by 27% of respondents, at 2 and 1 point – equally by 9.5% of students. «The desire to receive high marks, recognition, success in educational and creative activities» was rated at 5 and 4 points by 36.5%, 3 points – by 20.6%, and 2 and 1 point – by 3.2% of respondents.

Table 1.

Ranking of components of motivation

№	The name of the ability	Number of choices in %
1	Curiosity	79,4
2	Interest in creative activity	76,2
3	The desire to receive high marks, recognition, and success in educational and creative activities	73
4	Feelings of admiration, the joy of discovery	73
5	Striving for creative achievements	69,8
6	The desire to learn more about something that is being observed or analyzed again	60,3
7	Aspiration for leadership	54
8	Ability to ask questions	52,4

Conclusion. Thus, the self-assessment results of applicants' motivation show that the most developed abilities are curiosity and interest in creative activities, the desire to receive high marks and recognition in educational and creative activities, and a sense of enthusiasm and joy in discovery. Further research and prospects of our research see in the diagnosis of situational and personal self-actualization and self-realization to create psychological recommendations for professional development prospects during higher education and during adaptation in the workplace.

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МОТИВАЦІЯ ОСОБИСТОСТІ ЯК СКЛАДОВА ТВОРЧИХ ЗДІБНОСТЕЙ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Створення умов для формування творчої особистості здобувача вищої освіти, так і викладача, реалізації та самореалізації власних можливостей в освітньому процесі є стратегічним завданням Дане завдання покликане сприяти динаміці сучасного суспільно-політичного життя та професійного становлення здобувача вищої освіти, зокрема майбутнього психолога, формуванню його мотиваційної сфери для подальшого розвитку творчих здібностей. У ході професійної підготовки майбутніх психологів, соціальних педагогів, особлива увага приділяється розвитку творчої особистості, зокрема як майбутнього дослідника. Підготовка такого фахівця є важливою складовою вищої освіти, тому що особистість, яка володіє гнучкістю мислення, вирізняється навчальною й професійною мотивацією, креативністю рішення, здатна нестандартно вирішувати задачі та зміни, які постійно відбуваються у соціумі, освітньому середовищі, здатна знаходити адекватні форми організації процесу в якому перебуває, оновлює власні знання, уміння, вдосконалює професійні якості та властивості.

Ключові слова: *мотив; творчі здібності; творчий розвиток; здобувачі вищої освіти; професійна підготовка.*

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