

FEATURES OF INFLUENCE OF THE SOCIAL ENVIRONMENT ON DEVELOPMENT OF CREATIVITY

У статті розглядаються особливості впливу соціального середовища на розвиток креативності особистості. Виділено фактори зовнішнього середовища, які здійснюють позитивний або негативний вплив на розвиток творчих здібностей. Зокрема, для розвитку креативності необхідне нерегламентоване середовище з демократичними стосунками та наслідування дитиною творчої особистості. Зазначено, що методи підвищення креативності базуються на двох основних принципах: збагачення навколишнього середовища та пред'явлення зразків креативної поведінки. Подано результати емпіричного дослідження особливостей розвитку креативності особистості в умовах закладів освіти інтернатного типу. Здійснено порівняльний аналіз тестової оцінки креативності, самооцінки творчих характеристик особистості та експертної оцінки творчих проявів учнів ліцею-інтернату і загальноосвітньої школи. Отримано результати щодо структурного профілю креативних характеристик порівнюваних вибірок. Виявлено нижчий норми рівень тестової креативності, а також завищені експертну й самооцінку творчих характеристик учнів школи-інтернату.

Ключові слова: *тестова оцінка креативності, самооцінка творчих характеристик особистості, експертна оцінка креативності, заклади освіти інтернатного типу.*

В статье рассматриваются особенности влияния социальной среды на развитие креативности личности. Выделены факторы внешней среды, которые оказывают позитивное или негативное влияние на развитие творческих способностей. У частности, для развития креативности необходима нерегламентированная среда с демократическими отношениями и подражание ребенка творческой личности. Отмечено, что методы повышения креативности базируются на двух основных принципах: обогащение окружающей среды и предъявление образцов креативного поведения. Представлены результаты эмпирического исследования особенностей развития креативности личности в условиях образовательных учреждений интернатного типа. Осуществлен сравнительный анализ тестовой оценки креативности, самооценки творческих характеристик личности и экспертной оценки творческих проявлений учащихся лицея-интерната и общеобразовательной школы. Получены результаты относительно структурного профиля креативных характеристик сравниваемых выборок. Выявлены ниже нормы уровень тестовой креативности, а также завышенные экспертная и самооценка творческих характеристик учащихся школы-интерната.

Ключевые слова: *тестовая оценка креативности, самооценка творческих характеристик личности, экспертная оценка креативности, образовательные учреждения интернатного типа.*

In the article features of influence of the social environment on development of creativity of the personality are considered. Factors of external environment which exert a positive or negative impact on development of creative abilities are allocated. In particular, the independent environment with the democratic relations and imitation of the child of the creative person is necessary for development of creativity. It is noted that methods of increase of creativity are based on two basic principles: enrichment of environment and presentation of examples of creative behavior. Creativity is property which is actualized only when it allows environment. Emotional support of these or those actions, a positive or negative reinforcement, stimulation of inquisitiveness, self-expression, etc. is necessary.

Accounting of the psychosocial principle on which the analysis of cognitive functions has to be carried out surely in a specific social and psychological context is necessary. Results of empirical research of features of development of creativity of the personality in the conditions of educational institutions of residential type are provided. Comparative analysis of a test assessment of creativity, self-assessment of creative characteristics of the personality and an expert assessment of creative manifestations of pupils of lyceum nursing home and comprehensive school is carried out. Results of

rather structural profile of creative characteristics of the compared selections are received. Are revealed below norm the level of test creativity, and also overestimated expert and a self-assessment of creative characteristics of pupils of boarding school.

It is emphasized that the latitude of the sphere of communication is essential for development of creativity. Interfere with development of creative abilities of children in the conditions of boarding school: lack of emotional affection for the adult, «forced» nature of communication of children with peers, regulation of life activity of the child, restriction of the personal choice, suppression of independence and initiative.

Keywords: test assessment of creativity, self-assessment of creative characteristics of the personality, expert assessment of creativity, educational institutions of residential type.

Statement of problem. Relevance and the importance of forming of creativity as psychological property within educational system do not raise doubts. One of criterion functions which set the general vector of an orientation of educational system is development of intellectual and creative potential of the personality.

The problem of intellectual and creative development gets the most debatable character in the context of a question of driving forces, determinants of this development. Determination of creativity includes influence of internal, psychological, and external, sociocultural factors. The system of sociocultural factors allocates macro – meso – and microlevels of impact of society on development of creativity. Functioning macro – meso – and microsystems has difficult character. Higher levels of system can limit levels which are below, but they do not generate them to straight lines, directly. All this system of factors of different level cannot be reduced to environment. It plays a role of an important component of a social situation, and its different levels are integrated in uniform process of interaction with internal psychological conditions (factors of the personality) and in general define development of creativity.

Analysis of the last researches and publications. V. Druzhinin, N. Hazratova, A. Voronin, I. Pufal-Struzik, D. Ushakov, T. Barysheva, T. Tikhomirova, K. Petrov in their researches found out that a direct social environment, specific social situations in which there is a person have an influence on cognitive abilities in general and creativity in particular.

The problem of development of abilities from a position of factors of social determination is considered by V. Shadrikov. Development of abilities passes through triple determination: 1) determination by the development environment; 2) determination by requirements of activity; 3) determination by cultural wealth [*Шадриков, 1997: с. 33*].

A number of researches is devoted to studying of features of mental development and formation of the personality in educational institution of boarding type (L. Bozovic, I. Dubrovina, M. Donnik, I. Langmeyer, M. Lisina, Z. Mateychek, V. Mukhina, I. Pasha, A. Prikhozhan, A. Polyanovskaya, A. Ruzskaya, N. Tolstykh, J. Bowlby, J. Hodges, B. Tizard, H. Maas, etc.).

Violations in development of the identity of orphan children who evolve from action of the adverse social and psychological factors caused by effects of

an imperfect educational system in residential establishments are revealed. Complex nature of insufficient development and, first of all, violation in a motivational necessity sphere, disharmony and not formation of the intellectual and emotional and strong-willed sphere, insufficient development of the leading types of activity, distortion of communication with adults and peers, weak focus in time and space, plainness and sometimes absence of crisis age is noted.

Statement of the main material. Most of scientists explain destructive tendencies of development of children first of all with the special social situation burdened by a maternal, communicative, emotional and touch deprivation. Authors allocate four forms of a mental deprivation: 1) touch (the amount of touch incentives or their limited variability and a modality is reduced), 2) cognitive (too changeable, chaotic structure of the outside world without accurate streamlining and sense which does not give the chance to understand, expect and regulate what occurs from the outside), 3) emotional (an insufficient opportunity for establishment of the intimate emotional attitude towards any person or a rupture of such emotional connection), 4) social (a limited opportunity for assimilation of an autonomous social role) [*Психическое развитие...*, 1990].

The deprivation negatively influences on development, but psychological mechanisms and the amount of this influence are up to the end not found out.

D. Bogoyavlenskaya [*Богоявленская, 2002*] and A. Matyushkin [*Матюшкин, 2003*] define creativity as an exit out of limits of a cash situation or the available knowledge. V. Druzhinin, based on their researches, considers creativity as deep property which is expressed in original vision of a problem. Therefore it is necessary to carry out the system indirect creating influence, and influence through a certain complex of conditions of a microenvironment meets such requirements. «Environment» in which creativity could be staticized possesses high degree of uncertainty and potential diversity (richness of opportunities). Uncertainty stimulates search of own reference points, but not acceptance of ready; diversity provides a possibility of their stay. Besides, such environment has to contain examples of creative behavior and its results [*Дружинин, 2000: с. 220*].

Factors of external environment which exert a positive or negative impact on development of creative abilities are allocated. The independent environment with the democratic relations and imitation of the child of the creative person is necessary for development of creativity. The bigger range of admissible behavioural manifestations (including – emotional), smaller unambiguity of requirements does not promote early formation of rigid social stereotypes and favors to development of creativity. The requirement of achievement of progress through obedience does not promote development of independence and, as a result, creativity [*Дружинин, 2000: с. 213*].

Environmental approach consists in studying of influence natural or specially created (the creating experiment) a social environment on different indicators of mental development.

The social environment can promote or interfere with development of creative abilities. One of the main research strategy of studying of mechanisms of influence of the social environment consists in an assessment of abilities of the children who appeared in different environmental conditions. Research of the children living in different conditions (family and educational) considers is long the operating and global factors influencing cognitive development.

Studying of features of development of creativity of the children who are brought up in residential care was the purpose of our empirical research.

25 orphan children who are brought up in Pereyaslav-Khmelnyskyi lyceum boarding-school and 25 seniors of Glybokskyi comprehensive school of Kiev region aged from 15 till 18 took part in research. As experts 5 tutors of a boarding-school and 5 teachers of comprehensive school acted.

For diagnostics of creativity was used the adapted option of a set of creative tests of F. Williams [Тунук, 2003] who consists of three parts: the test of divergent (creative) thinking for determination of creative potential of the personality; the test of personal creative characteristics (a questionnaire for children) which defines a self-assessment of creativity of the personality; William's scales (a survey for teachers and parents) for establishment of an expert assessment of creativity.

For the purpose of detection of features of creativity of the orphan children and children deprived of parent guardianship, who are brought up in a boarding-school comparative analysis of results of tests F. Williams of experimental and control groups is carried out.

Comparative analysis of test estimates (according to the test of divergent, innovative thinking) two selections showed that creativity of pupils of comprehensive school is higher on all main indicators of the test (tab. 1). Reliability of distinctions was estimated by means of Student's t-criterion for independent selections.

Table 1

Comparison of average values of creativity of experimental and control groups on the general and to partial indicators

Group	General indicator	Creativity indicators				
		Productivity	Flexibility	Originally	Elaboration	Name
EG	63,04	11,7	7,4	22	9.04	12.9
KG	76,3	11.9	8,2	24,6	14,4	18
t-kr	0,05	-	-	-	0,05	0,05

Note: EG – experimental group; KG – control group.

When comparing results of the main indicators of the test of innovative thinking statistically significant distinctions ($p < 0.05$) are revealed in the

readiness parameters (14,4 and 9,04) and «name» (18 and 12,9), and also on the general total indicator of innovative thinking (76,3 and 63,04). Average values of indicators «fluency», «flexibility» and «originality» are lower at pupils of a boarding-school (distinctions are not significant). That is, pupils of comprehensive school significantly exceed pupils of a boarding-school on asymmetry of drawings and creative use of language – verbal means for display of an essence of a figurative task. Dominance by quantity of drawings, their variety (change of different categories from drawing to drawing) and on use of different parts of the space provided for drawings (as inside, and outside of a stimulate figure) was insignificant.

Comparing results of a self-assessment of creativity of the personality on a questionnaire of personal creative characteristics (tab. 2) it is possible to note that on all indicators («inquisitiveness», «imagination», «complexity», «tendency to risk» and «total point») average values are also lower at pupils of a boarding-school, however these distinctions are not significant. That is, though the children who are brought up in residential care estimate the creative personal characteristics below, than pupils of comprehensive school, their self-estimated data are close.

Table 2

Comparison of average values of personal creative characteristics of experimental and control groups

Group	General indicator	Creative characteristics			
		Inquisitiveness	Imagination	Complexity	Tendency to risk
EG	69,72	13,44	11,28	11	12,24
KG	67	11,7	8,64	10.1	12.2

Note: EG – experimental group; KG – control group.

William’s scale for teachers is directed to clarification of an expert assessment of creative manifestations of children. When comparing opinions of teachers of schools of different type it should be noted that average values of expert estimates of tutors of a boarding-school (59,08) above average values of expert estimates of teachers of comprehensive school (47,36) at the level of a statistical tendency. It means that tutors at boarding school estimate creative opportunities of children slightly above, than teachers at comprehensive school.

Thus, the carried-out comparative analysis of a test assessment of creativity, self-assessments of creative characteristics of the personality and an expert assessment of creative manifestations of pupils of lyceum boarding-school and comprehensive school found out that statistically significant distinctions (<0.05) are revealed by only on the general total indicator of innovative thinking and partial indicators «Elaboration» and «name» (a test assessment of creativity).

The received results of rather structural profile of creative characteristics of the compared selections. The structural profile of experimental group – moderate is more similar: indicators are as norms, normal are lower, and norms are higher. Are revealed below norm the level of a test assessment of creativity, and also overestimated expert and a self-assessment of creative characteristics of pupils of boarding school. A structural profile of control group – more homogeneous: all indicators are in limits of norm and norms are slightly higher. The test assessment of creativity and a self-assessment of creative characteristics of pupils of comprehensive school are coordinated among themselves. The expert assessment of teachers – in general objective, meets standard, however is a little underestimated as pupils have higher creative potential.

Level assessment of individual indicators and the subsequent analysis of distributions of representation of levels on separate («flexibility», «originality», «readiness» and «name»), and also showed to the general total indicator of innovative thinking that they are displaced towards high levels in selection of pupils of comprehensive school and, on the contrary, towards low levels in selection of pupils of lyceum nursing home (tab. 3). It demonstrates that it is more persons with the high level of these indicators of innovative thinking among pupils of comprehensive school, and, on the contrary, it is more persons with the low level of indicators among pupils of school of residential type.

Table 3

Comparison of representation of the individual levels of creativity in experimental and control groups

Indicators	Groups	Creativity levels						
		Very much low	Low	Lower than norm	Norm	Higher than norm	High	Very high
The general	EG	4%	32%	36%	4%	24%	-	-
	KG	-	12%	28%	4%	24%	12%	20%
Productivity	EG	4%	-	-	-	96%	-	-
	KG	-	-	-	-	100%	-	-
Flexibility	EG	4%	-	20%	20%	40%	8%	8%
	KG	4%	-	4%	16%	20%	36%	20%
Originality	EG	16%	28%	24%	12%	16%	4%	-
	KG	12%	12%	32%	4%	28%	12%	-
Elaborati	EG	24%	24%	12%	20%	4%	16%	-

on	KG	-	16%	16%	4%	16%	16%	32%
Name	EG	4%	32%	56%	8%	-	-	-
	KG	-	16%	16%	4%	16%	16%	32%

Note: EG – experimental group; KG – control group.

In experimental group (children from a boarding-school) low are more provided and norms creativity levels of development whereas in control group (house children) – high and very high levels are lower. In total in experimental group of 72% of children have the general indicators of creativity at the levels which are below norm whereas in control group – only 40%. And, on the contrary, in control group of 56% of children have the general indicators of creativity at the levels which are above norm whereas in experimental group they make 24%.

Comparison of representation of the individual levels of creativity in experimental and control groups on different measurements (tab. 4) revealed that self-assessments of creative characteristics and expert estimates of teachers on William’s scale more approximate, than test estimates of creativity.

Table 4

Comparison of representation of the individual levels of creativity in experimental and control groups on different measurements

General indicators	Groups	Creativity levels						
		Very much low	Low	Lower than norm	Norm	Higher than norm	High	Very high
Test assessment	EG	4%	32%	36%	4%	24%	-	-
	KG	-	12%	28%	4%	24%	12%	20%
Self-assessment	EG	4%	12%	8%	16%	36%	12%	12%
	KG	4%	12%	24%	12%	40%	8%	-
Expert assessment	EG	4%	16%	24%	12%	24%	12%	8%
	KG	0%	4%	20%	16%	8%	20%	32%

Note: EG – experimental group; KG – control group.

Conclusions. Out of a family the child is in a defective social situation of development. Development of the child goes a special way which cannot be interpreted as simple lag in mental development. This violation is multi-level, it reflects influence numerous adverse socially-psychological factors. The

intelligence and creativity should be considered not just as a cognitive phenomenon, and in the context of its emotional and personal environment. Creativity gives in to influences of the environment much easier, than intelligence. However creation of practical methods of development of creativity was a complex challenge. The effective way of development of creativity and intelligence consists not in improvement of process of the solution of tasks at all, and in impact on the so-called «non cognitive» parties of thinking. Accounting of the psychosocial principle on which the analysis of cognitive functions has to be carried out surely in a specific social and psychological context is necessary.

Methods of increase of creativity are based on two basic principles: enrichment of environment and presentation of examples of creative behavior. Creativity is property which is actualization only when it allows environment. Emotional support of these or those actions, a positive or negative reinforcement, stimulation of inquisitiveness, self-expression, etc. is necessary.

The latitude of the sphere of communication is essential for development of creativity. The lack of emotional affection for the adult, «forced» nature of communication of children with peers, a regulation of life activity of the child, restriction of the personal choice, suppression of independence and initiative interfere with development of creative abilities of children in the conditions of boarding school.

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КОМПЕТЕНТНІСНИЙ ПІДХІД ДО ФОРМУВАННЯ ПРОФЕСІЙНОЇ СУБ'ЄКТНОСТІ МАЙБУТНІХ ФІЛОЛОГІВ

У статті уточнено сутність понять «методологічний підхід» і «компетентнісний підхід» у сучасній науковій літературі. Розглядаються принципи, на яких ґрунтується компетентнісний підхід, і детально аргументується необхідність реалізації компетентнісного підходу до формування професійної суб'єктності майбутніх філологів у вищих навчальних закладах України. На основі аналізу наукових праць вітчизняних і зарубіжних учених автор уточнює сутність поняття «компетентність» і аналізує структуру компетентності майбутніх фахівців.

Ключові слова: компетентнісний підхід, методологічний підхід, компетентність, структура компетентності, Національна рамка кваліфікацій України, майбутні філологи, професійна суб'єктність, професійна підготовка.

В статті уточнена сутність понять «методологический подход» и «компетентностный подход» в современной научной литературе. Рассматриваются принципы, положенные в основу компетентностного подхода, идеально обосновывается необходимость реализации компетентностного подхода в формировании профессиональной субъектности будущих филологов в высших учебных заведениях Украины. На основе анализа научных работ отечественных и зарубежных ученых автор уточняет суть понятия «компетентность» и анализирует структуру компетентности будущих специалистов.

Ключевые слова: компетентностный подход, методологический подход, компетентность, структура компетентности, Национальная рамка квалификаций Украины, будущие филологи, профессиональная субъектность, профессиональная подготовка.

The paper specifies the essence of the concepts «methodological approach» and «competency-based approach» in contemporary scientific literature. The author considers principles of the competency-based approach and grounds the necessity of implementing the competency-based approach into the process of formation of future philologists' professional subjectness at higher educational establishments of Ukraine. On the analysis of national and foreign scientists' research the author specifies the essence of the concept «competency» basing and analyzes the future philologists' structure of competency.

Keywords: methodological approach, competency-based approach, competency structure, future philologists, National Framework of Qualifications of Ukraine, professional subjectness, professional training.