

The Role Of Person Creativity In The Development Of Society

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Annotation: Creativity is related, but not identical categories, where the first means an integrative personal characteristic, and the second should be understood as the highest quality of any kind of human activity.

In this article highlights means of creativity and the role of human creativity in the development of society.

Key words: person, creativity, development, society, spiritual world, idea, ideology, worldview.

Creative people are an integral part of society, because they contribute to the solution of many key tasks in the field of economics, science and culture, as well as make a significant contribution to the development of social and technological spheres of life.

Creativity is an activity in which the spiritual world of the individual is revealed, it is a kind of magnet that attracts a person to a person. Creativity cannot be reduced to a specific type of activity, for example, to the work of a writer, artist or scientist, because it can manifest itself in teaching, in trade, in cooking, and in any other activity. Creativity is an urgent need to perform simple everyday activities, and the results of this activity are not only specific products or ideas, but also the actions themselves.

L.C. Vygotsky wrote that creativity exists not only where it creates great historical works, but also where a person imagines, combines, changes and creates something new, no matter how small it may seem new compared to the creations of geniuses. All this gives grounds to assert that the creative nature is inherent in any activity, i.e. the universality of the manifestation of creativity is obvious.

The research identifies five main differences between creativity and creativity as a psychological reality.

Firstly, creativity as a process can be present in all types of activities or absent even in those that are inextricably linked with creative activity (for example, professions related to art), and creativity is a personal quality that contributes to the manifestation of creativity in all types of activities.

Secondly, creativity and creativity are different in nature. If creative potencies are an innate acquisition of a person and are based on pronounced natural inclinations, then creativity is formed mainly due to the influence of the social environment, its values, the requirements imposed on a person, and the target orientation of all types of activities.

Thirdly, the creative process is based on the activity of consciousness and subconsciousness, so the solution of problems occurs at the subconscious level, and the results of this work penetrate into consciousness in the form of insight or insight. At the same time, during the formation of creativity, the subconscious and consciousness merge into superconsciousness, when in the very act of perception, the object is transformed into an artistic image, the discovery of a pattern or the solution of a problem.

Fourth, the creative process is characterized by a three-phase flow (preparatory, search, executive), where each of the phases corresponds to its own mental processes, personal formations and its own creative result. Creativity manifests itself in the successful implementation of all three phases, i.e. in the ability to independently see and solve problems, to be creatively realized in the final result.

Fifth, creativity manifests itself only in one type of activity that coincides with special abilities for it, and creative skills in a particular profession are not transferred to other types of activities. At the same

time, creativity as a personal characteristic manifests itself in universality, i.e. a person with developed creativity transfers a creative attitude to all types of activities.

Thus, creativity is a specific style of activity, not its type (the work of an artist, musician, etc.). This style does not always coincide with special abilities for any particular activity. Creativity is a special qualitative state of a variety of activities, in contrast to stereotypical, formulaic, mechanical. If creativity is a style, a qualitative characteristic of activity, then creativity is a set of mental and personal properties that contribute to the manifestation of creative activity.

Diagnostics of creativity as a person's ability to create is currently carried out using test methods that are widely used in scientific research. Among them are Torrance's creative thinking test, Guilford's battery of creativity tests, Johnson's questionnaire for assessing and self-evaluating creativity, Williams' creative tests, Rorschach's creative ink spots test and other test methods designed to determine the level of creativity in an audience of different ages.

Method F. Williams, which is a set of creative tests. This technique is intended for children from 5 to 17 years old and consists of three parts: a divergent thinking test, a questionnaire of personal creative characteristics, a questionnaire for teachers and parents. The first part, the divergent thinking test, is a task to complete twelve proposed drawings within 20-25 minutes. The form of the event is a group lesson. The test measures the cognitive component of creativity and diagnoses a combination of verbal and visual-perceptual indicators. The results of the test are evaluated using indicators of divergent thinking (fluency, flexibility, originality), creative imagination (constructive activity and detailed development, associativity and improvisational solutions) and intellectual activity (externally stimulated, not externally stimulated, independent search).

These test methods allow us to diagnose creativity according to eight indicators that we have identified as elements of the structure of individual creativity. These indicators of creativity are divided into two groups. The first group consists of cognitive and intellectual indicators:

a) divergent thinking is determined by the parameters fluency (generating a large number of ideas, coming up with as many solutions to the problem as possible), flexibility (a variety of types of ideas, moving from one category to another, using different approaches to solving the problem), originality (producing unusual answers, non-standard ideas, new ways of thinking);

b) creative imagination includes the ability to build mental images, trust intuition, transform an idea, add something of your own to the main idea and is determined by the parameters of constructive activity, development detail, associativity, improvisational solutions;

c) intellectual activity is defined by the levels of stimulus-productive as externally stimulated cognitive activity, heuristic as externally stimulated mental activity, creative as an independent search and solution of new problems.

The second group consists of individual and personal indicators of creativity:

a) risk-taking as the ability to constructively perceive criticism, experience failures, make assumptions, act in unfamiliar conditions, defend their own ideas;

b) independence as the ability to explore the unknown, involves the search for several alternatives without external stimulation;

c) curiosity – includes the ability to play with ideas, show interest in riddles and puzzles, the ability to find a way out of difficult situations, to reflect on the hidden meaning of phenomena;

d) rejection of stereotypes and patterns as a search for an original way to solve the problem;

e) ease of association as a lack of attachment to the stimulus.

So, the methodology of creativity diagnostics developed by F. Williams is a valid procedure for evaluating indicators and determining the levels of creativity of schoolchildren. It is used both as a whole

and by separate methods, and requires special training for the objective interpretation of the results.

Analyzing the results obtained, it can be noted that participants of primary school age in both groups demonstrated a higher level of creativity development. The lowest indicator of a high level of creativity (13-15%) was recorded among participants of senior school age, where almost 40% of schoolchildren of this age showed a coefficient corresponding to a low level, which correlates with the specifics of age-related manifestations of creativity.

The initial data on the levels of creativity in the sample of adolescent respondents of the experimental and control groups correspond to age characteristics, where slightly more than half of the subjects showed an average level, and about a quarter of the total number of people in each group showed high and low levels of creativity.

The results concerning the profile of creativity, it is possible to note the correspondence of indicators by age categories in the experimental and control groups. Thus, in primary school age, both experimental and control groups are dominated by inquisitive and diligent types of creative orientation (21% respectively). This is explained by the type of activity leading in this period, related to the assimilation and accumulation of knowledge, information, and the development of the skill of educational activity. Significantly fewer respondents of this age were classified as discovery lovers (15%), in need of harmony (13%), sensual (10%). A small number of primary school students (from 6% to 8%) showed types of creative orientation corresponding to critically thinking, strategically thinking and analytically thinking profiles. At the same time, the indicators of the levels and profiles of creativity of younger schoolchildren of experimental and control groups are weakly correlated with each other in this sample.

In middle school age, the most common types of creative orientation are: lovers of discoveries (23%), critical-minded (20%), analytical-minded (18%), in need of harmony (15%), sensual (13%). A small number (less than 4%) were shown by participants corresponding to strategically thinking, diligent and inquisitive types of creativity. Such results are explained by the dominant activities associated with the predominant development of certain personality traits, which is reflected in the corresponding profiles of creativity of schoolchildren of this age.

In the sample of high school age respondents of the experimental and control groups, such creativity profiles as sensual (26% and 25%, respectively), in need of harmony (24% and 26%, respectively), diligent (18% and 16%, respectively), inquisitive (15% and 13%, respectively) are more common than others. This is primarily due to the leading type of activity at this age, when professional self-determination, the choice of the main field of activity, preparation for future family life come to the fore.

One of the main aspects influenced by creative personalities is the development and promotion of innovations. Creative people have unique abilities to generate unusual solutions and ideas, which in turn can lead to the emergence of new products or services, which not only improves people's lives, but also contributes to economic development and strengthening the positions of companies.

In addition, creative people are also innovators in other fields, for example, in science and medicine. They are able to approach problems more creatively, using different methods and approaches, which can lead to the development of more effective drugs or new treatments.

Creative people are an integral part of society, because they contribute to the solution of many key tasks in the field of economics, science and culture, as well as make a significant contribution to the development of social and technological spheres of life. One of the main aspects influenced by creative personalities is the development and promotion of innovations. Creative people have unique abilities to generate unusual solutions and ideas, which in turn can lead to the emergence of new products or services, which not only improves people's lives, but also contributes to economic development and strengthening the positions of companies.

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The importance of creative people in the cultural sphere should also not be underestimated. For example, they create works of art that are not only the most important source of enjoyment for people, but also convey historical and cultural values that leave a deep mark on the culture and lifestyle of the future generation. Creative people are also important factors in the social sphere. With their help, you can create advertising campaigns, develop marketing, organize cultural events, which in turn contributes to the development of society as a whole.

In general, creative people can combine all of the above areas and make a huge contribution to the development of human civilization. Because their unusual projects can inspire and influence new facets in different industries, which as a result improves the quality of life and makes our world more colorful and more pleasant to live in.

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