

ПСИХОЛОГІЧНІ НАУКИ

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CREATIVITY AS PERSONAL CHARACTERISTIC

The philosophical category of creativity as an activity aimed at creating a new, unique, original, essential component contains the creative thinking of a man. A psychological dictionary defines it as a type of thinking, characterized by the creation of a subjectively new product and new formations in the cognitive activity on the way to its creation. These new formations differ significantly in the type of thinking and have evaluations, motivation and goals manifestation.

The structure of creative potential includes:

- opportunities of a person which have not yet passed into ability;
- opportunities that activate the implementation of abilities;
- style of a person creative activity.

The creative potential of an individual in philosophy is regarded as a synthetic quality, which characterizes the extent of a person's ability to put and solve new tasks in the field of his socially significant activity. Properties of a creative potential are divided into: transformational-substantive; cognitive; axiological (value-based); communicative; artistic.

A creative ability is the main trait of a person that distinguishes it from animals. Being a creator is the main mission of a man.

A person may be wise and prudent, to contemplate every step of his life while remaining an executor.

A person can read books, enjoy the beauty, save in his memory a lot of information from any branches of knowledge, reach the top of intelligence, but not change the world even slightly. At the same time, he remains an erudite, a consumer (of energy or information), and not a creator.

Good education and creativity have no direct connection. A creative person may be poorly educated, with rather vague notions about the general culture.

It is characteristic of having a certain idea for creative activity, namely: to change methods, techniques in one or another field, to create a new instrument, to construct a new car, to carry out a certain scientific experiment, to write an artwork, to create a musical play, to draw a picture, and so on.

Human activity only then becomes creativity, when it contributes to the development of a human person, human culture, and most importantly – an individual spirituality. Creativity is always due to the principles of truth, goodness, beauty, their synthesis; that is spirituality.

Systematic, persistent and intense work is a condition for success in creativity. Under this condition there are those moments of creative exaltation, called inspiration, and where new ways of solving problems arise, new and productive ideas appear, central images of artistic works are created, etc.

J. Sutler offers a shorter list of properties that can be used to identify a creative person: curiosity, concentration, high adaptability, energy, humour, independence, playfulness, nonconformity, propensity for risk, interest in complex and mysterious, a desire to fantasize, dreaminess, intolerance to boring, ingenuity.

A special role in motivating creativity is played by internal (intrinsic) motives. Creativity refers to self-motivated forms of activity that are carried out for the sake of the very activity. According to R. Wait, motivating is a sense of efficiency, and the result of activity – the growth of various competencies. At internal motives, a person is attracted by the process of performance, which in this case acquires independent value.

An important feature of a creative personality is an active position of a person in approach to the problem, optimism and confidence in the achievement of success. The criterion of developed creative thinking can be called its positivity. Positive thinking characterizes the attitude of a man to his problems and problems of mankind, as well as contributes to their solution through constructive actions. Such a direction of thinking allows you to overcome weakness and limitations; a person deliberately controls his thoughts, feelings and emotions; a positive self-concept is created.

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STUDENTS' CAREER MOTIVATION FORMATION FOR SUCCESSFUL PROFESSIONAL ACTIVITY

Modern labour market needs a new concept of vocational training based on its close interaction with the education market, as a socially oriented way of manufacturing and business involves a qualitatively new level of career motivation. Currently, the responsibility for the results of the work, the ability to independently acquire the necessary knowledge and put it creatively into practice are the key conditions for the professional growth of a young person.

Higher vocational education is the fundamental component of an integral system of continuing vocational education in today's conditions of fierce competition in the labour market. In modern studies, it has been argued that motivation includes all kinds of incentives, namely: needs, interests, motives, goals, tendencies, settings, etc. That is, motivation is indirectly subjected to the process of reflection for human behaviour subjective determination.

According to N. Lisovets, motivation consists of two groups of phenomena:

- a set of incentives or factors as an individual system of motives;
- dynamic education, process, mechanism, that is, the system of actions to activate the motives of a certain person.

Career motivation as a personality characteristic is a system of goals, needs, which induce a student to actively mastering the knowledge, skills and abilities, conscious attitude to the profession.

The experience of modern teachers shows that students' career motivation is actively formed in the 3d-4th years of study, when vocationally-oriented disciplines are studied in depth and practice is taken place.

To ensure stable career motivation of students as socio-psychological conditions, formation (and maintenance) of students' aspirations to identify their opportunities and assert themselves in educational and professional activities are determined. In the analysis of reforming process for higher school among the number of problems inherent in higher education, O. Bandurka identifies the problem of expediency of achieving a high level of specialist training (based on the efforts of teachers, a student, and his parents). The reason is that in the future there is a difficulty with the employment of a young specialist, his consolidation in production, in other fields of activity, ensuring its social and legal guarantees, which the state does not actually implement, despite law declaration.

The scholar emphasises that university education should be provided by three components: presence of a student; availability of scientific and pedagogical staff; proper material and technical base. In addition, the fourth component must be taken into account – a student's desire to study, his motivation to study. There is often no such motivation, as a modern student does not see the prospects of using the acquired knowledge, that is, the ability to work within a specialty in decent conditions for a decent salary.

The researchers M. Vitevska and L. Krasovska determine the improvement of the quality of training a specialist, the formation of his motivation to continuing vocational education as factors of ensuring the country's competitiveness globally.