

I. P. Osobov, SE "Luhansk Taras Shevchenko National University"

THE ROLE OF HIGHER EDUCATIONAL ENVIRONMENT IN FORMATION OF STUDENTS' CREATIVITY

Osobov I. P.

The Role of Higher Educational Environment in Formation of Students' Creativity

The paper focuses attention on the identified in the research process possibility of psycho-pedagogical conditions and factors of developing creativity in students of humanitarian specialties in university teaching. In article describes the looks with pluralism of views of scientists on the essence and the nature of creativity, both internal and external factors for its development; shown diversity of views on the structure and content of creativity and the programs of her development as a basis of creative activity. Detailing the terms of the components of the educational environment of higher education. The author analyzes the relationship between the terms „educational environment” and „pedagogical conditions”, reflect the views of reputable scientists. Describing the reasons which impede the creativity, as well as the basic conditions that promote the formation of its in students: lack of time constraints, the minimization of achievement motivation, lack of motivation, and criticism of the competition. Considered the key requirements to increase the efficiency of formation of creativity in university educational process: multivariate, lack of regulation and incompleteness. Substantiated the role of information and communication technologies as a way to stimulate creativity.

Key words: creativity, conditions, factors, educational environment, information and communication technology.

The technologies and innovations which are being developed rapidly, the humanization of Ukrainian society and system of education need profound changes in demands of preparing higher education specialists. The creativity and competence became the standard individual psychological features that characterize success of the professional activity. Difficulties in creation of necessary conditions for training prospective professionals became the result of appearing of great number of researches in pedagogics and psychology.

At the present stage of professional pedagogics development the creativity phenomenon as the tendency to creative work has been investigated into the matter. However, appropriate psychological pedagogical conditions for creativity development in educational process of higher educational institution haven't been determined yet. So, the most important pedagogical issues of training prospective professionals are finding out, elaboration and explanation of pedagogical conditions for creativity development.

The aim of this article is to examine special aspects of the higher educational environment that provides the possibilities of creativity development of the future specialists in social and humanitarian sphere.

Within the confines of experimental research which was based on the activity of the Department of Humanities and Social Studies in Luhansk Taras Shevchenko National University, we have learned conditions that promote creativity development.

The analysis of works which characterize modern academic educational process leads to the conclusion about fundamental importance of educational environment, which satisfies the requirements of creative type education and produces conditions for student's creativity development. This fact brings the question about the correspondence between concepts of "educational environment" and "pedagogical conditions". In philosophy the category of "condition" is interpreted as an expression of the attitude from subjects towards objects which surround it and without which its existence is impossible. Also this category is interpreted as environmental variety of objective world [1]. The condition makes that environment, atmosphere where events or processes appear, exist and progress. In the modern pedagogical and psychological researches the category of "condition" is considered as the species concept in relation to generic concepts, such as: "environment", "circumstances", "situation", that in conclusion expends significantly the complex of facilities which are necessary for creation, existence and progress of pedagogical system. We base ourselves upon the interpretation of this category in pedagogics, which is represented in pedagogical work written by V. I. Andreev. He

considers the condition as directional selection, the consulting and application of semantic elements, teaching and upbringing methods for didactical aims [2, p. 137].

In our work we base on the definition of educational environment as “the complex of social, cultural and also as a psycho-pedagogical condition, specially organized in educational establishment. The cooperation between this conditions leads to achievement of personhood” [3]. It should provide conditions for pupil’s inward actualization, his personal fulfillment. These conditions “can be made in creative educational environment, which provide the maximum degree of individualization through the common usage of information and telecommunication technologies” [4, p. 203].

J. Guilford’s recommendations have practical importance in case of production of psycho-pedagogical conditions for student’s creativity formation [5]. He named such conditions for creative activity stimulation as: sympathetic atmosphere provision, teacher’s goodwill, his refusal from grades allocation and critics towards pupils, the enrichment of environment with all sorts of new subjects and motivations with the purpose of curiosity development, enabling to ask questions actively, encouragement for original ideas pronouncement, common usage of divergent questions about all kinds of educational and extra-curricular spheres, and also providing opportunities for exercises and practice.

In our research process we were using pedagogical model, suggested by E. P. Torrens. This model stimulates creative activity productiveness, with the help of methods which satisfy such requirements as: to produce cooperation between intellectual, volitional and emotional functions, to provide realistic collision with a problem (immersion of emotional functions into this problem); to provide the collision of ambivalent concepts, projects, ideas [6, p. 146].

The experience of Russian psychologist V.M. Druzhinin represents a very interesting concept. In his opinion the creativity is a capability, which becomes actual only when environment makes it possible. Creativity formation needs such conditions as: lack of regulated behavior example, presence of positive creative behavior model (first of all, the communication of children with adults, who have developed creative

skills, have an effect on evolution of skills); the creation of special conditions for creative behavior stimulation, social reinforcement of creative behavior [7, p. 25].

Pedagogical conditions of students' creativity formation is the complex of external and internal conditions of educational process, the realization of which have an effect on the creative skills development. We mean by pedagogical condition such circumstance of student's creativity formation, which is the result of organizational training forms for achievement of his self-evolution goal and also the result of selection, designing, and usage of semantic elements and certain methods. These conditions play a great role in the process of student's professional training. It takes into account such main psycho-pedagogical conditions of effective professional creativity development in education sphere as: "the psychological training orientation at the many-sided person in the complex of cognitive, conative, intellectual, emotional, volitional and axiological characteristics; innovative educational activity, active usage of unconventional educational forms, trainings and business games, media technologies, special professional creativity and cognitive activity development program; enriched creative educational environment, including creatively oriented teacher's personality" [8, p. 142].

In the determination process of pedagogical conditions, which promote the formation of students' creativity, we have in mind the society requirements of specialists, who have the capabilities to solve not standard multi-tasks; training particularity of the future specialists in Higher Educational Institute (HEI) is determined; the criteria, levels of students' creativity formation are determined on the basis of person-centered approach. Besides that, the typical failures of traditional system of pedagogical process organization in higher educational establishment were identified. The elimination of these failures will lead to increasing of students' creativity formation level.

In our research we have investigated psycho-pedagogical conditions which promote the creativity development of students of humanitarian faculty. Basing on the different researchers' works, where the phenomenon of creativity, motivation of

creative activity and the creative nature were studied, we have distinguished two groups of conditions in students' creativity development: subjective and objective.

The subjective conditions are:

- genetic backgrounds (the type of the higher nervous activity, accentuation of personality, the particular qualities of mental processes, dispositions);
- public culture, students' erudition, information literacy, subject-information enrichment, availability of creative behavior models and its results;
- actual level of internal motivation to creativity.

Subjective conditions dictate the specificity of differentiated educational program in the work with every student: the possibility of including him to the group or the necessity of individual approach; the speed of activities adoption and the time for creativity potential revelation; conative incentives and possible reactions of their abruption or adoption, etc.

The objective conditions we have grouped in certain way:

- uncontrolled conditions or conditions controlled indirectly (factors of social environment: family and kindred relations; socio-political events in the world; media world; peculiarities of student's lodgings; social network influence);
- controlled conditions (educational environment in institute, which is characterized by a great number of variants and by the absence of the order).

The uncontrolled objective conditions can influence creativity development both ,positively and negatively. We guess that actions ignorance of these conditions for students' creativity development reduces the frequency of objectivity of the results which were received in our research. In case of their negative influence, the possibility of grading effects on creative skills development is considered, but with a certain degree of lag: it can be in form of the help towards the student to apprise the situation, to find the solution, to defuse emotional tenses.

The educational environment of the university is an open humanitarian system, which has a lot of addictive components, so its consideration involves the specification of such factors as:

- the specificity of teaching and extracurricular load of students;

- pedagogical staff;
- the university reputation;
- specially organized external situational creativity motivation.

The specificity of teaching and extracurricular load of students. First of all, it refers to the content of information, which is learned in the course of special subjects, major-specific discipline. The learning of creative educational material that is specially selected and included in work programs, it attracts interest to the learning and absorption of this material. This is the beginning of creative ideas generation and students' first steps of creative activities appearance. The method of its presentation is very important, in other words, those pedagogical technologies (including the usage of info-communicational technologies in the process of training) also organizational forms of trainings for students, which have the target to activate creativity. The students' group division into subgroups is appropriate, because the little number of students gives the opportunity to organize differentiated group and individual performance qualitatively. Moreover, in the process of group work organization, the student's interactive individual work becomes actual and this also has an effect on their creativity development, because the interactive forms of works are based on transferring the experience of learning and activity in groups, from one student to another and basing on the deep human reflection of every student's own progress. The base of educative process individualization supposes the maximum revelation of student's individual capacity and promotes the development and manifestation of his creativity.

Extracurricular training load also makes a significant influence on the students' creativity development. It is characterized by worked out interaction channels of the university structural units with the external organizations, different industries and establishments. Contests, exhibitions, internet-conferences, summer intern, the participation in student's scientifically creative laboratory all these forms of work are the worked out extracurricular work forms that will promote students' creativity development.

Teaching staff. Creative atmosphere inside the faculty, professionalism and authority of every teacher among the students cannot be created simultaneously because they are developed over the years. Teaching staff is considered to be the example of axiological and responsible attitude toward creative work, toward profession, toward the work and people. This is a real example for students.

The image-building of the university . It is not only visual impression of university building or design of classrooms and arrangement of university laboratories, but the rating places of HEI among the applicants and whole inhabitants at large, it is also teachers' creative researches, the high level of job placement and the quality of graduates' training.

Specially organized external situational creativity motivation. In our research a particular care is focused on this most sophisticated pedagogical influence on the process of creativity development. We were using the group of psycho-pedagogical methods in training and extracurricular processes, which promote creation of external positive motivation to the creativeness (the ambition and self-esteem, competitiveness, success, personal new growth) and its transferring into the internal creative work motive (the complex of intellectual, motivational, emotional-volitional and professional axiological qualities, which appear in the creative work process).

We have generalized some methodological recommendations about pupils' creativity development that were discovered by famous specialists (V. O. Slastenin, S. D. Smirnov, O. Savenkov, E. V. Ryabova, etc.), in the experimental work we based on recommendations, that in our opinion are the most productive in creative educational process. These recommendations are:

- to respect student's personality, to hold discussions correctly;
- to provide the free atmosphere at lessons, to stimulate internal freedom, to put pupils at easy;
- to support students' understanding of significance of creative work, sensibility to contradictions;
- to prevent conformable brainwork formation, to increase the level of self-confidence.

-to estimate ideas loyally, to exercise the skills of self-listening and to respect other opponents.

-to encourage self-dependence in educational process, to stimulate students to choose aims, tasks and methods of their solving;

-to support dominating of personal research practice over the reproductive acquisition of knowledge;

-to support motivation to pursuit of success and to counteract failure avoidance motivation, to stimulate inclination of pupils to justified risk in the solutions searching;

-to develop students' organizational-activity skills (self-regulation, self-organization, targeting, rulemaking, sense of purpose, reflection, etc.);

-to trigger intuitive actions, directing them to the next logical analysis of suggested idea;

-to evolve imagination and fantasy;

-to encourage ambitions of self-esteem, self-fulfillment, self-improvement;

-to rely on positive emotions (gladness, astonishment, sympathy, empathy, success affection);

-to create situations at the lessons, which need creative decision making;

-to use open-type activities, which mean the searching of probable right series of decisions (even fantastic);

-to demonstrate science knowledge evolution, to provide the domination of evolutive capabilities of educational material over its information richness;

-to use actively the unconventional trainings, business games, multimedia.

This discovered conditions base on possibilities of higher professional education as on the most technological and operating part, and include the formation of personal qualities and general components of the future specialist creativity.

In such a way, if we want to organize the process of student's creativity in the HEI, we need to take into account that the person needs active creative activities and this is the main motivation quality of creative person. The main way of creative person formation is the orientation of the whole educational process in the university

on the development of creative ambition, which is achieved with the help of implementation of pedagogical conditions. These conditions stimulate student's creative work.

Despite active learning of educational environment role in students' creativity formation (in science and on practice), there are many questions that need further development. In particular, there is necessity of further modernization of diagnostic instruments for creativity formation investigation. Taking into account the modern informational society deep humanization, we guess that further investigation of professional creativity formation is very important, including relevant informational communicational technologies usage.

References

1. **Filosofiya:** Navch. posib. [Philosophy : Teaching guide]/ L. V. Hubersky, I. F. Nadolniy, V. B. Andrushchenko, etc.; Edited by I. F. Nadolniy. – 5 stedition., revised and corrected. – K.: Vikar, 2005. – 455 p. – (Vyshchaosvita XX stolittya).(ukr)

2. **Andreev V. I.** Pedagogika. Uchebnyy kurs dlya tvorcheskogo samorazvitiya [Pedagogics.Training course for creative personal development.]- 1st. edition./ V. I. Andreev – Kazan : Tsentriinnovatsionnykh tekhnologiy. – 2001. – № 1. – 151 p. (rus)

3. **Kulyutkin Yu.,** Tarasov S. Obrazovatel'naya sreda I razvitie lichnosti [Educational environment and personality development] // Novyeznaninya. – 2001 / № 1. – 151 p. (rus)

4. **Krechetnykov K.H.** Proektuvannya kreatyvnoho osvithnoho serdovysshcha na osnovi informatsiynyh tehnolohiy u vuzi [The creative educational environment projection on the base of informational technologies in the institute. Monography.] – M. : Hoskoortsentr,2002. – 296 p.(ukr)

5. **Gatanov Yu. B.** Kurs razvitiya myshleniya (po metodike Dzh. Gilford I Dzh. Renzulli) : Pervyi god obucheniya [The course of creative thinking development

(by J. Guilford and J. Renzulli method): First study year (for 6-10 years old).] – SBR :SDE “Imaton”, 1996. – 84 p. (rus)

6. **Davydov V. V.** Problema razvivaushchego obucheniya [Developmental teaching problem: theoretical and experimental psychological investigation experience.] – M.: Pedagogika, 1986. – 239 p. (rus)

7. **Ponassenkova S. V.** Odarennye deti: formirovanie i razvitie sposobnostey (psikhologicheskii aspekt) [Gifted children : abilities formation and development (Psychological aspect)] // Problemy Vuhavannya. – 2003. – №2. – P. 21 – 35. (rus)

8. **Ryabova E. V.** Poznavatel'naya aktivnost' kak uslovie razvitiya professional'noy kreativnosti v podgotovke budushchikh pedagogov [Cognitive activity as a criteria of professional creativity development in prospective pedagogues training.]: dissertation cand. of psy. sciences: 19.00.07. – N. Novgorod, 2006. – 299 p.

Особов И. П.

Роль вузівського освітнього середовища у формуванні креативності студентів

У статті аналізуються особливості вузівського освітнього середовища та його можливості у формуванні професійної креативності у майбутніх фахівців соціально-гуманітарної сфери. Розглядаються психолого-педагогічні умови (суб'єктивні та об'єктивні) і фактори, які роблять значний вплив на формування креативності у студентів гуманітарних спеціальностей у процесі їхньої професійної підготовки. Вивчається співвідношення понять “освітнє середовище” і “педагогічні умови”, наводяться результати досліджень авторитетних вчених. Також деталізуються доданки компонентів освітнього середовища вищого навчального закладу. Обґрунтовано роль інформаційно-комунікаційних технологій як способу стимулювання розвитку креативності.

Ключові слова: креативність, умови, фактори, освітнє середовище, інформаційно-комунікаційні технології.

Особов И. П.

Роль вузовской образовательной среды в формировании креативности студентов

В статье анализируются особенности вузовской образовательной среды и ее возможности в формировании профессиональной креативности у будущих специалистов социально-гуманитарной сферы. Рассматриваются психолого-педагогические условия (субъективные и объективные) и факторы, которые оказывают значительное влияние на формирование креативности у студентов гуманитарных специальностей в процессе их профессиональной подготовки. Изучается соотношение понятий „образовательная среда” и „педагогические

условия”, приводятся мнения авторитетных ученых. Также детализируются слагаемые компоненты образовательной среды высшего учебного заведения. Обоснована роль информационно-коммуникационных технологий как способа стимулирования развития креативности.

Ключевые слова: креативность, условия, факторы, образовательная среда, информационно-коммуникационные технологии.

Information about the author

Ivan Pavlovych Osobov – post-graduate student, the assistant of Pedagogy Department of Luhansk Taras Shevchenko National University. Academic interests are focused on the problems of creativity formation by informational communicational technologies methods.

The article was received by the Editorial Office on 20.03.2013

The article was put into print on 26.04.2013