

75

Fecha de presentación: octubre, 2021

Fecha de aceptación: diciembre, 2021

Fecha de publicación: febrero, 2022

THEORETICAL APPROACHES

TO THE FORMATION OF A PERSON'S CREATIVE ABILITIES

ENFOQUES TEÓRICOS PARA LA FORMACIÓN DE LAS HABILIDADES CREATIVAS DE UNA PERSONA

Zulpat Abdulgalimovna Magomeddibirova¹

E-mail: z.a.magomeddibirova@mail.ru

ORCID: <https://orcid.org/0000-0001-5970-6305>

Elena Valentinovna Goverdovskaya²

E-mail: elena_goverdovskaya@mail.ru

ORCID: <https://orcid.org/0000-0001-5987-3277>

Galina Andreevna Krechetova¹

E-mail: krechetova.g.a@mail.ru

ORCID: <https://orcid.org/0000-0001-8822-2254>

Umar Halovich Abdulkadirov¹

E-mail: abdulkadirov.u.h@mail.ru

ORCID: <https://orcid.org/0000-0002-1013-7006>

Ramnat Movsarovna Medzhidova¹

E-mail: r.m.medzhidova@yandex.ru

ORCID: <https://orcid.org/0000-0002-2639-1068>

¹ Chechen State Pedagogical University. Russian Federation.

² Volgograd State Medical University (Pyatigorsk Medical and Pharmaceutical Institute, Branch of the Volgograd State Medical University of the Ministry of Health of Russia). Russian Federation.

Suggested citation (APA, 7th edition)

Magomeddibirova, Z. A., Goverdovskaya, E. V., Krechetova, G. A., Abdulkadirov, U. H., & Medzhidova, R. M. (2022). Theoretical approaches to the formation of a person's creative abilities. *Revista Universidad y Sociedad*, 14(S1), 694-699.

ABSTRACT

The focus of the study is determined by the relevance and significance of the examined topic. Creative abilities refer to a person's skills allowing them to make various unconventional creative solutions and understand, generate, and implement various plans and new ideas. Creative abilities are needed in learning, work, and daily life. They provide a person with an ability to find a way out of various situations, even if those that appear senseless to others. In this, a person can make use of their surroundings and different objects and circumstances in very unusual ways. Creative abilities are also viewed as a personal quality determining how capable an individual is of creativity and how much they strive for it. Creativity can manifest in various spheres of human activity. Thus, creativity presents a quality that realizes a person's creative abilities.

Keywords: Personality, creative abilities, development, self-realization, models of creativity.

RESUMEN

El enfoque del estudio está determinado por la relevancia y la importancia del tema examinado. Las habilidades creativas se refieren a las habilidades de una persona que le permiten realizar diversas soluciones creativas no convencionales y comprender, generar e implementar varios planes y nuevas ideas. Se necesitan habilidades creativas en el aprendizaje, el trabajo y la vida diaria. Proporcionan a una persona la capacidad de encontrar una salida a diversas situaciones, incluso si a los demás les parecen sin sentido. En esto, una persona puede hacer uso de su entorno y diferentes objetos y circunstancias de formas muy poco habituales. Las habilidades creativas también se consideran una cualidad personal que determina qué tan capaz es un individuo de creatividad y cuánto se esfuerza por lograrlo. La creatividad puede manifestarse en varias esferas de la actividad humana. Por lo tanto, la creatividad presenta una cualidad que da cuenta de las habilidades creativas de una persona.

Keywords: Personalidad, habilidades creativas, desarrollo, autorrealización, modelos de creatividad.

INTRODUCTION

With regard to the last three decades, it is possible to conclude with a certain degree of certainty on the presence of a need for creative individuals in contemporary Russian society. Modern Russia needs individuals striving for free realization of their creative potential, to the consolidation of their trust in themselves, and the opportunity to reach their ideal “self” (Maslow, 2018, p. 212). A creative person engages in creativity and has developed creative abilities. Such a person often offers help and assistance to others in their creative self-realization and helps them open up and express themselves. Moreover, a creative person often demonstrates pronounced empathy, the ability to understand others and support them. Creative abilities always manifest in individual ways. They allow the realization of individual mental functions and contribute to personal development (Alekseeva et al., 2019, p. 157-159).

The fundamental terms for the present study are:

- Creative abilities;
- creativity;
- a creative person.

These topics are selected due to the fact that to understand the specific features of the development of creative abilities, it is necessary, first of all, to understand the essence of the concept of creative abilities, as well as to know the specifics of the object and subject under study. Creativity serves as the object of the study since creative abilities can only develop in the creative process. The subject of the study is a creative person whose creative abilities are developed by means of creativity.

The aforementioned determines the goal of the study – to examine the specific features and ways of the formation of a person’s creative abilities.

In our analysis of literary sources, we have identified various approaches to defining the concept of “creativity” (Alekseeva et al., 2019; Magomeddibirova, 2020; Churashov, Belov, 2020). Overall, it is possible to highlight several common characteristics. Specifically, all authors adhere to the view that creativity presents a set of particular personal qualities that provide a person with the ability for creative self-realization and self-expression. In essence, it is a certain structured unity of abilities and cognitive processes that provide for a high level and quality of the creative activity. At the basis of creative processes lies a complex of sensorimotor, visual, operational-activational, and logical and theoretical forms. Creativity is a certain aspect of personality development, which provides the transition to a qualitatively new level of intellectual development (Barysheva, 2020).

Creative abilities are the theoretical or practical work of people performed to find new objects, ideas, solutions, or skills. This definition is presented in the Dictionary of Psychology. From the point of pedagogy, creativity is the highest form of human activity and independence. If creativity has a positive impact on society, it is considered valuable. Its value is also affected by the result of work. It must be new and original (Mishina, Dogadova, 2020, p. 112-117).

Personality develops in the process of engaging in creativity. It can be argued that creativity is creation. This complex process is shaped by the peculiarities of the human psyche. It is these features that help to engage in certain work. Certain personal qualities are developed in the creative process (Barysheva, 2020).

Abilities differ from skills in that they refer to mental activity rather than the methods of action. Abilities allow regulating activity and action. If a person has some aptitudes or inborn attributes, they develop certain abilities. If a person does not engage in some work, they do not acquire abilities. The development of abilities is also affected by self-esteem along with a person’s motivation and temperament (Krivoe zerkalo, 2019, p. 310-314).

Now, we need to consider abilities from the point of personality, the subject of work, and the individual.

An ability embodies the natural essence of an individual; in this case, mental psychomotor and cognitive functions are emphasized. The abilities of an individual are analyzed as the properties of functional systems.

The abilities of a subject manifest in the outcomes of individual abilities when an individual performs cognitive operations via operational mechanisms. Consideration of the personal meanings and values in the formation of abilities ensures competent cognition of society (Krivoe zerkalo..., p. 23-28).

In our view, creativity is a rather complex process that cannot be duplicated. A characteristic feature of the creative process of a personality is the presence of certain experiences, which set the emotional tone of creative activity; a person’s creative potential cannot be fully realized without such components as intelligence, emotions, motivation, and will.

According to A. Maslow, personality self-actualizes by means of fifteen critical characteristics, creativity being one of them (Meshcheriakov, Zinchenko, 2019). The other characteristics are the features of a person’s creativity.

J. P. Guilford argues that a creative person has the following qualities:

- Originality, which implies that they succeed in expressing their thoughts in unusual ways, try to act in non-trivial ways, and strive for intellectual novelty.
- they search for new, alternative solutions to problems and new ideas.
- they are semantically, adaptively, and spontaneously flexible. They examine objects in new ways and try to functionally apply new knowledge in practice; they try to influence the object itself to make it perceive the world differently, while the person themselves would observe new and hidden ideas from aside. They can come up with different ways of action in different situations, even in the absence of any reference points (Kondrateva, 2015).

According to A.V. Kochkinekov and A.V. Didrikh, people with a creative streak have the following characteristics of personality: they demonstrate intellectual openness, which means that they can believe other people's ideas and even their own fabrications; it is easy for them to perceive unusual or new things; they show characteristics of independence, for example, personal standards are more important for them compared to those of the group and other people's judgments make them uncomfortable; they easily resolve ambiguous situations and act constructively in doing so, strive for beauty, and have a high level of personal aesthetics (Dosbekova, 2021, p. 200-207). Some experts emphasize efficiency and patience as the elements of personal creativity.

METHODOLOGY

Having compared various standpoints regarding the creative abilities of an individual, we can formulate our own position on the qualitatively new material and spiritual values or the result of creating objectively novel things. However, not all kinds of activity can be attributed to creativity since the main criterion of creative activity is the uniqueness and inimitability of the final product. Moreover, it is impossible to factually predict the outcome or product of creativity at the beginning. This factor stems primarily from the fact that in the process of creation, the author applies to the initial material some of their abilities, which cannot be equated to simple work operations or logical inferences of another individual. The level of manifestation of creative abilities varies from person to person, and, as we noted previously, an ability represents individual characteristics of personality. Abilities are affected by genetics, the type of nervous system, the degree of development of sensory organs, and some other physiological parameters. From our perspective, a person becomes talented when they use their inborn features and develop them. Nevertheless, giftedness does not guarantee success or professionalism, it is only an opportunity that has to be used by

developing one's skills, mastering new knowledge, and constantly training.

The formation of creative abilities, specifically the activation of the process, can take place under the influence of different methods. To the most prominent of these methods, we can attribute organizational techniques and the techniques promoting creativity.

The techniques used for the development of creativity in a person in practice include:

- Setting objectives associated with creativity;
- exercises setting a person up for the creative process, for example, the ones based on certain techniques allowing to arrive at unconventional solutions in solving a problem in practice;
- the organizational process of creative cooperation accounting for the level of training and promoting the development of all participants in the creative unit;
- the organization of creative competitions between groups or individuals (Vasilkovskaia, 2017, p. 155).

Examining the problem of the formation of creative abilities in the context of accumulated knowledge, skills, and conceptual apparatus, we can determine the methodological approaches to the formation of creative abilities: the subjective approach, the resource approach, and the ontological approach.

The subjective approach involves referring to the personality, creating the conditions that would allow the individual to express their uniqueness and peculiarities in the present moment of turning to themselves. The focus on the "inner powers" of personality allows stimulating intellectual and creative activity. This principle relies on the subjective experience a student obtains when solving intellectual and creative tasks, which helps them receive positive results in the discovery of new things.

The resource approach concerns the specific area of mental resources as a relatively stable characteristic of a subject's inner world. Individual intellectual and creative activity is activated to solve the task at hand. The mental resource provides for a better understanding of the situation and one's capabilities, success in intellectual activity, as well as the acquisition of mental experience.

The ontological approach allows intellectual creativity in the process of development to move away from simply fulfilling an educational role and become a self-sufficient way of existence (Vereina, 2021, p. 30).

DEVELOPMENT

Examining the innovative approaches in the formation and development of the creative abilities of a personality, we note that several researchers agree on the need to review the very conception of guidance and organization students' learning and cognitive activity as one of the critical trends in the training of specialists at universities. The shift of emphasis from learning activity to transformative activity, implementation of the principle of innovativeness and openness of a future specialist to culture and society, and the introduction of polyphony of professional activity are the most important and demanded elements of training in the modern education system. Moreover, dialogism and polyphony serve as the structural foundations of innovative activity.

The process of formation and development of creative personality has its own specific patterns. The general, specific, and individual social aspects affecting its formation are in a dialogical unity and act as the general, the particular, and the singular. However, we believe that these factors make only external adjustments in the process of the formation of an individual's creative abilities, whereas the main potential lies at the psychological level. A creative person is the main reason behind their behavior. They are primarily a self-governing system motivated to action primarily by their inner needs and not by their environment. Being a creator, such a person becomes a unique personality: extrinsic motivation or spontaneous thoughts greatly affect their actions, determine the goal, predict the objectives, and the main driving force, in this case, becomes the hubristic need. Satisfying this need is mainly associated with performing creative and expansive transgressions, the main focus of a person in this process being internal and external development. In the transgressive state, a person can overcome the insurmountable, which we believe to be a kind of transformation of the personal core (potential).

The formation of creative abilities takes place in the process of engaging in various types of activity. In this, the stages of development of creative abilities have to be regulated using, for example, Edward de Bono's Six Thinking Hats method.

The Six Thinking Hats method is based on roleplay and allows for organizing the creative process. The game consists in putting a hat of a specific color on an imaginary head. The critical point is that the mode of thinking is determined through color choice.

Creative ability can be formed by means of the "mind map" technique developed by Tony Buzan, who also proposed the method of thinking activation. The information is taken

from associations. A person has to take a card with a picture on it from the deck. After that, they have to describe the emotions and feelings that this card evokes. The person can also describe events associated with the picture. This allows utilizing images in memory. The method thus improves the level of a person's creativity.

According to Tony Buzan, thinking linked with associations can be adjusted, managed, and developed. The examined method allows enhancing the level of consciousness. The brainstorming technique is often used nowadays in electronic form. It is administered on the Internet to prevent the participants from being afraid to evaluate events. No personal information is required from the users, they can work completely anonymously. Similar to a normal brainstorming session, in the electronic form, the users are looking for a way out of a particular situation. Sometimes creativity is developed through art therapy, verbal exercises, visual complexes, solving colloquiums, or briefs (Churashov, Belov, 2020, p. 14-15).

The formation of creative abilities can also be ensured as part of learning virtually in any lesson.

A.V. Didrikh (2018) argues that children's creativity develops in the process of learning foreign languages. The researcher believes that language learning is important in understanding how students' creativity forms and what creative parameters they demonstrate currently. To ensure that the subjects communicate with one another, it is necessary to present them with "flexible" tasks. This can assist in forming some personal qualities, including developing creative abilities. If a student approaches a particular task creatively, their thinking will be unconventional and creative. They will also apply new knowledge in practice, which will lead to the student practicing the foreign language. The student thus develops greater creativity and, as a result, quickly socializes and adapts. In this way, they will develop a competent personality (Dosbekova, 2021, p. 202).

Broad opportunities for the development of creative abilities are offered to students by various artistic activities. The artistic activity presents work in which children gain creative abilities. It involves play, communicative activity, work on development, assessment, cognition, and transformation. Children can engage in fine art, artistic speech activities, music, games, or theatre as they wish; all of these options are considered to be types of artistic activity.

It is worth noting the synthetic nature of independent artistic work. A person can sing and draw at the same time, look at pictures and tell a poem, or dance during a theatrical performance. Depending on the subject matter,

independent art activity changes along with its content. Its content is also influenced by the conception of education.

Different artistic impressions enrich independent artistic activity. For example, it forms under the influence of paintings, entertainment, literature, music, celebrations. The study of art expands a person's outlook and changes their view of the world. When children study works of art, they develop the desire to create. Children's initiative has a great impact on independent artistic activity. From the outside, it appears that the supervisor or educator is not involved in it at all. However, the work of the teacher is extremely necessary and important in the child's artistic activity (Druzhinin, 2017, p. 57).

CONCLUSIONS

As a result of theoretical analysis, it is established that the concept of "creative abilities" has no universal definition. Nevertheless, we argue that creative abilities have to be understood as individual personal characteristics of a person, which predispose them to various kinds of creativity. For a person with creative abilities, it is much easier to master various types of creativity, succeed in creative activities, and produce a variety of creative ideas.

The results of the study indicate that the formation of creative abilities is only possible with a person's active participation in various types of creative activity.

The conducted analysis leads us to the conclusion that activity serves as the primary condition for the development of creative abilities. If a person does not engage in active work, the formation and development of their creative abilities appear to be impossible.

The formation of creativity implies the use of a flexible system of pedagogical techniques and approaches focused on the subject's motivational and value, activity organization, creative, and reflexive assessment spheres.

REFERENCES

- Alekseeva, V.I., Arniudaeva, Iu.B., Irintseev, A.A., Lidzhieva, D.M. (2019). Formirovanie poznavatel'nogo interesa i tvorcheskikh sposobnostei u doskolnikov v protsesse interaktivnoi deiatel'nosti [Development of cognitive interest and creative abilities in preschool children in the process of interactive activities]. *Modern Pedagogical Education*, 4, 157-159.
- Barysheva, T.A. (2020). Kreativnyi rebenok: Diagnostika i razvitie tvorcheskikh sposobnostei [Creative child: Diagnostics and development of creative abilities]. Moscow: Mashinostroenie.
- Churashov, A.G., Belov, V.A. (2020). Innovatsionnye podkhody v razvitiitvorcheskoi lichnosti v art-pedagogike sredstvami khoreografii [Innovative approaches in the development of creative personality in art-pedagogy by means of choreography]. *The Herald of South-Ural state Humanities-Pedagogical University*, 5, 166-180.
- Didrikh, A.V., Kochkinekova, A.V. (2018). Osobennosti formirovaniia tvorcheskikh sposobnostei u studentov na zaniatiakh po inostrannomu iazyku [Specific features of the development of students' creative abilities in foreign language lessons]. *The world of science, culture and education*, 3(70), 200-207.
- Dosbekova, G.K. (2021). Razvitie khudozhestvenno-tvorcheskikh sposobnostei doskolnikov kak uslovie formirovanie kreativnoi lichnosti [Development of artistic and creative abilities of preschool children as a condition for the formation of a creative personality]. *Herald of Science and Education*, 3(106), 56-58.
- Druzhinin, V.N. (2017). Psikhologiiia obshchikh sposobnostei [Psychology of general abilities]. Saint Petersburg: Piter Kom.
- Kondrateva, N.V. (2015). Sushchnost poniatiiia "tvorcheskie sposobnosti" [The essence of the concept of "creative abilities"]. *Kontsept*, 9 (September). Retrieved from: <http://e-koncept.ru/2015/15320.htm>
- Krivoie zerkalo: Razvitie tvorcheskikh sposobnostei u detei 3-9 let [Crooked mirror: Development of creative abilities in 3-9-year-old children]. (2019). Moscow: Alisa.
- Magomeddibirova, Z.A. (2020). Problemnye situatsii kak sredstvo razvitiia tvorcheskogo myshleniia mladshikh shkolnikov v protsesse obucheniia matematike [Problem situations as a means of developing creative thinking of primary school students in the process of studying mathematics]. *Problems of modern pedagogical education*, 68-2, 212-216.
- Maslow, A.H. (2018). Motivatsiia i lichnost [Motivation and personality]. Saint Petersburg.
- Meshcheriakov, B., Zinchenko, V. (2019). Bolshoi psikhologicheskii slovar [The Big Dictionary of Psychology]. Moscow: Olma-Press.

Mishina, T.V., Dogadova, A.I. (2020). K voprosu o formirovanii tvorcheskikh sposobnostei i kreativnogo myshleniia u rezhisserov teatralizovannykh predstavlenii i prazdnikov [On the development of creative abilities and creative thinking in directors of theatrical performances and festivals]. *International Journal of Professional Science*, 9, 11-16.

Vasilkovskaia, M.I. (2017). Deiatelnost klubnogo obedineniia v razvitii tvorcheskikh sposobnostei detei podrostkovogo vozrasta [The work of a club association in the development of creative abilities in adolescents]. *Bulletin of Kemerovo State University of Culture and Arts*, 38, 152-159.

Vereina, D.V. (2021). Formirovanie intellektualnogo tvorchestva studentov v obrazovatel'nom prostranstve vuza [The formation of students' intellectual creativity in the university education space]. *Research result. Pedagogy and Psychology of Education*, 7(1), 27-36.