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Овсянников В.В., Сснаренко В.П. Условия формирования креативных навыков у студентов

Ovsyannikov V.V., Sknarenko V.P.
Conditions of forming students' creativity
in educational environment

В статье на основе современной психолого-педагогической литературы производится анализ внешних и внутренних причин, препятствующих реализации креативности, а также основных условий, стимулирующих ее формирование у студентов. Выделяются ключевые признаки креативной образовательной среды.

Анализируются рекомендации по развитию креативности в ходе образовательного процесса

Ключевые слова: креативность, мотивация, самосовершенствование, образовательная среда, творческий процесс

Овсянников Вадим Викторович

Студент

Ставропольский государственный аграрный университет

г. Ставрополь, пер. Зоотехнический, 12

Сснаренко Виктория Петровна

Студент

Ставропольский государственный аграрный университет

г. Ставрополь, пер. Зоотехнический, 12

Internal and external reasons preventing students to be creative and main conditions that form it are being analyzed in this article which is based on contemporary psycho-educational literature. We highlight the key features of creative educational learning environment. Creativity development recommendations are being analyzed in the course of educational process

Key words: creativity, formation, motivation, self-improvement, teaching and learning environment, the creative process

Ovsyannikov Vadim Viktorovich

Student

Stavropol state agrarian university

Stavropol, Zootechnichesky lane, 12

Sknarenko Viktoria Petrovna

Student

Stavropol state agrarian university

Stavropol, Zootechnichesky lane, 12

The formation of a creative personality is one of the tasks of modern higher education in which important aspect is the creative development of the future specialist. The problem of creativity has been actively studied for several decades, showing different approaches to its study, the ambiguous findings and assessments, including in relation to possibilities of development of creative abilities.

The objective of this article is to define the conditions of formation of creativity in the teaching-learning environment on the basis of generalization of the findings of creativity researchers regarding the causes, the conditions that impede or facilitate creativity.

There are differing views on whether the use of the term concerning the formation of personality. Agree with the arguments in favor of this term, given by P. A. M.

Stolyarenko: “to emerge the means, to increase the maturity, to be issued, to acquire the certainty that is from the outside. The formation of substantial enrichment of a man, accompanied by his decoration, the emergence and change of qualitative characteristics that manifest outward.” According to O. M. Stolyarenko “mitigated” means promoting, creating conditions for the formation of personality. It is about the conditions of formation of creative abilities involved in many modern works devoted to creativity. Considered and the reasons (internal and external) that impede creativity.

Among the internal factors that impede the implementation of creativity, called the existence of competing types of thinking – critical and creative. Critical thinking is aimed at identifying shortcomings in the judgments of others; the man who developed this type of thinking, confined to the search of other shortcomings, not offering their constructive ideas. On the contrary, people with a creative mindset that prevails, developing constructive ideas, not enough attention to their shortcomings. Creativity is hampered not only by insufficient development of certain skills and certain personal qualities. In Particular, G. Lindsay, G. Thompson noted the tendency to conformism (the desire not to be different from others in their opinions and actions); the fear of ridicule over those thoughts; fear to criticize others because of possible revenge; the overestimation of their own ideas.

In a number of external factors that hinder the development of creativity, the respondents referred to the lack of support from those around them (parents, teachers, friends), lack of resources, etc. Pay attention to the results of the survey of students presented in the book by E. P. Il'yin: according to the respondents, hinder the manifestation of creative potential, especially in science, the lack of money (36 %), lack of understanding from others (28 %), lack of desire (19 %), laziness (16 %). In addition, such reasons, as the load of household problems, loneliness, envy of peers, isolation, health problems, etc. were mentioned as well.

A detailed analysis of the causes (situational and personal) that impede creativity can be found in the works by S. D. Smirnov. Among situational reasons he notes time limit; stress, anxiety; a desire to quickly find a solution; too strong or too weak motivation; the presence of a fixed installation in a way; the insecurity caused by previous failures; fear; increased censorship. Among personality marked by conformism; self-doubt; a very strong confidence; emotional depression and the steady domination of negative emotions; avoidance of risky behavior; the dominance of motivation of avoiding of failure on the motivation of aspiration to success; high anxiety as a personality trait; strong mechanisms of personal protection.

Conditions conducive to the realization of creativity, is also classified as internal and external. So, K. Rogers to internal conditions attributed: extensionality (openness to new experience); internal locus of evaluation, ability to see the unusual combinations. External conditions are of creativity: psychological safety and security (recognition of the unconditional value of the individual, creating an environment in which there is no external evaluation); psychological freedom of expression. K. Rogers called and “related components of the creative act” – the emotions (aesthetic, heuristic, communicative, “privacy”).

The scholars say that it is updated only when it allows the environment; referred to as signs of a creative environment. In particular, the opinion of the American scientist T. Amabile, who believes that the environment “should provide time and resources; development of competencies; constructive feedback that focuses on a specific activity or task; the promotion of an atmosphere of play and experimentation; the introduction of mixed styles work for group interaction; encouraging risk; free choice of jobs; predicting rewards for achievements or to encourage additional steps, but one that supports intrinsic motivation, but does not control the behavior. However, supervision and evaluation are considered as obstacles to creativity due to increased stress factors”. He also notes that the environment that promotes creativity, should have a high degree of uncertainty and the multiplicity of potential: it mobilizes the students to search their own targets and enables the finding.

In education (including higher education) refers to educational environment in its various modifications. There are options for the definition of this concept, which is common for the characteristics of the educational environment as a totality of conditions that influence the development of student's personality, and highlights its inclusion in the environment as an active participant. So, Y. M. Kulutkin defines the educational environment as follows: it is “the totality of social, cultural, and specially organized in the educational institution of psycho-pedagogical conditions, as a result of interaction with the individual which is the formation of personality”.

The authors of pedagogical studies consider various modifications of educational environments (virtual, training, information and education, etc.). In terms of higher education means primarily learning environment (or learning environment). In the literature it is noted that the concept of learning environment is more specific than the educational environment: the educational environment can exist in many educational environments, which, unlike the educational environment is always specially organized. In other words, learning environment – “a specially organized environment, aimed at the acquisition of certain knowledge to those who are learning, abilities and skills; in which the aim, content, methods and organizational forms of learning become mobile and available for changes within a particular institution”.

Creativity researchers call the main incentive motive of creativity of the human desire to realize itself: it is important to “motivate the creativity and mastery of technology, creative work. The main way of development of creative personality is self-improvement. The role of the environment comes down to belief in the naturalness of the creative process and teaching, to supply the individual techniques of creative work”.

In the book “Psychology of personality” motivation is characterized as the near and distant: “the first is determined by physiological needs and the urgency of the situation, the second requirement, which is becoming an activity, activity that brings joy and pleasure. Intrinsic motivation is a form of self-affirmation and self-actualization”. Most researchers believe that the creative process is a form of activity in problem finding, a conscious and targeted effort to expand the existing boundaries of knowledge, to remove the constraints. But develops creativity only the activity, during which you experience positive emotions. Cognitive demand is characterized by a sense of pleasure from mental work.

Innovative higher education is implementing a learner-centered approach to the person, because the focus on the average standards hinders the creative potential of students. In this regard, important to consider conditions that ensure creativity in the teaching-learning environment. Summarizing the observations of researchers in setting conditions for creative development and expression of students, it is important to note that a creative educational environment should provide creative learning activities to create an atmosphere of experimentation under uncertainty and multi-variant potential, and motivation for creativity and positive emotions those who are learning. Accounting internal and external conditions of development of creative abilities allows us to determine the optimal forms and methods of work on the formation of creativity of students.

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