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## Experimental Study of Developing Creativity of University Students

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### Abstract

One of the major challenges of modern higher education is development of students' creativity. Diagnostics of creativity and mental processes associated with it, creativity development are particularly important.

Questions that were investigated: creativity levels of Al-Farabi Kazakh National University students; predominant type of motivation in respondents' activity, creativity development techniques.

Purpose of the Study is to diagnose levels of development of creativity and the dominant motivation type in activity of students of Al-Farabi Kazakh National University, to work out recommendations on developing creative educational environment at a tertiary education institution.

Research Methods include critical analysis, simulation, and systematization of fundamentals of creativity. Practical methods are qualitative analysis and quantitative analysis of the research results. Psychological methods include the test «Creativity» by N. Vishnyakova and the questionnaire of A.A.Rean «Motivation for success and fear of failure» (MFSFF), mathematical statistical method of processing material.

There is correlation between the level of creativity and the predominant motivation in the activities of an individual. In the majority of respondents discrepancy between their actual creativity level and the ideal representation of their creativity was discovered, it indicates the willingness of the participants to improve their creative skills. There is correlation between the creativity level and emotionality (emotional intelligence quotient).

The obtained results can be used in individual and group psychological work with students (for developing creative portraits of a person, in psychological training programs, educational workshops, for designing elective courses). The need to develop and apply psychoeducational program aimed at removing barriers to individual creativity (cognitive and behavioral stereotypes) during the period of study at the University is identified.

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## 1. Introduction

Creation of educational environment favorable for development of the personality of a student and his/her creative abilities is an important task of modern society. University environment is a special one; in it a student acquires profession. At the same time, creativity is a trait necessary for a professional at the time of innovations. This trait is very important for teachers who in their professional activity will be developing students' abilities and skills.

*The purpose of the research* is to diagnose levels of students' creativity, development of this property in students, working out of recommendations for designing creative educational environment at a higher education institution.

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Empirical study of creativity levels of student youth of Al-Farabi KazNU was carried out in April and May of 2015. The mentioned research included diagnostics of the personality by using 2 parameters: creativity of the person and type of motivation dominating in the activity of the person.

**Research Methods** - Theoretical analysis of the concept and characteristics of creativity, systematization of theoretical foundations of creativity. The diagnostics was carried out by using the following test procedures: the test «Creativity» by N. Vishnyakova and the questionnaire of A.A.Rean «Motivation for success and fear of failure» (MFSF).

The 2<sup>nd</sup> and 3<sup>rd</sup> year students of educational specialties "Educational Psychology" and "Social Pedagogy and Self-cognition" studying at Al-Farabi KazNU took part in the research. The total number of respondents was 69 students. The sexual structure of the respondents was as follows: 83.3 % of the respondents were females and 16.7 % were males.

## 2. Definition of the concept of creativity

The concept of creativity means to create. It was used for the first time by D. Simpson in 1922 to identify human ability to reject stereotyped ways of thinking.

J.Guilford first proposed the concept of creativity as integrated ability associated with divergent thinking. Divergent thinking is thinking "going simultaneously in many directions", it is oriented toward producing great number of problem solutions. Divergent thinking is the main ingredient of creativity. By its definition, creativity is ability to generate ideas, to think out and create something new (Guilford J., 1982; Berezina T.N., Tereshchenko R. N., 2002). Creative thinking is described as divergent thinking and ability to produce a variety of approaches to a specific problem, it leads to unexpected conclusions and results. Divergent thinking is the opposite to convergent thinking. Convergent thinking focuses on deriving the single, correct solution based on analysis of multiple preliminary conditions (Gretsov A.G., 2008).

According to A. Gretsov, creative abilities are personality traits enabling to produce results that are original and new. Creativity, on the one hand, is characteristic of an individual. Universal traits of a creative individual include the following cognitive abilities: keen observation, ability to avoid perceptual sets; to see things in new ways, striving to express truth not evident to others, independence in expressions of opinion, willingness to work diligently for the sake of new knowledge, high intellectual abilities and good memory, ability to hold in mind multiple ideas and to compare them. Such personal traits as heightened sensitivity to own subconscious motives, daydreams, impulses, the rich inner world producing rich inner emotion are specified. Creative mind is active mind constantly asking questions, generating multiple ideas.

Creativity of the personality, according to C. Rogers, consists in exploring by the person of his own inner psychical world; in the course of this exploration he designs new adaptive ways of behavior and overcomes his own restrictions when interacting with the outside world . C. Rogers writes: "Creative process is our vital power, and the one who has experienced it once, won't be able to live without it any longer. Creativity is our essence, our vitality" (Rogers C., Freiberg H. J. 2002).

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