



# DEVELOPMENT OF THE CREATIVE POTENTIAL OF FUTURE QUALIFIED WORKERS IN VOCATIONAL EDUCATION INSTITUTIONS

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## Abstract

**Relevance:** the request of society and the economy for training of creative, ambitious and innovative thinking specialists in vocational (vocational education and training) education institutions (hereinafter – V(VET)E), namely, the specialists who are able to ensure the rapid recovery of the war-ravaged economy of Ukraine and the further sustainable development of society.

**Purpose:** to carry out a theoretical analysis of the existing scientific views on the development of the creative potential of education seekers who receive work qualifications in V(VET)E institutions, as well as to determine and substantiate the necessary psychological and pedagogical conditions for this.

**Methods:** pedagogical observation – to determine the conditions for the successful realization of the creative potential of education seekers; theoretical analysis of scientific and scientific-methodical literature – to establish the characteristic features of creative potential; generalization, deductive, inductive, logical – to identify rational ways and methods of identifying the creative potential of education seekers.

**Results:** the psychological and pedagogical conditions for the development of the creative potential of future qualified workers in V(VET)E institutions are identified and characterized.

**Conclusions:** the most common views of scientists on the development of the creative potential of future specialists in V(VET)E institutions are analyzed and the psychological and pedagogical conditions necessary for successful implementation are determined (increasing their motivation during the acquisition of professional competences; strengthening the connection between the theoretical and practical components of the educational material; ensuring the interaction of all participants in the educational process on an equal, democratic basis).

**Keywords:** *creation, creative potential, creativity, competence, education seekers.*

**Introduction.** Today, vocational (vocational education and training) education is most deeply integrated into the economy (the structure of industrial production and the sphere of services). Under such conditions, vocational lyceums and vocational education centers are a significant factor in the social and economic development of Ukraine. After all, thanks to their activities, training, retraining and advanced training of workers is ensured. But, based on the European progress of our country, its integration into the Western civilization space, V(VET)E institutions are aimed not

so much at training obedient executors of someone else's will, but at the formation of the younger generation's professional competences, the ability to creatively solve tasks, the development of critical thinking and successful implementation of creative potential. And this is not surprising, because economic and social progress largely depends on the solution of problems related to the management of thinking development process, abilities and the formation of a creatively gifted individual. Therefore, the psychological features of realization of the creative potential of education

seekers are constantly in the field of view of researchers.

As we know, creativity contributes to the development of the ability to solve various tasks, navigate in new conditions, and overcome difficulties. It excites and stimulates the development of interests in activities, as it is always connected with the discovery of something new, the discovery of something previously unknown. Creative work is particularly difficult, and therefore learning in the conditions of creative work to some extent guarantees successful activity in the future, as well as a constant focus on its rationalization, quality and efficiency improvement. In particular, creativity plays an important role in the process of stimulating cognitive interests, developing curiosity, creative thinking, research activity, the ability to find original solutions, as well as forecasting.

**Sources.** The theoretical foundations of creativity and creative activity were considered in the works of such psychologists and pedagogues as V. Ananiev, A. Brushylinsky, P. Halperin, V. Druzhynin, O. Kovalev, H. Kostyuk, T. Kudryavtsev, O. Kulchitska, O. Leontiev, O. Matyushkin, V. Molyako, O. Muzika, V. Rybalka, V. Romenets, S. Rubinshtein, B. Teplov, V. Myasishchev, etc. Such classics of pedagogical thought as K. Ushinskyi, A. Makarenko and V. Sukhomlynskyi in their time paid a lot of attention to the education of a creative attitude to work and the development of students' relevant qualities. The question of the creative potential of the person, his giftedness and activity did not escape the attention of S. Batsyhev, A. Belyaev, S. Goncharenko, N. Volkov, O. Dunaev, V. Kushnir, G. Kushnir, N. Nychkalo, O. Proskur, S. Sysoyeva, M. Smulson, I. Yaky-manska, N. Fedorova, and others.

It is worth noting that research on professional creativity in psychology has been carried out since the beginning of the 20th century and has significantly intensified in recent decades. This trend was reflected in the works of V. Alekseev, A. Antonov, G. Vasylevska, E. Vereshchak, Yu. Hilbukh, S. Gubekov, O. Zazimko, O. Korkunova, A. Markova, V. Molyako, V. Putylin etc. However, the issue of the development of the creative potential of graduates of V(VET)E institutions in the context of modern approaches to the definition of creativity and individual giftedness is still not sufficiently covered in the scientific literature. Therefore, the results of the scientific research carried out by the authors prove the necessity and expediency of developing an appropriate methodical system.

**The article aims** to carry out a theoretical analysis of the existing scientific views on the development of the creative potential of education seekers who receive work qualifications in V(VET)E institutions, as well as to determine and justify the necessary psychological and pedagogical conditions for this.

**Research methods:** pedagogical observation – to determine the conditions for the successful realization of the creative potential of education seekers, theoretical analysis of scientific and scientific-methodical literature – to establish the characteristic features of creative potential, generalization, deductive, inductive, logical – to identify rational ways and methods of identifying the creative potential of education seekers.

**Results and discussion.** In everyday life, creativity is a necessary condition of existence, and everything that goes beyond routine owes its origin to human creative activity. The thinking of any individual, at least to a small extent, is creative, productive, independent in relation to a specific subject, and therefore, as scientists note, it is not necessary to divide thinking into reproductive and productive, creative: there is simply thinking as a search and discovery, creation of something new by the subject (Kulchitska, 1999, p. 2-6). Indeed, the productive thinking levels of different people at different stages of mental development can differ significantly. Various types and levels of the subject's activity form a whole system of internal conditions through which any external causes and stimuli affect him. After all, it does not deny the assimilation of the entire human culture, but on the contrary, it implies the independent and active activity (play, study, work, etc.) of every child, teenager, young man, and adult. The subject makes such discoveries in interaction with society, as a result of which his thinking is formed as a complex multi-component system formation (Sysoyeva, 2006, p. 228).

The holistic concept of creativity as a mental process was proposed by M. Golovan (2008), who developed a structural-level model of the central link of the psychological mechanism of creativity based on theoretical and experimental research. In one of the cycles of his research, the author set the task "...to find the phenomenon in which the mental ability is not veiled by the knowledge acquired by the individual" (Golovan, 2008, p. 25). In the cycle of research, several phases of solving creative tasks by adults, mentally developed people were established. A comparison of research findings proved that the stages of the ontogenesis of

the ability to "think and act about oneself" do not disappear, as they are transformed into structural levels of the organization of the mechanism, with the help of which creative tasks are solved. The author formulated the law of transformation of system development stages into structural levels of its organization and degrees of further development interaction (Golovan, 2008, p. 28-29).

Characterizing the specifics of a creative personality, O. Mamon (2012) notes that "a creative personality should be defined as a subject of creative social relations and productive activity with developed, systemically related qualities, or better – a socially determined system of mental properties". For him, professional creativity means finding new non-standard ways of solving professional problems, analyzing professional situations, and making professional decisions. The results of professional creativity can be: a new understanding of the subject of work (new ideas, laws, concepts, principles), a new approach to the implementation of professional actions (new models, technologies, rules), obtaining new results in professional activity, etc. (Mamon, 2012).

Research on professional technical creativity in psychology has been carried out since the beginning of the 20th century and is being developed especially intensively today, this is reflected in the works of V. E. Alekseev, A. V. Antonov, H. M. Vasilevska, E. P. Vereshchak, Yu. Z. Gilbukh, S. Yu. Gubenkova, O. V. Zazymko, O. M. Korkunova, A. K. Markova, V. O. Molyako, V. D. Putylina, and others. The analysis of these psychological and pedagogical studies allows us to assume that professional creativity creates favorable conditions for the development of professional thinking and creative potential of students of V(VET)E institutions, since professional creativity is aimed at creating fundamentally new technical mechanisms, at the search for new opportunities for existing devices usage. Considering this, professional technical creativity can have different levels depending on its results (Podtykan, 2006, p. 32).

In turn, V. Manko (2008), as one of the leading researchers of this problem, names the following manifestations of technical creativity: interest in technology manifested through problem solving, creative design ideas, technical ingenuity, ability to use logical principles, inclination to the acquisition of technical knowledge, the ability to code technical images and concepts. In his opinion, the creative potential of an individual reflects the ability of education seekers to make changes in any of the social forms of life. Basically, creative poten-

tial is characterized by the ability of the education seeker to self-development, to create something new not only in the surrounding world, but also in himself. The formation and degree of realization of this ability are determined by a few external and internal factors, the optimality of their combination and consistency in the life activities of the individual. For him, the creative potential of an individual is a very diverse and complex concept, which was considered by many scientists in different ways and has various aspects of research (Manko, 2008).

In the psychological literature, scientists interpret the concept of "creative potential" as the basis of an individual's mental development, thanks to which the pace and directions of personality formation are determined (Rybalka, 1996). Creative potential is a system that is completely hidden from external observation and is corrected only by the internal processes of the individual. Moreover, as a rule, a person may not be fully aware of his creative possibilities and potential. The study of creative features takes place only on the basis of already created original projects, implementation of creative activity, finding a critical way out of any task (Romenets, 2001, p. 83).

Some foreign scientists, in particular J. Guilford and P. Torrance, define creativity as a key component in the structure of creative potential. Creativity, as a personality trait, is manifested in the tendency to solve problems creatively, critically, with new means and methods (Guilford, 1967; Torrance, 1966). That is, the greatest manifestation of creative potential occurs in those situations when a person tries to use a tool or method of solution that is not typical for him.

The essential characteristic of creative potential should be recognized as creativity or the ability to create (from the Latin *Creation* – creation). It is creativity, as an internal human resource, that is the core of creative potential, which allows an individual to actualize his creative powers in creative activity (Rybalka, 1996, p. 123).

Measuring the level of creative potential of an individual is not only based on the novelty or significance of the materials and projects created by him, but exclusively on changes in the personal structure of a person's creativity, which affects the level and desire for self-improvement and self-realization as a creative individual.

The problem of developing creative potential is relevant in all spheres of activity and for all age groups. However, in our opinion, this issue is particularly important and insufficiently studied for

professional education. For applicants of V(VET)E institutions, it is very important to understand their current and prospective creative potential, because in the professional field for any employee, creativity is a significant advantage that contributes to success in professional activities.

One of the main aspects of the effective development of the creative potential of students of V(VET)E institutions is the desire for self-development and self-realization of their creative abilities. After all, educational motivation consists of a few motivations that constantly change and come into contact with each other. Therefore, the strengthening of motivation is not a simple increase in positive or weakening of a negative attitude to learning, but the composition of the structure of the motivational sphere, the incentives included in it, the emergence of new, more mature, sometimes contradictory relationships between them (Donii, 1996, p. 163).

A special place is occupied by problem-based learning, the significance of which lies in activating the creative potential and independence of students. An essential feature of problem-based learning is offering students a problem, the method of solving which is unknown to them. Students must solve problems independently, by trial and error, analyze and combine them by updating the acquired background knowledge. In the studies of H. V. Kiriy, T. V. Kudryavtsev, E. O. Mileryan, etc., devoted to problem-based learning, students were offered to independently develop means of solving various technical problems to develop their creative potential.

- Problem-based learning, compared to illustrative and informational, has its advantages. The concepts of "task" and "problem situation" are fundamental in problem-based learning, they mean different psychological realities. Problem-based learning, as it is known, is aimed at creating problem situations for students in the process of joint activities of the teacher and the student, under the conditions of optimal independence of the students and under the general guidance of the teacher. It is based on psychological conditions essential for learning, in particular:

- creation of problem situations forms motivation to learn the learned material, which activates the students' search activity;

- assimilation of the material takes place in the process of solving problematic problems through independent search;

- the activity itself is organized (through a system of prompts) with the maximum use of

knowledge, skills and abilities acquired by the student (Donii, 1996, p. 323).

So, it is precisely with problem-based learning that many researchers associate the possibility of forming creative potential and professional abilities of students, in particular: professional thinking, constructive and technical abilities and skills, the ability to invent and rationalize, etc. However, regarding the development of the creative potential of students of V(VET)E institutions, the problem has not yet been sufficiently studied, the method of teaching special disciplines in the system of vocational and technical education remains mostly traditional, the system of methods and ways of education does not ensure the proper formation of students' professional thinking and the creative potential of an individual. With this in mind, we focused our research primarily on the study of psychological and pedagogical conditions for the development of the creative potential of future skilled workers.

Appropriate psychological and pedagogical conditions, which actually play the role of certain basic principles, play a decisive role in realizing the existing creative potential of future qualified workers. Based on our own pedagogical experience and the generalized results of the analysis of theoretical sources from the research problem, we single out three main conditions for the successful realization of future qualified workers' creative potential.

The first condition is the presence of a high level of motivation of the student. To "wake up" him, you need to use certain stimuli. After all, it is necessary to determine the emergence of a need for a certain type of activity and bring them closer to the immediate needs of education seekers. Therefore, it is very important for the teacher to be aware of the interests and age characteristics of the students (Yakymovych, 2023).

The second condition is directly related to the first one and reflects, first of all, the views of future qualified workers on the content of the educational material, and more precisely, on its practical component. After all, many students of V(VET)E institutions do not learn theory very well, but they can demonstrate brilliant abilities in practical classes. With this in mind, the theoretical material should be closely related to the realities of life, the specifics of the future work of students and the requirements of potential employers. Therefore, the student acquires exactly those competencies that he will directly need in his daily activities. At the same time, this condition is a certain challenge for pedagogical workers, as it requires the modern-

ization of teaching methods of special disciplines in V(VET)E institutions and the use of innovative pedagogical technologies (Yakymovych, 2023).

The third condition actually determines the possibility of free development of the individual and the professional and consists in the application of a democratic style of pedagogical activity. This approach clearly contributes to the activation of education seekers, increases their independence in making decisions and awareness of the need to bear responsibility for them. Instead of one-way authoritarian communication, which is actually a rudiment of the Soviet education system, there should be mutually beneficial cooperation between the teacher and the learner. Democratic relations not only contribute to the creation of an atmosphere in which creative potential is best revealed, but also contribute to the formation of initiative and creativity of the future specialist. Moreover, equality and democracy in relationships satisfy the need for one's own significance and belonging, which significantly contributes to better assimilation of professional competences and better prepares young men and women for future work activities (Medyanik, 2023).

**Conclusions.** The effective implementation of creative potential is an important component of the

modern educational process, since the ability to creative activity is actually the key to the orientation of a young specialist in fast-changing and fast-moving socio-economic processes. Using his psychophysiological and professional advantages, a person will always be able to quickly adapt to the various challenges of today and become a successful person and a competitive specialist in his field. It was found that creative people are characterized by independence of behavior and reasoning, and at the same time, the ability to abandon their previous opinions, a critical attitude to the world around them, creativity, the ability to perceive a different point of view and quickly draw conclusions from their own mistakes. It was found that the basic conditions for the full disclosure of the creative potential of education seekers can be: increasing their motivation during the assimilation of professional competences, strengthening the connection between the theoretical and practical components of the educational material and ensuring the interaction of all participants in the educational process on an equal, democratic basis. The priority areas of further research should be the search for the most rational ways and methods of identifying the creative potential of education seekers in V(VET)E institutions.

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## РОЗВИТОК ТВОРЧОГО ПОТЕНЦІАЛУ МАЙБУТНІХ КВАЛІФІКОВАНИХ РОБІТНИКІВ У ЗАКЛАДАХ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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### Реферат

*Актуальність:* запит суспільства й економіки на підготовку в закладах професійної (професійно-технічної) освіти (далі – П(ПТ)О) креативних, ініціативних та інноваційно мислячих фахівців, здатних забезпечити швидке відновлення зруйнованої війною економіки України та подальший сталий розвиток суспільства.

*Мета:* здійснити теоретичний аналіз існуючих наукових поглядів на розвиток творчого потенціалу здобувачів освіти, які отримують робітничу кваліфікацію у закладах П(ПТ)О, а також визначити та обґрунтувати необхідні для цього психолого-педагогічні умови.

*Методи:* педагогічне спостереження – для визначення умов успішної реалізації творчого потенціалу здобувачів освіти; теоретичний аналіз наукової та науково-методичної літератури – для встановлення характерних рис творчого потенціалу; узагальнення, дедуктивний, індуктивний та логічний – для виявлення раціональних шляхів і методів виявлення творчого потенціалу здобувачів освіти.

*Результати:* виявлено й охарактеризовано психолого-педагогічні умови розвитку творчого потенціалу майбутніх кваліфікованих робітників у закладах П(ПТ)О.

*Висновки:* проаналізовано найбільш поширені погляди науковців на розвиток творчого потенціалу майбутніх фахівців у закладах П(ПТ)О та визначені необхідні для успішної реалізації психолого-педагогічні умови (підвищення їх мотивації упродовж засвоєння професійних компетентностей; посилення зв'язку між теоретичною та практичними компонентами навчального матеріалу; забезпечення взаємодії усіх учасників освітнього процесу на рівноправних демократичних засадах).

**Ключові слова:** *творчість, творчий потенціал, креативність, компетентність, здобувачі освіти*

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