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## PSYCHOLOGICAL-PEDAGOGICAL PROBLEMS OF CREATIVE ACTIVITY'S DEVELOPMENT OF THE PERSON

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### Abstract

The problem of creative activity's development of the person is a pressing necessity of the time. Creative activity in the learning process is defined as the highest level of cognitive activity and is characterized by the desire of the individual to overcome the usual rules and regulations. The effectiveness of the process of creative personality revitalization mostly depends on the teacher, who organizes training activities aimed at updating the creative possibilities of students, as well as on compliance with certain principles and conditions (psychological, educational, social) and the reasons preventing the development of creative activity of the person.

**Keywords:** personality, activity, creative activity of personality, cognitive activity, the learning process, creativity, personality orientation, creative motivation.

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### **Introduction**

The essence of creativity is associated with generation of additional results in the normal course of business, which is ultimately the result of the creative and represents something new and different. Creative activity in the learning process is defined as the highest level of cognitive activity and is characterized by the desire of the individual to overcome the usual rules and regulations. The creative activity presupposes an interest in creative activities, motivational orientation, emotional willpower, willingness to act independently in the process of acquiring knowledge. Formation of creative activity the student is possible through the integrated application of active methods of problematic and developing education (heuristic conversation, role playing, training and so on with the appropriate pedagogical conditions.

As mentioned N.I. Nepomnyaschaya, the purpose of creative work with the students is not the acquisition of knowledge and skills, but also overcoming the usual knowledge of ways, going beyond studied. Formation of the personal reflection of students increases the success of the creative process, being one of the most important tasks of "learning" the creativity, the development of the creative activity. The main condition for this is that the man by himself must actively strive to overcome the usual standards [1, p.53]. We can agree, as "activity stands in the personality structure by "proindividual "property, mediated through activity and its character is manifested in the personality structure individuality and personality of the whole person as a subject" [2, p.23].

To the issues of the creative activity's development of the future expert dedicated a number of studies (P.N. Pidkasistyi, A.I. Kovalev, A.A. Beysenbaeva etc.), which concludes that the development of creative activity leads to the development of independence, which is a manifestation's prerequisite of the quality in an other activities, and not just in training. Therefore, an important condition for the development of the individual and the transformation of its capabilities mechanism is active and focus on a specific activity.

Considering the problem of active's existence the researchers characterized its levels in many ways. For example, I.S. Yakimanskaya considered active in two levels, the playback and converts, because, "activity's principle and awareness in training, according to her words is a basic principle of didactics [3, p.39]. G. Shchukin believes that "the activity of the person is the manifestation of the needs of its vitality, so it can be considered as prerequisite and the result of personality development" [4, p.27].

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Here, the author identifies three levels of student's activity (reproductive imitative, search and performing and creative), allocates the creative level as the highest. Certainly, it should not be equated to the process of deliberate creation, because the experience of the learner is limited. However, activity levels are not isolated from each other, they can co-exist in the activities of the student, because the pedagogical process, organizing and directing the activities, in some cases regulates the problem and ways to solve them, and in others provides training to make their free choice.

Some authors propose to consider the levels of the activity, linking them to the students' independence (reproductive, reconstructive and creative), consider that the creative activity is a measure of the creative development of the individual and are manifested in three levels: stimulus-productive (passive), heuristic and creative.

An important task of stimulating the creative activity is to comply with certain conditions in the educational process. The issue of creating the necessary conditions for the development of the creative activity of the person is considered by many scientists (Sh.Kulmanova, G.Mamykova etc.). From accurate selection required in the particular situation of pedagogical conditions and compliance with certain principles is not only the level of development of the individual, but also whether it will take creative development. In our investigation, we are guided by the principles such as the principle of humanistic approach in learning, the principle of co-creation of the student and the teacher, the principle of student-centered approach, the principle activity and awareness of the students by themselves, the principle of unity of the reproductive and creative activities in the learning process, the principle of motivational provision of the creative activity the principle of competence of the teacher, who is also the conditions of creativity activity development and the actualization of the creativity potential of the person at all.

Of course, creative self-development of the individual student depends on the degree of individualization and personal orientation of the learning process. In this regard, a number of scientists believe that the keeping of this principle helps in the pursuit of the student to the final result, gives him the opportunity to experience the joy of achieving their goals. The main purpose of this approach is to create the conditions for self-realization, identification and development of its creative possibilities.

According to the words of L.S. Vygotsky, "the training should lead the development, moreover, the content and methods of

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teaching should be adapted to the initial level, because possibility of learning the new information due to the initial level of personal development "[5, p.306]. G.I.Schukina noted the great potential of differentiated instruction, which allows gradually transfer each to a better mastery of the knowledge and methods of acquisition [4, p.30]. There are some opinions that the development of personality takes a creative character only when taking into account age and individual personality changes, the suppression of the creative potential of person is the suppression of the culture's germs with them.

In our concept the reproductive and productive elements of the activity are closely linked, because the reproduction is the most important material in the construction of the creative activity. Therefore, it is impossible to build something new lay without the foundation. That is why, the unity of the reproductive and productive nature of the educational activity is an indispensable condition, ensuring the consistent development of the student as the subject of teaching and creative activity.

This issue was covered in detail in the study of B.I. Korotyayeva, the essence of which is that no matter what degree of independence cognitive activities are carried out by the student, no matter what the character of it may have (reproductive or creative), the development of the student's creative potential depends on the organizing the work of the teacher. In the concept of the author the "reproductive and creative knowledge are the separate units of a whole, where the reproductive knowledge acts as a preparatory unit, and creativity as a main, and relate to each other dialectically dynamic, with mutual transition into each other. The boundary between reproduction and creation is conditional and mobile, and the how more creative elements accumulate in the reproduction, so the closer qualitative transition to a new type of knowledge, creativity" [6 p.9-14].

Of course, from keeping the principle of the motivational conditionality and the preferences of activities (creative or reproductive) depend on the success of development of creative activity of the person. Creative activity is associated with a complex motivation of educational activity that affects the efficiency of the last. The educational and creative activity is directly dependent on the motivational orientation of the student and his emotional and volitional state. According to the researchers' opinion the motives connected with the satisfaction of spiritual needs, human needs, which are inextricably linked such motives, as feelings, interests, habits, and so on.

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The researchers also noted the fact that cognitive motivation prevails in mentally gifted people. Motivation to succeed, including a desire for success is a necessary component for personal development. According to the studies of I.Y. Kulagina, if a person does not have a desire to succeed, another tendency will get a development, the desire to avoid failure, which is associated with a number of negative phenomena. The author emphasizes that the motivation to succeed and a good self-regulation inherent in children with school talent, with high ability to assimilate knowledge. In very gifted children, mostly, we can notice the directivity only on the process of knowledge [7, p.280].

Formation of the creative direction of the student largely depends on the teacher. Consequently, the necessary condition for the development of the student's creative activity is the teacher's competence, his common high culture and personal creative directivity. According to the opinion of some scientists the sequence and activity of the students' creative manifestations depends on the teacher who is able to use interdisciplinary communication in order to create their associative thinking; skillfully improvise in unexpected situations; apply various forms of work, contributing to the creation of the creative activity atmosphere, interest in the classroom; to develop a series of creative tasks and find the most effective forms of their performances in front of students; use different types of creative activity in each session, on the basis of the main objectives of each particular class. [8] The low level of qualification of the teacher determines the formal, non-creative approach to the methodology of the studies. Formalism in the work of the teacher arises in the use of other people's experience and recommendations, without taking into account the specific conditions of the school.

However, in order to create, the educator must have conditions to control the work of their students. These conditions are: providing the teachers by free time for self-education, the necessity to create the material base, the moral and psychological climate in the university; planning of the pedagogical creativity; identification of the problems, the study of the each teacher's personality and motivation of his creation, the definition of the classes' prospects by the creativity.

All of the above information allows to make a conclusion that only in that way when you keep the relevant principles and conditions of the person during the educational and creative activity appears a vastness for actively do a creation, the opportunity to develop their talents and their creativity potential that will

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undoubtedly lead with itself the self-transformation and self-development of personality.

Conditions of compliance of these principles are: a humanistic approach to the learning; collaboration, co-creation (between student and teacher); accounting the level of development of the individual and determine his own individual educational itinerary; manifestation of the activity and directivity to the creative activities; unity of reproductive and productive kinds of activities; motivational orientation and emotional-volitional directivity of the person; the level of training of the teacher, his passion for teaching process and readiness to the creative activity.

The investigation helped to identify the causes, which is impeding to the manifestation of the creative activity of the person. According to the words of D.Didro, from the conditions of education heavily dependent the formation of the person, because "a man always is born ignorant and often silly; if he is not silly, there is nothing easier and, unfortunately, more consonant with the experience, than make him stupid. Stupidity and genius occupy two opposite ends of the scale of the human's mind. You can not change stupidity, but it is easy to change the genius" [9 p.120-242]. According to the words of V.S. Jurkiewicz, causes that impending to the development of creative activity are poor social conditions in which a person is being developed. For "every child under the normal, favorable circumstances can become normal gifted". However, parents by themselves often quenched "valuable cognitive needs" of the child, thus creating unfavorable conditions it [10, p.23-30].

So the social environment factors have a weight, "commensurate with the factor of heredity, and can sometimes be fully offset, or vice versa, reverse the effects of the latter."

The reason which badly affects to the development of the creative activity are the negative emotions that accompany the activities of the individual. Although only natural instincts for creative development is not enough, because it is necessary "to the pleasure of mental activity" [10, p.32].

To the development of creative activity of the person also interferes the criticality and directivity on the assimilation of knowledge that hinder to the creativity, as well as the appearance of fundamentally new ideas.

On the way of the creative activity's development of the person there are obstacles such as low self-esteem of the person, high anxiety, which leads to self-doubt and fear to openly express their ideas, lack of willpower, infantilism, underestimation of the

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importance of the creative activity by the man and his surroundings, to seem stupid or ridiculous in judgment, inability to succinctly state their opinion, the importance of high self-esteem of their own ideas. In other words, a barrier to the development of the creative activity of the person is the reason that "the people by themselves will put on the shackles, tied their eyes, and then wonder why they live so badly."

Thus, the problem of the creative activity's development of the person at the modern stage is an urgent necessity of the time. The efficiency of this process depends on the teacher, who organizes the training activities aimed to the updating the creative possibilities of the students, as well as on compliance with certain principles and conditions (psychological, educational, social) and elimination of the reasons preventing the creative activity's development of the person.

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