

# **THE ROLE OF CULTURE IN THE PERSONALITY CREATIVE POTENTIAL DEVELOPMENT IN THE EDUCATIONAL PROCESS**

Belenkova M.

Sevastopol State University

Norms, language and symbols are the social components of culture values. Mastering of these components makes enables one to be confident in society, promotes stress resistance, as well as the creation of internal and external conditions for creative work. If a person understands the symbols correctly, knows his / her language competently – it creates conditions for effective communication. Language is a way of cognition the world, the pinnacle of which is creativity. That is why mastering the social components makes it possible to do the creative work.

Any culture is to include: values, norms and means of transmission of cultural patterns. But, unfortunately, not every individual knows the language and culture sufficiently. This does not promote the growth of creative activity and makes problems for modern education.

Gradually, while mastering social components, the individual shows the ability of wider field of action. There is an opportunity to show and develop their creativity.

Unfortunately, the modern school prepares children mainly for performing activities. The present time is distinguished by the fact that we live in the information age. For most people it becomes problematic to go with the times. This is due to the fact that the possession of a certain amount of knowledge becomes insufficient in order to change in the constantly varying world [4].

E. L. Yakovleva defines creativity as a manifestation of individuality of the person [3]. According to the concept of reduction of creativity to intelligence, the level of creative abilities is determined by the level of development of intelligence (L. Termen, K. Cox) [2].

D. B. Bogoyavlenskaya considers creativity as a desire to go beyond the given problem and introduces the concept of "creative activity of the person" inherent in the creative type of person [7].

If a person has a good command of language, norms accepted in society, understands the symbols, he has a rich vocabulary, and he will be socially adaptive and successful in any field of action. It will be easier for such a person to see their uniqueness and develop their creative abilities [10].

The topic of social components of culture is considered in the works of the following scientists: br. Grimm, R. Rascom, V. Humboldt. Language is a way of mastering the world; therefore it is an inseparable part of everyday life of an individual in society [8].

To study the role of social components of culture in the development of the creative potential of the individual in educational process, there was conducted a study on the basis of a comprehensive school. It attended the students of 6-9 forms, altogether 90 people (30 boys and 40 girls).

The main methods of identifying creatively gifted individuals are observation; questionnaires for students: "The Levels of self-esteem"; "Interpersonal relations"; the Torrance Test to identify the level of non-verbal creativity; Artega "Circles" method; the study of motivational sphere of pupils (M. V. Matyukhina).

According to the results of the questionnaire of R.V. Ovcharova of detection of the level of self-assessment there were obtained the following results: 18 % of subjects demonstrated a high level of self-assessment, 27 % identified the average level of self-assessment, and 36 % identified a low level of self-assessment.

On the basis of the results of the Interpersonal relationships questionnaire: 40 % of subjects have friendly relations with all members of the group; 20 % maintain good relations, but prefer their circle of communication; 30 % – communicate with classmates, because it is a necessity connected with study; 30 % of students did not find a common language with the group.

E. Torrence's technique for nonverbal creativity, adapted by A. N. Voronin, showed that 36 % of subjects demonstrate a high level of creativity, which indicates the presence of a large number of ideas, the ability to switch from one thought to another, the ability to generate ideas; 27 % of subjects revealed an average level of creativity; low level of creativity found in 18 % of subjects indicates an insufficient level of non-verbal creativity.

According to the method of Vartegg "Circles", the results were correlated with the average values of the indicator of divergent thinking on the criteria of "fluency", "flexibility". In 70 % of subjects, the rate of fluency is close with the average values of divergent thinking; 30 % of students demonstrate above average. According to the criterion of "flexibility" the result is above average in 25 % of subjects.

The method of M. V. Matyukhina of studying motivational sphere of pupils allowed to reveal the leading and dominating motives of pupils in educational and extracurricular activities. On the basis of the obtained data: 13 % of subjects have the motive of self-determination and self-improvement; 30 % of subjects have the motive of avoiding trouble.

In terms of performance, it was found out that in 100 % of the subjects, only 60 % are creatively engaged and have achieved good results. And there is a group of students who do not take part in any direction. The obtained results testify to the correlation between culture and creativity. Those subjects who have a high level of self-esteem, who have friendly relationships with all the members of the group, who have a predominant motive of self-determination and self-improvement, are creative and successful. These guys have a good command of the social components of culture, and accordingly they show creativity and achieve success. The rest of the group of subjects needs to be worked with. As a result, the following recommendations were proposed by the teacher, psychologists and parents: monitoring of talent to identify the creative abilities of gifted children; it is necessary to expand the system of additional

education of gifted children (creative centers, "small" electives, educational programs); parents with the help of psychologists and teachers should create opportunities for children to interesting education, to provide the necessary assistance and emotional support in all endeavors of our future geniuses. The prospects for further research are related to this.

### **References**

1. Abramova G. S. Age psychology: textbook for University students. / G. S. Abramov. - Moscow: publishing center "Academy", 2010. - 704 p.
2. Aizman R. I., Zharova, G. N. Eisman, JI. K. Preparing the child for school. / R. I. Aizman, G. N. Zharova, JI. K., Aizman // 2nd ed. - Tomsk: Bearing, 2008. – C. 111 – 154.
3. Aliyev, E. G. Creative talent and the conditions for its development / E. G. Aliev // Psychological analysis of learning activities. – Moscow : IP RAS, 2012. – S. 7 – 17.
4. Barysheva T. A., Zhigalov A. Y. Psycho-pedagogical bases of development of creativity / T. A. Baryshev, And Yu. Zhigalov. – SPb.: 2009. - 268 p.
5. Berdyaev N. The meaning of creativity (the experience of justification of man) / N. Berdyaev. – Moscow: G. A. Leman and S. I. Sakharov, 2010. - 230 p.