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*The Creative Education
within the Educational Process Changes*

Edukacja kreatywna w kontekście zmiany wektora procesu oświatowego

SUMMARY

The main goal in the article was the disclosure of the content and strategy of creative education, its importance in forming the professional competencies of a competitive manager. The terms “education for development” and “education for sustainable development” were analyzed. It was proved that nowadays exactly the educational factor is extremely important for the positive dynamics of society’s development. The emphasis was put on the importance of the new educational paradigm formulation in order to determine the perspectives for sustainable social development. In the context of the foregoing, the place of the creative education, which integrates other kinds, connects them into a complex of very important, positive characteristics of the professional studies and the formation of a manager. The need to consider the creative and the reflexive and the creative education as the most important components of the educational paradigm in the educational process was stressed. The content of creative education, which focuses on the development of the future manager creative abilities and on the consolidation in his professional consciousness the orientation of the innovation, was specified. It includes problems analysis and activity variants, and its result is an increase in the level of management art. Therefore, creative management education is focused on the establishment and development of the management art that appears and seen only under certain education circumstances and conditions. At the same time, creative education widens the range of managerial development problems and designs variants for their solution, which should be the main thing in the modern manager work. The need to change the technology of the educational process (focusing on the forming aims of the creative manager potential) and its organization was stated in the context of creative education content analysis, and at the same time emphasizing, that creative

education is a new type of education that cannot be realized only by organizational restructuring. A new term “creative economy” was introduced. Firstly, it is characterized by the use of new technologies and findings in various spheres of man’s activity, much larger amount of existing knowledge, the new knowledge generating, a high degree of the motivational innovation. Creative education is the basis of the motivational innovation, which produces intellectual and creative human resources by teaching critical thinking skills and the ability to move from a problem to an effective decision making zone.

Keywords: creativity; creation; education for development; creative education; manager creative competence; creative economy; educational process paradigm

INTRODUCTION

The beginning of the 21st century is accompanied by such significant global changes that influence any sphere of society. Nowadays the high dynamism of all national economies creates preconditions for analyzing and revising paradigms in all spheres of the human being. Rapid technological development and technological progress have been a guaranty of the social progress recently. However, a new world order brings forward a modernized strategies format. Within this context the education should play the role of one of the key factors in the social and economic development and in solving mankind global problems. Moreover, education today is becoming the most important factor in social progress and global competitiveness. And the causal connection between the management education and the social and economic development, especially at the beginning of the 21st century, highlights the new quality of higher education responsibility for the training of qualified specialists and giving conditions for economic growth for the sustainable development.

Thus, the country’s success in geopolitical competition in the 21st century is determined by the education, the science development, the information possibilities, the ability of educational processes to carry out a full training of a specialist and his ability to generate high creativity. The formulation of the new educational paradigm in order to determine the prospects for the sustainable social development is becoming urgent, and within the above-mentioned architectonics of the creative education, which integrates other types, it also connects them into a complex of very important, positive characteristics of professional studies and of the manager formation.

The necessity of the educational paradigm changing in the discourse of the new civilization development challenges and the fundamental aims of the education are outlined in the Report to UNESCO of the International Commission on Education for the 21st century (Delors 1998, pp. 273–279). Jacques Delors, the chairman of the Commission, formulated the main objective of the education – to enable everyone to show their talents and their creativity without exception, which means the possibility for personal plans realization (

lev.perm.ru/g11/media/sotrud/infl.htm). He defines this aim as a dominant one. Of course, the realization of this “dominant aim” is possible only if it is included to public priorities of the most complete systemic consideration of the creative education problem issues. These issues focus on the development of the future manager creative abilities and on the consolidation in his professional consciousness the orientation of the innovation, problems analysis and activity variants.

The experience of the economically developed countries forced to admit that under the present economic conditions the economic progress is determined by the successful management and highly-qualified managers. The efficiency of any branches of industry and organizations is extremely determined by the manager’s ability to the creative generating of strategically significant decisions under specific conditions of the enterprise, that materialized in various managerial, social, industrial innovations later. So, the problem of the new generation professional training of managers capable of creative, high-performance of the management, who decided to devote himself to entrepreneurship, science and technology and management of social and economic processes, is stated.

UNSOLVED PARTS OF THE PROBLEM

The problem of the management personnel training by means of creative education in order to form a creative economy belongs, unfortunately, to underexamined one, despite the previous research in this area. In particular, the analysis shows that a complete reflection of the future managers model-formation creative competence problem cannot be found in the scientific literature.

The problem of the competence approach is studied by famous foreign scientists: J. Raven, R. White, D. Hymes, V. Hutmacher, T. Hoffmann, I. Zyamnya, A. Khutorskyi, V. Krasovskiy, and by Ukrainian scientists: S. Vitvytska, I. Ermakov, I. Pohorila, O. Pometun, O. Ovcharuk, O. Savchenko and others. At the same time, the analysis of recent studies and publications shows that the problems of qualified managers trainings of various spheres and the formation of their professional competence are quite up-to-date nowadays. The works of Ukrainian and foreign scientists such as S. Honcharenko, O. Elbreht, I. Zyazyun, I. Ivanova, N. Pobirchenko, O. Piehota, V. Radul, V. Rybalka and S. Sysoieva are dedicated to these issues to some extent. The general concept of the creative education was researched by O. Antonova, S. Vitvitska, V. Ryndak and S. Sysoeva (Vitvytska 2003, p. 316; Sysoieva 2006; Antonova 2012, pp. 8–15; Ryndak 2012). The problems of the creativity development conditions as a part of the creative education are discussed in the works of J. Guilford, V. Druzhyenin, D. Bohoyavlenska, A. Matyushkin. The works of E. de Bono (2015), J.P. Guilford (1977) and E.P. Torrance (2001) are devoted to the development of the creative education system, techniques for creativity.

Thus, attention to the creative education process, from the point of view of social and professional approach, is quite logical. The social need for defining the quality improvement of managers professional training determines the research of future manager's competence based on creative education as a single problem.

That is why, the aim of the article is to reveal the role and the essence of creative education, its importance in the formation of the competitive manager professional competencies.

PRESENTATION OF BASIC MATERIAL OF THE RESEARCH

It is known that in 2005 the UNO proclaimed the Decade of Education for Sustainable Development (DOSR) under the auspices of UNESCO. The final document RIO+20 adopted at the United Nations Conference on Sustainable Development (June 2012) states that information, education and training (Article 51) is essential for sustainable development (<http://daccess-ods.un.org/TMP/4855542.18292236.html>).

The purpose of the education for sustainable development is to form thinking, oriented on a sustainable future and relevant to the values of life and priorities. Undoubtedly, the meaning of the term "education for development" is multidimensional. As the development involves positively directed dynamics of the certain process/phenomenon, in the context of our issue, we emphasize the educational factor in particular. The American futurologist, the author of the "industrial civilization" concept, E. Toffler (2003, p. 441) noted that the leaders of the developed business sectors recognize the connection between education and global competitiveness. The Nobel Laureate R.E. Lucas in his work *The Mechanism of Economic Development* (1988, pp. 3–42) stated that human capital asset is a single factor in economic growth, and its accumulation and effective use are a prerequisite for increasing living standards. According to this, L.M. Andriukhyna (2009, p. 129) gives the following data of the participants survey of the 21st International Economic Forum: "(...) 49% of economic growth in Russia until 2040 will be creative people, 37% – natural resources, 14% – industrial complex". Therefore, the issue of "quality" of human capital asset is a problem of the education, and the question of the quality increasing of the human capital asset nowadays is a problem of the creative education.

The analysis of the creativity phenomenon (from the Latin *creatio* – 'creation') determines the creativity as the creative ability of the individual, the willingness to create principally new ideas that deviate from traditional or accepted thinking patterns. By the way, V.H. Ryndak (2012) claims that creativity is not a phenomenon isolated from reality, but a convincing need of our time, which is used in all spheres of human life.

Investigating the problem of the creativity, the Polish scientist K. Szmidt formulates the notion of the creativity as the ability of man to create new, useful products; useful means more valuable in a certain sense (aesthetic, practical, scientific)

in comparison to what was by this time. A distinguishing feature of the creativity except novelty is the value: a creative person in this sense is one who is capable of generating ideas that make us better and real (Szmids 2007, p. 423). It is important to note that in Poland, the problem of creativity is studied by the Polish Community for the Development of Creativity (Polskie Stowarzyszenie Kreatywności). There are about 250 programs to support creativity development, namely *Siedem Centrów Talentu i Kariery PSK na Mazowszu* and others (Przybylska 2012, pp. 7–15).

It is thought that the first use of the term “creativity” as the person’s ability to overcome thinking stereotypes belongs to D. Simpson, and in business this term (from the English “creativity”, “creative” – ‘the ability to creativity, creativity’) began to be actively used only in the 1980s and 1990s of the 20th century. For example, K. Rogers understands creativity as the ability to find new solutions to the problems. About 60 definitions of the creativity were given in the 1960s of the 20th century. In particular, J.P. Guilford (1977) in 1950 used the concept of “creativity” as an individual’s ability to the creativity and singled out its six parameters: the ability to find and articulate the problem; the ability to generate a large number of ideas; flexibility, or the ability to produce a variety of ideas; originality – the ability to respond to non-standard incentives; the ability to improve an object by adding details; the ability to solve complex problems, that is, the ability to analyze and synthesize. And the American psychologist E.P. Torrance defines creativity as “the individual’s ability to non-standard creative thinking, the individual’s sensitivity to problems and the search for ways to solve them, the ability to flexible thinking and generating new ideas; sensitivity to the disharmony of available knowledge” (Torrance 2001). Consequently, the notion of creativity is relatively new in science, in social and psychological research. It encompasses a complex of intellectual and personal characteristics of the individual, which contribute to the self-nomination of the problems, the generating of a large number of original ideas and their non-standard solutions. According to E. de Bono, the level of the creative abilities increases with the use of educational, structural and systematic methods, and the result of the creative learning is to develop the creativity internal potential (Bono 2015, p. 381).

For the first time the term “creative competence”, as the creative development of the surrounding world, was introduced by American scientist J.C. Pearce. The definition of “creative competence” was given by R. Epstein (2001, p. 416). He defines it as a willingness to use knowledge adaptively and a constant desire to self-improvement.

At the same time, we can state that creativity is achieved through the creative education, which is an alternative to the reproductive education, mostly pragmatic and normative or the education as “knowledge of experience”. This is the education that motivates the independent identification of economic realities, self-knowledge of the individuality, knowledge transformation into the potential of the thinking and self-development.

The creative management education focuses on the establishment and development of the management art only under certain circumstances and under certain conditions of the education organization. At the same time, the creative education widens the range of managerial development problems and designs options for their solution, which should be the main thing in the activities of the modern manager.

Reflections on the prospectives for sustainable development of the civilized technological future of Ukraine, lead to the conclusion that they directly depend on a clear definition of the creative approaches to the educational process in general, and particularly to the management education. Identifying the fundamentally important role of the education for development requires a positive definition of the economic role of immaterialized parameters – creative, informational, intellectual, motivational and other social resources.

According to this, the author's practical experience proves the necessity to transform the educational process within the educational system of creative education as a fundamental aim of Ukrainian higher education. This system should not be at the same level as the modern social and economic conditions, it must overcome them. The opinion of the prominent Polish scientist T. Lewowicki (2011, p. 119), who notes that changes in education are possible if society is changed itself, should be taken into account.

That is why the answers to an extremely important questions that arise before us (Why not traditional education? Is Ukrainian society capable of realizing the paradigm of the creative education? Do we fully understand its content?) can be considered in the area of reconstruction the paradigm of the education and the formulation of content, the basis, and, most importantly, the strategies of the creative education.

The answers for these questions do not require special proving, but require argumentation, since the new contexts of the social and cultural reality, the global challenges of the 21st century made possible the dominance in the western world of reflexive-creative education. Nowadays, the notions of “creative economy”, “creative class” (Floryt 2007), “creative activity” and “creative education” is quite confidently and intensively used.

Unlike the “knowledge economy”, in which, with the help of the market of educational services, knowledge is created, spread and used to provide upturn in economic cycle, “creative economy” is characterized, primarily, by the use of new technologies and findings in various spheres of human activity, higher volume of already available knowledge, the generation of new knowledge. A high scale of motivation for innovation, and the basis for it is the creative education, the main priorities of which are the creation of intellectual and creative human resources means the skills of critical thinking and the ability to switch from zone to zone problems effective solutions are also distinctive for “creative economy”.

The emphasis of educational activity on the new quality of human resources (specifically, intellectual and creative) encourages the analysis of the human development index (published by the United Nations in 2017, formed in 2016). Indicator of human development points a person at the center of all developmental processes. Human Development Index (HDI) being added to every global report. It combines indicators of income, education and health, which allow a more balanced assessment of the country's progress in this direction, as opposed to the assessment of GDP per capita. In 2017, the human development index in Ukraine was 0.743 (84th place; 81th in the year 2015 among 188 countries).

Table 1. Human Development Index (HDI) in 2017

Country	HDI value	HDI rating	Expectancy of life	Expected length of study	IRR per capita
Poland	0.855	36	77.6	16.4	24.117
Russia	0.804	49	70.3	15.0	23.286
Belarus	0.796	52	71.5	15.7	15.629
Georgia	0.769	70	75.0	13.9	8.856
Turkey	0.767	71	75.5	14.6	18.705
Ukraine	0.743	84	71.1	15.3	7.361
Armenia	0.743	84	74.9	12.7	8.189
Moldova	0.699	107	71.7	11.8	5.026
Europe, Central Asia	0.756	–	72.6	13.9	12.862

Source: (<https://www.epravda.com.ua/columns/2017/04/13/623821>).

These tables reflect the real situation in Ukraine, the complexity of the processes of economic, political and social institutions modernization. The main conclusion of the report is that there is no turning back in the reforms. Any kind of delays in solving the problems of the country only disimprove the living conditions of Ukrainians. The report on the condition of human development is like a photo of a person, or, more precisely, the roentgenogram of an organism. It can help to determine diagnose and prescribe treatment.

Nowadays the study of the content and the strategy of creative education are not systematic and exist in the initial stage. It is important to realize that from the point of the knowledge economy approach, which also called existential, any person capable of converting the diploma on higher education, life experience in a managerial or business resource at a certain period of his professional activity can become a manager. Under these conditions, the dynamics of the theory and practice of management, the nonlinearity of its characteristics, and the intense instability of the business environment cannot be taken into account in the practical activity of a specialist. It precisely determines the need to confirm the identity

of the manager not only “at the start” of the professional activity. The creative education involves at least 10 critical life-giving imperatives: (1) the manager must to keep “on edge” his basic responsibilities through the professional activity, multiply and improve his skills, relying on intuition, to constantly update his intellectual resource, (2) the business environment considers orientation to creative professional activity much higher than the educational achievements of the employees, (3) knowledge is the result of management of the traditional knowledge (new technologies of the traditional knowledge management are formed), (4) knowledge integrates theory, practice and personal effort towards their comprehension, and at the same time provides for the development of personal abilities, (5) the personality of a true professional manager with a developed creative competence can be formed in the corresponding educational and professional environment, which must be ensured in the context of education for development, (6) technologies of the educational process point it on the creative usage of them in solving practical problems, the development of an independent thinking and not on the mechanical and quantitative accumulation of the knowledge, (7) special educational training becomes more important given the phenomenon of a creative tutor, which is necessarily a “central” force in the system of the creative education and ensures implementation of a model for forming the creative competence of the future manager, (8) the task of the teacher, teaching technology management activities in organizational business processes, to see that the most important is the acquisition of logic and “behavior of creative thinking” in the aggregate of operations of professional activity and not to study certain (variables, situational) operations of professional activity, (9) traditional textbooks are different by the structure, accentuation of material, style of presentation, size, but absolutely the same in terms of creative potential and do not allow the creative thinking of knowledge, go deep into topic. It is necessary to have the computer programs that, alongside the textbook, can enhance the perception of the concept, imagine it from another perspective, “play knowledge”, make self-assessment and self-analysis of material understanding, therefore, modern computer technology should work on the creative education, and 10) the level of creative abilities increases with the use of educational, structural and systematic methods, and the result of creative learning is the development of internal creativity.

In the terms of methodology, the idea of a new paradigm of the creative higher management education means acceptance of the need for a fundamental, system, problem-oriented approach to the educational process, the formation of its structure and dynamics on a new basis. The formation of a coherent, flexible and dynamic system, capable of solving the objectives of the concept of sustainable development, has significant social value. Therefore, the methodology of the systematic approach in the creative education obtains a fundamentally new value both in the theoretical and practical aspects. “Creativity is the formation of a prod-

uct that had not previously existed in the present state and granted with a certain value” (Bono 2015, p. 382). This “product” should become a new level of development of the human potential, a “new, creative” specialist.

CONCLUSIONS

The problem of the development of the creative education is at an initial stage and this especially actualises sociocultural understanding of the origins of the creativity in the educational process. In the most common form, the creative education is an education that is focused on the development of creative abilities of a person, the consolidation in his professional consciousness of the orientation on innovation and includes analysis of problems and activity variants. This is an education that motivates independent comprehension of reality, self-knowledge of individuality, a transformation of knowledge into the potential of thinking and self-development. It is an alternative to reproductive, pragmatic and normative education, education “knowledge and experience”. The creative education brings the education of the manager to the level of the knowledge management, transforming them into a complex of important, positive characteristics of the professional formation and the formation of the manager, creates conditions for the individual creativity and becomes a direct source of social innovation.

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STRESZCZENIE

Głównym celem artykułu było nakreślenie treści i strategii edukacji kreatywnej oraz wskazanie jej znaczenia w kształtowaniu fachowych kompetencji konkurencyjnego menedżera. Poddano analizie terminy „edukacja dla rozwoju” i „edukacja dla stałego rozwoju” oraz udowodniono, że właśnie oświatowy czynnik jest współcześnie niezwykle ważny dla pozytywnej dynamiki rozwoju społeczeństwa. Podkreślono znaczenie sformułowania nowego oświatowego paradygmatu w celu wyznaczenia perspektyw stałego rozwoju społecznego. W tym kontekście uzasadnia się miejsce kreatywnej edukacji, która integruje inne rodzaje, łączy je w kompleks bardzo ważnych, pozytywnych cech studiów zawodowych i kształtowania menedżera. Podkreślono przy tym potrzebę uznania kreatywnej i refleksyjno-kreatywnej edukacji za najważniejsze elementy nowego paradygmatu procesu edukacyjnego. Określono treść edukacji twórczej, która koncentruje się na rozwoju zdolności twórczych przyszłego menedżera oraz na utrwaleniu w jego świadomości zawodowej orientacji na innowację. Obejmuje ona analizę problemów i warianty działań, a jej wynikiem jest wzrost poziomu sztuki zarządzania. Dlatego edukacja kreatywnego zarządzania skupia się na tworzeniu i rozwijaniu sztuki zarządzania, która pojawia się i jest postrzegana tylko w określonych okolicznościach i warunkach edukacyjnych. Jednocześnie edukacja kreatywna poszerza zakres problemów związanych z rozwojem zarządzania i projektuje warianty ich rozwiązania, które powinny być najważniejsze w nowoczesnej pracy menedżera. Potrzeba zmiany technologii procesu edukacyjnego (koncentrując się na kształtowaniu celów potencjału kreatywnego menedżera) i jego organizacji została stwierdzona w kontekście analizy treści edukacji kreatywnej; jednocześnie podkreślono, że edukacja kreatywna jest nowym rodzajem edukacji, której nie da się zrealizować jedynie poprzez restrukturyzację organizacyjną. Wprowadzono nowy termin „kreatywna gospodarka”. Charakteryzuje się on zastosowaniem nowych technologii i odkryć w różnych sferach działalności człowieka, znacznie większą ilością istniejącej wiedzy, generowaniem nowej wiedzy, wysokim poziomem innowacji motywacyjnych. Kreatywna edukacja jest podstawą innowacji motywacyjnej, która wytwarza intelektualne i kreatywne zasoby ludzkie poprzez uczenie umiejętności krytycznego myślenia oraz umiejętności przejścia od problemu do skutecznego podejmowania decyzji.

Słowa kluczowe: kreatywność; twórczość; edukacja dla rozwoju; kreatywna edukacja; kreatywna kompetencja menedżera; kreatywna gospodarka; paradygmat procesu oświatowego