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DEVELOPMENT OF CREATIVE THINKING: FROM IMPROVISATION TO SELF-REALIZATION

The purpose of the article is to study modern approaches to the development of creative thinking in the educational process and to identify effective methods for forming a creative student personality. The article proposes research methods: analysis of scientific and pedagogical literature, synthesis and generalization of theoretical positions, comparative analysis of traditional and innovative teaching methods, and pedagogical observation. The result of the study is the identification of key factors that influence the development of creative thinking, including: practical approach, learning through activity, the role of a creative teacher, the use of problem-solving methods, and improvisation. The necessity of combining traditional and innovative methods for the effective formation of a creative personality is substantiated. Conclusions and prospects for further scientific research indicate the need to introduce practical methods that stimulate students' independence and creativity. Further research may be aimed at developing specific pedagogical technologies that promote the development of improvisation and self-realization of students in various subject areas.

Key words: creative thinking, practical approach, learning through activity, pedagogical creativity, innovative methods, independent learning, motivation, improvisation, independent thinking.

Introduction. The end of the first quarter of the 21st century marked a new stage in the development of society's awareness of the importance of national education in Ukraine. Due to military actions, the need for a more radical revision of the national concept of education development has become urgent. It is precisely as a result of these tragic events that calls for the immediate modernization of Ukraine's educational system and its integration into the European education system have become increasingly persistent.

One of the key directions is the implementation of modern European scientific and pedagogical achievements. This includes the use of educational innovations and advanced technologies in the teaching and learning process. Particularly important and valuable in today's Ukraine is software that enables effective distance learning. A modern approach fosters the development of communicative, educated, and creative individuals who are capable of critical thinking and effectively solving artistic and pedagogical tasks in the complex contemporary environment (Dewey, 1922).

It is worth noting that modern Ukrainian artistic and pedagogical science faces a number of new challenges. For instance, throughout most of the last century, the primary goal of school education was the accumulation of theoretical knowledge, with a focus on memorizing names and formal rules, while lacking opportunities for diverse problem-solving and explanation. Unfortunately, this trend remains quite widespread. This is often due to the fact that a significant number of educators, especially older ones, believe that such an approach ensures the greatest academic success for students.

This becomes particularly evident when analyzing reports on the results of external independent evaluation. The presented reviews and analyses show that in reproductive-type tasks (where it is necessary to accurately reproduce facts or results), quality indicators are higher than in tasks requiring creative and unconventional thinking. The most challenging questions for graduates are those that require independent analysis, synthesis of information, and the formulation of their own conclusions. Today, it is crucial to recognize that the quality of modern education is determined not only by the volume of knowledge that can be reproduced but also by the ability to effectively analyze material, draw conclusions, and apply the acquired results in practice. In the contemporary information-driven and dynamic world, where internet technologies are rapidly evolving and information becomes outdated faster than it can be applied, the true value lies in the ability to analyze information.

This skill is essential for independently selecting the most valuable and relevant content within the modern information space and, based on that, generating new knowledge and fostering the desire to apply it in practice. Therefore, it is important to understand that searching, analyzing, and decision-making result from the ability to combine practical actions with creative approaches in the learning process.

Such an educational model transforms simple memorization of facts and rules into a deeper understanding of the material and its practical applications in both professional and everyday life.

Analysis of current research. The ideas emphasizing the necessity of maximizing a creative approach in the educational process trace their roots back to the philosophical views of ancient thinkers such as Plato, Aristotle, and Socrates. The first theoretical foundations of such concepts were laid by John Amos Comenius in his work *The Great Didactic* (1632).

These issues later became the subject of research by educators such as John Dewey and Johann Pestalozzi.

Pestalozzi's treatise *How Gertrude Teaches Her Children* is particularly significant in the context of our study. Equally important are the works of the «father» of progressive education, the renowned American philosopher, psychologist, and educator John Dewey. He believed that truth and knowledge are primarily formed through practical activity and that the most valuable knowledge is that which yields qualitative practical results and contributes to the well-being of society. The issue of enhancing the educational and cognitive activity of schoolchildren has been and remains a key focus of pedagogical research by both European and American scholars. Among them is Adolf Diesterweg, who emphasized the importance of problem-based learning and the development of critical thinking; Edward Thorndike, who underscored the necessity of stimulating pupils' activity and creating favorable learning conditions; and Jerome Bruner, who developed the concept of spiral learning, which involves the gradual complication of educational material and the active participation of schoolchildren in the learning process.

The psychological and pedagogical foundations of creative activity have been studied by scholars such as Joy Guilford, who developed the Structure of Intellect Model; Ellis Paul Torrance, who emphasized the importance of nurturing creative potential from an early age; and George Polya, who highlighted the significance of a problem-based approach and the search for unconventional solutions. The assertion that the outcome of the creative cognitive process is the formation of intellectual innovations in the form of knowledge discovered by pupils is supported by the works of many researchers, including Jerome Bruner and George Polya. The issues related to the organization and content of musical and creative activities among younger schoolchildren have been and continue to be explored by O. Rostovskyi, O. Lobova, L. Aristova, and other contemporary Ukrainian and European music educators.

The aim of the publication. To explore the factors that ensure the successful implementation of the activity-based approach in the process of creative and practical education of primary school students.

Research methods. To achieve the stated goal, the following methods were used: analysis of scientific literature (research of scientific works, monographs, articles devoted to the problems of modernization of modern Ukrainian education, implementation of innovative methods of

teaching primary school students, development of critical thinking and creative abilities. Analysis of regulatory legal documents governing educational activities in Ukraine and Europe; Comparative analysis (comparison of traditional and innovative teaching methods. Comparison of EIT results between reproductive tasks and creativity tasks); Pedagogical observation: (observation of the educational process in various educational institutions and analysis of the use of innovative technologies and teaching methods); Analysis of pedagogical experience: (study and generalization of the experience of teachers who successfully use innovative teaching methods, particularly in distance learning).

Research results. Like any scientific discipline, didactics has its own system, the central element of which is the educational process and its outcomes. In general, the educational process is considered as a complex structure. The system encompasses a significant number of interrelated components, which are grouped around the interaction between the teacher and students. The main task of a modern teacher is to form a comprehensively developed personality, that is, to transmit fundamental knowledge, but actively develop creative and sometimes non-standard thinking, encourage positive emotional perception of reality and provide options for the practical application of acquired knowledge.

A modern teacher has all the means to transform not only the content of a single lesson, but also the entire subject as a whole, relying on both traditional and innovative teaching methods. A creative teacher is able not only to implement author's approaches to ensure quality knowledge acquisition, but also to form in students a special type of thinking that is characterized by flexibility and creativity. It is the development of the ability for independent and creative thinking that will allow future graduates not only to find their place in modern society, but also to achieve a high level of life quality. Research confirms that only by forming independent thinking in students from an early age and promoting the development of communication skills can a qualitative breakthrough in education be achieved. This will allow us to rise to a new level of interdisciplinary integration, where knowledge is inextricably linked with the processes of self-determination and self-realization. Such knowledge is etched in memory for a long time and becomes the basis for making decisions both in future professional activities and in difficult life situations. That is why it is so necessary to convince the modern teacher, regardless of subject specialization, of the need to shift the focus from

simple memorization of facts (which is also considered a result of knowledge) to mastering tools that will contribute to the development of a desire to independently solve tasks. It is these skills that will develop abilities, form self-organization skills, which will significantly improve academic performance and become a stimulus for personal growth of students, especially younger ones. Achieving this goal requires the implementation of new teaching methods. One such approach is the combination of an energetic and practical method with creative practices. Modern research indicates that a practical approach involves the active activity of an individual, aimed at understanding and mastering certain knowledge and skills. In other words, the concept of «practical» encompasses the processes of awareness and purposeful action. This can be implemented both in physical space and within mental representations (Dewey, 1922).

The modern concept of «learning through activity» was proposed by the American educator John Dewey. Important principles of his educational model were: free creative activity based on various forms of cooperation, consideration of students' interests, and the development of the ability to independently acquire knowledge by overcoming certain difficulties. An important element of this approach was not only the ability to solve a «problem situation» created by the teacher, but also the ability to argue one's own point of view before the teacher and other students. This approach contributes to the fact that learning acquires personal significance for each individual student. It is important to be able to organize the educational process in such a way as to ensure the constant interest of schoolchildren, because the key task of modern education is to form not only knowledge, but also the ability and desire to learn throughout life, as well as to work effectively in a team. This methodology is not focused on transmitting knowledge in a ready-made form, but is designed to help younger students learn to learn, which should be the main goal of primary education.

One of the key factors is the formation of positive motivation for independent learning. Motives act as an internal driving force. This factor determines the direction of the student's activity. The main function is to give significance to those life circumstances that the individual strives for. Motives can manifest in various forms: interest, desire, empathy, etc. Motivation, on the other hand, is the process by which any activity acquires personal significance, which, in turn, contributes to the formation

of a sustained interest in solving problematic situations. It is motives and motivation that are the internal driving force that determines human actions. One of the most important factors in the effectiveness of the practical approach is attention. Attention plays a key role in all major mental processes and types of educational activities of younger students.

Among other factors that determine the success of learning within the activity-based approach, the following can be distinguished: the ability to clearly define the final learning goal and students' awareness of what exactly needs to be learned; the performance of necessary actions to acquire new knowledge; the mastery of techniques that allow for the conscious application of acquired knowledge in practice; the development of self-control skills both during and outside of classes.

The teacher's personality has a significant impact on the effectiveness of this process. The teacher's enthusiasm for their work and the subject they teach is almost always transmitted to students. This can be explained by the fact that students largely imitate the teacher's behavior not only during lessons but also in subsequent extracurricular activities. It is important to understand that this process occurs both consciously and subconsciously. This is especially true for younger students, where subconscious copying of the teacher is strongest due to the peculiarities of human biological behavior. Therefore, for successful learning, not only the teacher's thorough professional knowledge is important, but also their ability to build effective communication with students to maintain their attention for as long as possible.

In the history of pedagogy, there are various approaches to choosing the optimal style of interaction between teacher and students. Some researchers advocate for a soft model of communication. This involves minimizing stressful situations, abandoning the concept of «requirement» and completely excluding elements of condemnation. Others, on the contrary, believe that teachers who demand maximum commitment from students and apply strict methods in case of non-compliance, such as unsatisfactory grades, sharp criticism, or parent-teacher conferences, achieve the greatest authority. However, both approaches are extremes that cannot be an effective learning model, as students form their own behavioral strategies in the learning process, and extremes cannot serve as a proper example. A. S. Makarenko emphasized the need to combine high demands with deep respect for the student. It is this harmony that allows avoiding dangerous extremes in the educational process (Makarenko, 1981).

Modern pedagogical solutions must take into account the specific context and specifics of each situation. Therefore, the figure of a creative teacher comes to the fore. Such a teacher is a role model who is able to creatively approach problem-solving, masterfully wields clear language, and is not afraid to creatively experiment in order to achieve positive results.

In the modern Ukrainian educational space, the definition of «pedagogical creativity» is becoming more relevant than ever. After all, the art of pedagogical creativity lies in the ability to make effective and balanced decisions according to specific circumstances. Almost always, creativity, especially artistic creativity, contributes to the emergence of something fundamentally new, often original and always unique. Artistic education makes each child extremely special and unique. Analyzing the works of prominent scientists in the field of education and science, one can single out such extremely important qualities as high intelligence, giftedness, and creativity. Such individuals openly express their thoughts and feelings, are always ready not only to gain new experiences and knowledge, but also to pass them on to others. This constant readiness is closely related to the development of the ability to independently analyze tasks and the surrounding world, which, in turn, plays a key role in the dynamics of the creative process. Therefore, the ability to think creatively is a necessary component that should be persistently developed in the educational process. In today's challenging conditions, unfortunately, the sphere of creativity is unjustifiably limited in the educational process. Most often, it remains only in certain humanities subjects, such as literature and art. Combining such disciplines as music, choreography, theater arts, and fine arts into one subject allows for condensing the program. However, the opportunity for a more comprehensive development of the child to learn to acquire knowledge based on national achievements is lost, and the awareness of belonging to the Ukrainian ethnic group is somewhat diminished. At the same time, it is important to understand the boundary between a genuine creative approach and the lack of systematic teaching, when the teacher ignores established methodological principles and considers it possible to conduct classes arbitrarily. A creative approach cannot exclude scientifically grounded pedagogical principles, because it is their combination with innovative methods that ensures an effective educational process.

The modern Ukrainian teacher, regardless of specialization—whether in aesthetic subjects or natural sciences and mathematics—plays a key role

in developing the student's creative potential. This should manifest not only in teaching methods but also in the culture of behavior, communication style, and interaction between students. In the context of today's difficult military reality, it is extremely important to learn to cooperate effectively, demonstrating tolerance, mutual respect, and patience. These traits, inherent in a creative personality, form the basis of general culture and define the behavioral patterns of modern Ukrainian society. In today's world, it is not enough to simply identify certain phenomena—it is important to understand their essence and, more importantly, to find ways to solve them practically. Today, more than ever, it is necessary to strengthen the role of creative and artistic directions in general education schools, providing teachers with more opportunities to independently interpret current events. Creative pedagogy primarily involves the ability to think independently, analyze different perspectives, and create conditions in which each student can express their own opinion and justify it with arguments.

The problem of finding new, creative approaches to teaching in general education schools attracts considerable attention from modern scientists and educators. Most of them agree on the need to abandon the mechanical memorization of educational material. Doctor of Pedagogical Sciences, Professor of Sumy State Pedagogical University named after A. S. Makarenko O. Lobova, in a popular textbook for the 4th grade, states: «This textbook invites you on a journey through the magical world of arts (Lobova, 2021). Traveling through the pages of the sections «Artistic Colors of Ukraine», «Art Without Limits and Borders», you will learn many interesting things about the arts of the peoples of Ukraine and other countries of the world. The development of creative potential must be built taking into account the gradual complexity of learning. Currently, the idea that creativity should be purposefully developed from the first years of schooling is becoming increasingly widespread. To do this, it is advisable to use various methods that involve students in play, discussion, and reflective activities. These approaches help younger students independently find solutions that correspond to their personal characteristics and individual style of thinking. Teamwork in the classroom opens up wide opportunities for organizing creative activities. Interacting in a team, each student has the opportunity to demonstrate their own knowledge, clarify results, and receive feedback from other participants and the teacher.

In elementary school, it is impossible to do without play situations. The use of a play approach contributes to the development of imagination and the maintenance of interest in the learning task for the longest possible time. This simplifies the assimilation of even complex material. The ability to choose optimal teaching methods is the key to an effective educational process. The strategy of managing and self-managing the process of knowledge acquisition has a significant impact on the overall level of academic achievement. Therefore, it is important for the teacher to know the basic methods of knowledge transfer. For example, active management of the memorization process of exclusively new information is effective, when the teacher independently structures the material and reveals its content. This approach is based on explanatory methods, where the priorities are the clear presentation of theoretical material and its demonstration with interesting additional illustrations.

There is another, opposite approach, in which the assimilation of new material is based on the use of problem-solving methods. That is, the teacher deliberately creates a problem situation, outlines the essence of the problem, puts forward certain hypotheses and encourages discussion. The end result of this activity is the selection of the optimal solution. If the chosen direction is correct, a phenomenon known as «didactic resonance» occurs. This happens when the teacher's activities are harmoniously combined with the intellectual activities of the students. This significantly increases the effectiveness of the educational process. It is important to realize how to develop the creative potential of elementary school students, because their creative perception of the world will become the basis for the formation of the general culture of the individual. A creative approach will allow to maximize the involvement of younger students in various types of activities: labor, play, fine arts, choreography, music, etc. In such classes, various senses are simultaneously involved: hearing, sight, touch. For example, during drawing and music classes, students perceive vivid artistic and musical images. If the teacher does not just present information, but fills it with emotional content and shades it with feelings, it is assimilated much deeper and retained in memory for a longer time. That is why the formation of the need for constant communication with art contributes to the development of understanding of the general intellectual level of students.

Any artistic creativity is an activity that is the opposite of monotonous work. This is most vividly manifested in art classes. One of

the means to understanding this is the fact that musical creativity is closely related to the accumulation of life experience. When a certain life situation evokes an emotional response in the listener, it acquires special significance for them and becomes interesting. However, this mainly applies to older students. Therefore, the question arises of finding techniques for developing creative abilities through art lessons in younger students. It is difficult to overestimate the importance of national art among school disciplines, because it shapes worldview and beliefs. As the outstanding Ukrainian teacher, publicist, writer, and poet V. Sukhomlynsky noted, musical education is not just the training of a future musician, but primarily the education of a personality (Sukhomlinskiy, 1968). Literature, musical art, fine arts, and choreography are constantly involved in the learning process of younger students.

Improvisation is the first step from which to start teaching children. Quite often, the teacher carefully selects interesting materials, has many creative ideas, but the lesson ends, and the students remain indifferent to the topic. At the end of the lesson, they barely react to the tasks and summaries proposed by the teacher. There are also reverse situations when students show interest, independently find answers, but at the end of the lesson, knowledge is not properly assimilated. There are many examples when creative intervention is necessary, but it is enough to recall the well-known nuances: experienced teachers use few play exercises. Exercises can activate the entire class in a matter of minutes, or, conversely, exhaust children. It would seem that everything is simple, but it often happens that the same exercise, in the same topic, with a different class, does not give the desired effect. There are many reasons, and every teacher could add to this list. Problems can relate to both the teacher and the general mood of the class, which, in turn, depends on various factors—from previous lessons to weather conditions. However, the need for the teacher's ability to creatively intervene in the situation and instantly change the course of the lesson remains unchanged. The professional ability to instantly correct both one's own behavior and the lesson plan as a whole will help not only establish contact with children, but also ensure their maximum attention. As a result—increased student interest, the desire to independently complete homework, and further deepening of knowledge in subsequent classes.

Mastering the skill of instantly finding solutions to keep children's attention is quite difficult. Theoretical knowledge alone, provided even by

the best modern higher education institutions, is not enough. Specific skills are needed, which should be constantly improved in the process of conducting classes. However, the question arises: where to start? As already mentioned, with the development of the ability to improvise, because improvisation is the starting point for creative intervention.

Conclusions. A practical and creative approach to teaching is not just a set of methods, techniques, and technologies; it is a holistic concept of modern school that allows the teacher to form universal learning actions in students, preparing them for further knowledge acquisition.

The main factors influencing the effectiveness of the implementation of the creative approach are: the presence of cognitive motivation in students, that is, the desire to learn and independently discover knowledge; stimulation of attention; the ability to specify the learning goal and understanding of what exactly needs to be learned. It is important for students to follow the necessary actions to acquire knowledge; mastering the algorithm of the lesson, which allows to consciously apply the acquired knowledge.

In art lessons, the effectiveness of the practical and creative approach becomes particularly important through the use of problem-solving methods and interactive technologies, the application of various musical-creative methods, including improvisation.

Further prospects for scientific research lie in the development of specific pedagogical technologies that promote the development of improvisation and self-realization of students in various subject areas. It is also necessary to investigate the impact of modern information technologies on the development of creative thinking and to develop effective methods for their use in the educational process.

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АНОТАЦІЯ

Руденко Олександр. Розвиток творчого мислення: від імпровізації до самореалізації.

У статті розглянуто питання розвитку творчого мислення в освітньому процесі з метою пошуку ефективних методів формування креативної особистості учня. Для цього визначено методи дослідження: аналіз науково-педагогічної літератури, синтез та узагальнення теоретичних положень, порівняльний аналіз традиційних та інноваційних методів навчання, педагогічне спостереження. Результатом дослідження висвітлюються ключові фактори, що впливають на розвиток творчого мислення, такі як: практичний підхід, навчання через діяльність, роль креативного вчителя, використання проблемно-пошукових методів та імпровізації. Встановлено необхідність поєднання традиційних та інноваційних методів для ефективного формування креативної особистості. Робота підкреслює, що навчання творчості є ключовим, і пропонує використовувати практичні методи для розвитку самостійності та креативності учнів, а також рекомендує продовжувати дослідження для створення кращих навчальних технологій.

Ключові слова: творче мислення, практичний підхід, навчання через діяльність, педагогічна творчість, інноваційні методи, самостійне навчання, мотивація, імпровізація, самостійне мислення.

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ФІЛОСОФСЬКО-ПЕДАГОГІЧНИЙ ПОГЛЯД НА ВПЛИВ ХРИСТИЯНСЬКОЇ ВІРИ У ПРОЦЕСІ ВИХОВАННЯ МАЙБУТНЬОГО МОЛОДОГО ПОКОЛІННЯ

У статті проаналізовано філософсько-педагогічний вплив Християнської віри на виховання молодого покоління. Авторами наголошено на важливості християнських цінностей як основи морального та духовного формування особистості. Зауважено, що християнське виховання ґрунтується на заповідях, які сприяють гармонійному розвитку особистості та суспільства. Зокрема, аналізується значущість християнських цінностей як основи морального та духовного формування особистості. Наголошується на необхідності виховання молоді відповідно до віри предків, що сприяє формуванню стійкості до життєвих труднощів, моральної відповідальності та духовної самосвідомості. Автори підкреслюють, що християнське виховання сприяє розбудові сильного та процвітаючого суспільства, орієнтованого на традиційні духовні засади.

Ключові слова: Християнська віра, християнські цінності, виховання, моральність, духовний розвиток, освіта.