

Development of the personality and professional formation of being trained creative specialties on the basis of pedagogical diagnostics

The higher education institution choice with creative professions, such as the designer, the director, the journalist, the ballet dancer is an indicator of an orientation of the personality on creativity. At receipt in the higher education institutions training on such specialties, entrants present to a portfolio with the works, showing that available abilities to implementation of creative educational activity. To Academy of the Russian ballet as "ballet dancer" admit on training only those who has basic vocational education in which are trained since 10 years and, in any way differently, owing to specifics of activity. That is, at the time of receipt entrants not simply present to higher education institution, are familiar, and know specifics of activity and want to continue to be trained, assuming further professional formation and development.

Therefore, studying of development of the personality through the concept "creative potential" as a certain *resource of the individual* has the concrete bases.

As the subject of the scientific research "creative potential" was designated for the first time in Engelmeyer's devoted to studying of art and technical creativity in 1910 the work. In the 60-80th of last century creative potential started studying in philosophy and cultural science: G. S. Altshuller, M. S. Kagan, E.V.Kolesnikov, P.F. Koravchuk, Acting Martynyuk, etc., and also in psychological researches: L.B.Bogoyavlenskaya, V. N. Dunchev, L.B.Yermolaev-Tomina, Yu.N.Kulyutkin, A.N.Luk, A.M.Matyushkin, Ya.A.Ponomarev, G.S. Sukhobsky, etc.

In pedagogical researches studying of creative potential especially actively falls on the 80-90th of the XX century: Of this year Brazhe, I.V. Volkov, E.A. Glukhovskaya, L.A. Darinskaya, O.L. Kalinina, V.V. Korobkov, N.E. Mazhar, V.G. Ryndak, A.I. Sannikova, etc. In pedagogical researches: "Creative potential of the person was one of key pedagogical concepts for judgment of the personality as system integrity in connection with its development and the fullest realization of internal intrinsic forces" [1, page 3].

Creative potential of the personality is difficult education and has no the unambiguous interpretation, the conventional definition, marks out L.A. Darinskaya. And still, in her opinion, no the being generalized work devoted to such phenomenon as creative potential, science has [2].

O.Yu. Yatskova holds similar opinion, having carried out the analysis of the concept "creative potential" of modern pedagogical literature, came to a conclusion that the consensus in a question of definition and the content of the concept "creative potential", at present doesn't exist [1].

S.I. Bryzgalova quotes N.M. Anisimov that there is no uniform definition of creativity accepted by all in scientific literature, in special researches of creativity about 200 of its definitions [3, page 80] are presented.

For consideration of the purposes and problems of pedagogical diagnostics of development of the personality being trained in higher education institution not only in force there is a lot of and a variety of meanings of the creative potential, not each statement, as well as not each aspect of studying, it makes sense to consider for the objective reasons. So, if to creative potential to treat only as opportunities of creation new, work within strict requirements of the customer who precisely knows what exactly wants to receive, but, for example, wishes to see in several color scores, thus insists on classical combinations, is an activity example on rigidly set parameters. And the being trained have to be ready to such types of works. As well as work of the actor who has to play precisely according to a plan of the director. As well as the actor of the classical ballet who dances that was written by the ballet master hundred years ago. Thus, accurate and exact execution shows skill of the actor.

A.N. Leontyev considers a creativity problem "from the complete personality and her relations to the world" and it *isn't reduced* to activities for creation of *new* material and cultural wealth: "In the pedagogical plan the main thing in creativity is an understanding... **itself as "new opening"**", as active, reformative beginning, as builder of the world realizing in the course of this construction the personality and the separate abilities, knowledge and ability" [4, page 124]. (*Allocation of the author of article*).

In all cases it is connected **with independent "construction" of system of the relations between the individual and the subject, social world**, "... novelty here not in objectively new final product, and in independent creation of system of relationship with the world or, better to say, in world transformation through own activity" [4, page 168].

Proceeding from the same example to say that creativity is always possibility of creative self-realization, too it isn't necessary.

But after all, such kind of activity is creative process, proceeding from the J theory. Gilforda, instead of creative product. And, proceeding from which, activity pedagogical is also creative process [5].

Within developing approach scientists-researchers (N.M. Anisimov, V.V. Davidov, G.L. Pikhtovnikov, etc.) determine the creative potential of the personality as set of real opportunities, skills, and also a certain level of their development.

From the point of view of Yu.N. Kulyutkina, the creative potential of the personality, defines efficiency of its activity in the changing world, in new conditions, is characterized by the valuable and semantic structures which have developed at the person, a conceptual framework of

thinking, reflects abilities of the uncommon solution of tasks, is system education of the personality which is characterized by motivational, intellectual and psychophysiological reserves of development:

- richness of requirements and interests of the personality, her orientation on more and more full self-realization in various spheres of work, knowledge and communication;

- level of development of the mental abilities allowing the person effectively to solve new to it vital and professional problems, especially global character, that is: to be open in relation to new; realistically to approach to arising problems, to see them in all complexity, discrepancy and variety; to possess broad and flexible thinking, to see alternative solutions and to overcome the developed stereotypes; critically to analyze experience, to be able to learn lessons from the past;

- high performance of the person, his physical force and energy, level of development of its psychophysiological opportunities [6].

Such potential of development, according to Yu.N. Kulyutkina, is indicators of certain mental features of the individual, determining this potential.

Consideration of creative potential of the personality as *resource approach* (T.A. Salomatova, V.N. Markov, Yu.V. Sinyagin, etc.) deserves attention. So, V.N. Markov and Yu.V. Sinyagin emphasize that potential, being a resource indicator, constantly is spent, renews during activity of the subject, it is realized in relationship with world around, and also is its system quality [7].

On representation of creative potential, in relation to development of the personality and professional formation of being trained creative specialties on the basis of pedagogical diagnostics in higher education institution this phenomenon, as allowed to define variety of the studied semantic approaches:

- **creative potential is a synthesis of qualities of intelligence and manifestation of individual opportunities of the personality according to objective requirements of reality, these are potential possibilities of the personality realized in activity.**

Development of creative potential **is directed on**: development in being trained abilities creatively to approach to the activity as a whole and future profession, in particular, abilities to make crucial and original decisions, to have the divergent thinking, the developed variable thinking, existence of abstract, system and experimental thinking, ability to cooperation and work in team, to be open to new experience, positive attitude, etc.

K.A. Abulkhanova, V.I. Andreev, I.Ya. Lerner, P.I. Pidkasisty, M.N. Skatkin, etc. consider that *as a generic term* of creativity **activity**, and *specific* – **the social importance and novelty acts**.

S.L. Rubenstein defining beginning of creativity in the person sees construction of the person, his amateur performance (S.L. Rubenstein, 1946). Thus: "Creativity – the activity of the person creating new material and cultural wealth, possessing the public importance" [8. Page 16].

Z.A. Maslennikov insists that: "A main goal of education according to Stanislavsky – requirement of continuous development of civil calling of the artist" [9, page 9]. K.S. Stanislavsky claimed that effective development and formation of the personality happens only under a condition if she shows high activity and, therefore, reflects the following regularity: education is stimulation of activity of the formed personality in organized activity.

In this situation *the first principle of didactics of K.S. Stanislavsky* – orientation to values and the valuable relations, such is a main objective of education is expressed. School "spiritual realism" with strict observance of ethical standards of communication and their value in art of the actor and the director – deep creative comprehension of such essence – the main condition of scenic creativity having manifestation in behavior as an external form of the valuable relations.

Such it is possible, proceeding from the following situation which has been put forward by K.S. Stanislavsky: to build behavior being trained according to the uniform relation to life and to people with orientation to the highest universal values reflected in concepts of good, truth and beauty.

Proceeding from concept of social intelligence of J. Gilford can be divided creativity on intellectual and social. Intellectual creativity includes the cognitive sphere which in turn consists of the analysis (abstraction) and synthesis (generalization). Ability to the analysis and synthesis is components of the general intelligence.

Social creativity in turn includes creativity professional and social, one of which versions is *pedagogical creativity*.

The humanization of process of preparation of modern experts is shown first of all when as the central element of structure of values of the personality, her culture, *ethical orientation being trained in higher education institution on a worthiness of each human person, on recognition, respect of her honor and advantage* develops.

S.L. Rubenstein, as well as V. Frankl output the concept "moral obligations" as a moral imperative which regulates acts of the subject, its ideas of originally human relation to and another and underlies human life [8].

Z.B. Dzutseva writes: "As an ideal of spiritual and moral culture of the personality we will consider intelligence. Therefore, an actual task of television – intelligence education. The TV reporters intellectuals trained as appropriate" [10] can execute it only.

Scientists-researchers of specifics of creative professions, didn't come to a consensus that such creative potential, but have uniform to opinion that the main *specifics* of each creative activity is its **social importance** showing examples of high moral, showing spirituality examples. This specifics reflects the fact of that is professions public, i.e. them will see, will hear a large number of people. That is the audience of influence by the art, for example, television opportunities, is huge. And result of creative activity of public professions can become an example and a model of respect for people or on the contrary.

Z.B. Dzutseva fairly notes: "Considering that the age of students is an age of formation of the person and the professional – process of an interiorization of moral principles, instead of any else, gets extremely important sense. Educational process has to be focused on acquisition not only professional skills: how to write article, for example. But also to think of how the journalist obtained data, the data stated by it in this article (i.e. their RELIABILITY), what consequences the publication for itself will entail. Today even in educational process I became ordinary, the term "rating", and in professional activity of any journalist is an icon in a corner!

Values and norms of spiritual culture are fixed in the psychosomatic mechanism of the person in the course of education and education as unity of a sign and value of various components of the spiritual activity acting as the vital factors.

The ethical imperative becomes the backbone principle of preprofessional and vocational training of experts of the social and pedagogical sphere. EDUCATION of PROFESSIONAL MORAL of future experts of creative professions is an integrating basis of the continuous educational process aimed at self-realization and self-updating of the personality in movement to tops of professional skill, development of socially valuable forms of behavior, spirituality and civic consciousness formation, development of ability to self-knowledge and self-education, compliances to an ideal of the profession" [10, page 20].

According to P.A. Florenskogo the culture is the Wednesday raising and feeding the personality. Orientation to common cultural values in education allow to overcome the arisen alienation of the personality from labor activity, property and sometimes in educational activity from their subject contents. The scientific knowledge, especially humanitarian, has to be combined with spiritual climate of time because their gap conducts the personality being trained in a chasm, both moral, and real [6].

By R.S. Nemov's definition, *the personality* is *the person taken in system of his such psychological characteristics which are socially caused, are shown in public communications by the nature and the relations, are steady and define the moral acts of the person having essential value for him and people around* [11, page 74].

The personality, by determination of H.p. Vygotsky, is a complete mental system which carries out certain functions and arises at the person to serve these functions. The main functions of the personality – creative development of public experience and inclusion of the person in system of the public relations. All parties of the personality are found only in activity and in the relations with other people. The personality exists, is shown and formed in activity and communication. From here and the most important characteristic of the personality – social shape of the person, all the manifestations connected with life of people surrounding it [12].

So, the analysis of a current state of process of training of specialists of creative professions, allowed to reveal the significant factor defining changes of development of the personality being trained, namely – awareness **of the social importance in results of their activity**.

The solution *of a problem* of education as conditions of development of the personality being trained in higher education institution, it is provided with the main method of training in this concept – *diagnostic teaching*. Reacting to the concrete statement of the specific student during discussion of a studied subject it is possible to give not the general and generalized knowledge, and to explain concrete delusion, ignorance of the concrete being trained.

Quality education in higher education institution is based on *professionalism of communication* as to system of mutually assistance of teachers, students, manifestation necessary (from the point of view of efficiency of educational activity) communicative qualities and abilities in educational, scientific, methodical and administrative activity and MH. other I.e. at the expense of involvement of students in discussion, in discussion. Pedagogical problems contain and reflect socially significant phenomena of the present. The purpose of diagnostic teaching – to lead the student to objective knowledge!

Considering a dominating role of the teacher in the course of interaction with being trained, diagnostics of specific features is pledge of productive mutually assistance in process of training, their coordinated action. The organization of educational process on a diagnostic basis as a factor of feedback is the organized mutually assistance conducting to informative converting interaction of participants of educational process in higher education institution.

Application of a method *of diagnostic teaching* demands application of technology of carrying out *lecture action* for teachers and *lecture action* for students as opportunity freely (according to V.A. Yakunin) to express the opinions thoughts on a studied subject, – as *conductor's function of the teacher*. As culture of an opposing during carrying out seminar occupations. And, especially, as independently chosen and performed work which shows not only knowledge of the student, namely his relation to this or that pedagogical fact, the phenomenon. And, which is obviously possible *for changing* during the work with the being trained.

Such teaching demands the high teaching professionalism, capable to adapt for change of demand and to work in the environment of active rational educational technologies and MH. other. Activity on the basis of pedagogical diagnostics demands existence of characteristics of professional skill of the teacher of the higher school, namely:

- work taking into account prospects, accurate knowledge of the forthcoming professional problems of the professional activity, caused by specific features of the being trained;
- valuable approach to designing of educational information taking into account the intra subject, intersubject, practical importance of each subject of a course;
- accounting of degree of difficulty of assimilation of each subject;
- variability of occupations on the basis of application of forms and diagnostics methods, ability to organize occupation according to the revealed ignorance (delusion, etc.) the being trained;
- to stir up informative activities of students for each concrete subject of a subject matter, to show its applied value proceeding from personal features of students;
- the organization of work of students on each occupation, directed on development of abilities independently to make decisions and readiness to be responsible for the received results;
- ability to interest students in need of creative process and the creative solution of personal pedagogical situations;
- ability to teach students in a course and by means of pedagogical diagnosing, to carry out expertizes the structural and logical analysis of a material, to establish relationships of cause and effect, to allocate the main thing essential, promoting that to development of logical thinking;
- ability to consider during the training, diagnostics not only logic of a subject, but also psikhologo-pedagogical features of assimilation of each subject;
- ability to consider when training results of diagnostics of individual and psychological and social and psychological features being trained;
- reasonableness of the contents and the rational organization of diagnostic actions for the purpose of receiving the most complete idea of extent of assimilation of educational information, formation of knowledge, skills and abilities and identification of the reasons of the found ignorance;
- ability to carry away students the subject;
- it is convincing to prove possibilities of diagnostics for further professional self-improvement and self-government in activity as a whole, to develop culture of diagnosing and many other.

V.A. Slastenin fairly insists that tendencies of social typification and the autonomisms of the personality explaining socialization, keep the stability, providing, on the one hand, self-renewability of public life, i.e. society, and with another – realization of personal potentialities, inclinations, abilities, reproduction of spirituality and subjectivity [13].

The theoretical analysis of sources on identification of valid and reliable techniques which it makes sense to apply to diagnosing of the personality from the point of view of a social orientation, defined to application a technique, called **Poppy scale**. The American scientists-researchers carried out the content analysis of the treatise of N. Makiavelli "Sovereign". On its basis the psychological questionnaire, – "Poppy scale" which is actively applied in the western social psychology and psychology of the personality was developed.

According to many – activity of the teacher – always manipulators. Probably the share of that rejection, rejection which takes place also consists in it to be in relation to teachers, teachers. But the prerogative of contacts with people belongs to all sociometric professions, not only to the pedagogical. We paid attention to this phenomenon, as obviously concerning to professional activity of experts of creative professions and their obviously expressed social importance.

Makiavellizmom the western psychologists call tendency of the person to manipulate other people in the interpersonal relations. It is a question of such cases when the subject hides the original intentions; at the same time by means of false distracting maneuvers he achieves that the partner, that without realizing, changed the initial purposes. "Makiavellizm" usually is defined how tendency of the person in situations of interpersonal communication to manipulate in other thin, almost inaudible or not physically aggressive ways, such as flattery, deception, bribery or intimidation" (Ames, Kidd, 1979, p. 223) [Tsit. on 14, page 255.] .

V.V. Znakov developed and offered a Russian-speaking form of a questionnaire Poppy scale [14].

The analysis of data on Poppy scale is that the received results on tendency to a manipulation, show certain asocial bents of the personality. Due to the gained points examinees are distributed on three groups:

1. Average values – the persons having opportunities and tendencies to a manipulation, resorting to it in case of need.
2. The group of persons which has presented low indicators on Poppy scale.
3. Persons with high rates on Poppy scale.

For purity of experiment research being trained in other higher education institutions of the city of similar age was conducted.

Students with extreme indicators on Poppy scale it appeared units. The bigger number of students with high rates of a manipulation was presented by students of evening form of educa-

tion in "Management". Being trained with low indicators on Poppy scale the bigger number appeared at performing faculty of BULLOCK CARTS of name A.Ya. Vaganova.

For carrying out consultations persons with extreme indicators on Poppy scale were chosen. But it became clear that they have no problems in interpersonal communication: they have all good people, they love all and all love them. If something not so, they forgive all because in life everyone happens. They consider themselves as happy people, at which beautiful parents, good friends, beloved grandmothers and grandfathers, a remarkable profession.

Conversation with the examinees who have shown good results on Poppy scale revealed a set of problems at these students: both with parents, and with friends, which all traitors, and in private life and so forth. These students needed the consulting help.

The results of diagnostics received by this technique, gave the chance of carrying out proved on diagnostic indicators, the pedagogical praktiko-focused consultations directed on education of experience of responsibility for results of the activity.

In relation to ballet dancers who execute highly moral, filled with sense of purity, the high relations, heroism of party, knowledge of the available resources stimulate to development of potential opportunities.

List of bibliographic records

1. Yatskova O. Yu. Analysis of the concept "creative potential" of modern pedagogical literature//Pedagogics: traditions and innovations: materials II междунар. науч. конф. (Chelyabinsk, October, 2012). Chelyabinsk: Two Komsomol members, 2012. Page 25-27.
2. Darinsky L.A. Tvorchesky potential of pupils: methodology, theory, practice: Monograph. SPb. 2005 . 293 pages.
3. Bryzgalova S. I. Formation of readiness of the teacher to pedagogical research: Avtoref. yew. ... doct. ped. sciences. Kaliningrad: KGU, 2004. 43 pages.
4. Leontyev A.N. Activity. Consciousness. Personality. M: Politizdat, 1975. 304 pages.
5. E.E. Psikhodiagnostika's tunics of creative thinking. Creative tests. – SPb: Publishing house "Didactics Plus", 2002. – 48 pages.
6. Kulyutkin YU.N. The changing world and problem of development of creative potential of the personality: valuable and semantic analysis. SPb.: СПбГУПИМ, 2002. 83 pages.
7. Markov V. N., Sinyagin Yu.V. Potential of the personality//psychology World, 2000. No. 1. Page 250-262.
8. Rubenstein S. L. Person and world. M, 1998.

9. Maslennikov Z.A. Pedagogical aspects of system of K.S.Stanislavsky as means of optimization of vocational training of directors in higher education institution of culture and arts: Avtoref. yew. ... edging. пед. sciences. M: MGUKI, 2006. 24 pages.
10. Dzutseva Z.B. Moral and esthetic education of youth by means of television: Avtoref. yew. ... edging. пед sciences. Vladikavkaz: Name K.L SOGU. Khetagurov, 2006. 22 pages.
11. Pedagogics and M psychology, Novosibirsk, 2005.
12. Vygotsky L.S.Psikhologiya of art / General edition of V. V. Ivanov, comment. H.p. Vygotsky and V. V. Ivanov, will enter. Art. of A.N.Leontyev. 3rd prod. M: Art, 1986, 573 pages.
13. Slastenin V.A. etc. Pedagogics: Studies. Grant / VA. Slastenin, I.F.Isayev, E.N.Shiyanov; Under the editorship of V.A.Slastenina. M: Prod. Akademiya center, 2002. 576 pages.
14. V.V.Metodika's signs of research of a makiavellizm of the personality. M: Sense, 2001.