



DEVELOPMENT OF A PERSON'S CREATIVE INDIVIDUALITY THROUGH THE REALIZATION OF THE ARTISTIC POTENTIAL FOR CREATIVITY

DESARROLLO DE LA INDIVIDUALIDAD CREATIVA DE LA PERSONA A TRAVÉS DE LA REALIZACIÓN DEL POTENCIAL CREATIVO DEL ARTE

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ABSTRACT

The article analyzes the content and proves the importance of forming the creative individuality of the student's personality through the implementation of creative possibilities of art. Different approaches to understanding the nature of creativity and, the creative individuality of the individual through the implementation of creative possibilities of art are shown. A technology for developing the creative individuality of the individual through the implementation of creative possibilities of art in higher education is developed. The components of the technology are described, the basis of which is the principle of enhancing the creativity of the content of academic disciplines by introducing an artistic component into it. The laws of the emotional impact of an artistic image on a person are substantiated. Ways of structuring the content of the technology for developing the creative individuality of the student through the implementation of creative possibilities of art in higher education are described. A pedagogical

experiment was conducted in higher education institutions. The obtained data of the ascertaining experiment showed the need to structure the technology's content for developing the student's creative individuality through the implementation of creative possibilities of art in higher education. As a result of the implementation of formative measures in the EG, it was found that the state of development of the creative individuality of the student's personality improved through the implementation of the creative possibilities of art in higher education. In the EG, positive dynamics are observed, in the CG there were no significant positive changes.

Keywords:

Creative personality, Implementation of the creative possibilities of art, Higher education, Higher education students, Individuality of the personality.



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RESUMEN

El artículo analiza el contenido y demuestra la importancia de formar la individualidad creativa del estudiante a través de la realización de las posibilidades creativas del arte. Se muestran diferentes enfoques para comprender la naturaleza de la creatividad, la individualidad creativa de una persona a través de la realización de las posibilidades creativas del arte. Se ha desarrollado una tecnología para desarrollar la individualidad creativa de la persona a través de la realización de las posibilidades creativas del arte en la educación superior. Se describen los componentes de la tecnología, que se basa en el principio de mejorar la creatividad del contenido de las disciplinas académicas introduciendo en él un componente artístico. Se fundamentan las leyes del impacto emocional de una imagen artística sobre una persona. Se describen las formas de estructurar el contenido de la tecnología para el desarrollo de la individualidad creativa del estudiante a través de la implementación de las posibilidades creativas del arte en la educación superior. Se realizó un experimento pedagógico en instituciones de educación superior. Los datos obtenidos del experimento de comprobación mostraron la necesidad de estructurar el contenido de la tecnología para el desarrollo de la individualidad creativa de la personalidad de los estudiantes a través de la implementación de las posibilidades creativas del arte en la educación superior. Como resultado de la implementación de actividades formativas en el GE, se constató un incremento en el desarrollo de la individualidad creativa de los estudiantes a través de la realización de las posibilidades creativas del arte en la educación superior. Se observa una dinámica positiva en el GE, pero no se produjeron cambios positivos significativos en el GC.

Palabras clave:

Personalidad creativa, Realización de las posibilidades creativas del arte, Escuela superior, Estudiantes de educación superior, Individualidad de la persona.

INTRODUCTION

The world around us changes very often and quickly, but the creative individuality of the individual has remained unchanged and unshakable for many centuries. The development of the creative individuality of the individual through the implementation of the creative possibilities of art allows us to form precisely those abilities that should be present at the beginning of a person's independent life, for his better orientation in the modern environment. The problem of developing the creative individuality of the individual through the implementation of the creative possibilities of art is one of the central ones in pedagogy since the progress of society is the development and overcoming of stereotypes of new, unexpected, often

non-standard ideas, the path of constant creativity, original approaches and ways of implementation. The development of the creative individuality of the individual through the implementation of the creative possibilities of art, the upbringing of a person who can creatively rethink and accumulate the acquired experience, the achievements of humanity in art, culture, and science, and the development of technologies is one of the main pedagogical tasks (Pavlenko & Kurlishchuk, 2020).

Modern domestic education determines the need for creative individuals, which can be realized through the implementation of the creative possibilities of art, which is capable of creating a creative environment. Only in creativity does society develop (Yalanska, 2013). That is why the disclosure of the content, means of developing a creative personality, and pedagogical conditions for developing the creative individuality of a person through the implementation of the creative possibilities of art is an extremely urgent problem in today's higher education.

Literature review

Any pedagogical research concerns the development of creative abilities, the development of creative individuality of a person, and the upbringing of a creative personality through the implementation of the creative possibilities of art since the pedagogical process is inherently creative and involves the creativity of a student, teacher, educator, parents, leisure organizers, etc.

The problems of giftedness, creativity, and abilities have been studied in their works by scientists from different countries.

Karpenko (2016) systematized scientific and practical data, modern concepts, and theories on the problem of the psychology of creativity. The structure and content of creative activity are characterized, the main types and levels of creative activity are considered, the stages and mechanisms of the creative process are analyzed, diagnostic methods and ways of developing the creative potential of a person are outlined, the features of a creative personality are depicted.

Moliako & Muzyka (2006) considered the problems of developing giftedness and abilities of the individual using the methods of studying value consciousness and studying the dynamics of abilities, and also analyzed biographical studies of the life path of gifted people, the features of the interaction of subject-value, socio-psychological, age factors in the development of a gifted creative personality. The authors proposed training systems for value support of gifted people and the development of individual abilities. Creative abilities associated with the creation of an original, new product, meet the requirements of

the creative activity of the individual are considered by scientists as individual psychological abilities of a person and are a condition for his successful life, contribute to the search for new means of activity, etc. Creativity, in this aspect, is considered as the discovery of new ways of activity, as a tool for developing new ideas, and as the use of imagination, which contributes to the general development of a person and the effective solution of complex problems.

Theoretical, historical, and methodological principles of creative development of the personality were highlighted using various types of art by a group of scientists: Nychkalo et al. (2011) and substantiated scientific, philosophical, art-historical approaches to understanding the essence of art as a cultural phenomenon, which has a powerful creative potential and is capable of forming it in the individual in the process of creative artistic activity. Scientists have identified pedagogical, methodological principles of studying world cultural heritage in the system of pedagogical, professional education. In the context of professional training of young people, topical problems of using art are considered. Also, in the process of educational activity, the mechanism of development of creative abilities of students of education using art was analyzed by Pavlenko, & Kurlishchuk (2020). Creative abilities of a person, his creativity are defined in the modern world as the key to the success of a person's life. Therefore, it is worth developing the creative qualities of the personality, forming skills and abilities in it, to provide the basis for its further creative activity, to prepare the younger generation for life and work in changing new socio-cultural conditions, to ensure the success of the process of self-realization of the personality. Analysis of theoretical studies of the development of creative individuality of the personality through the implementation of creative possibilities of art determined the understanding of the integrative nature of such a composition of development where cognitive, motivational, operational, heuristic, and other factors are intertwined. A person is born with natural creative inclinations, but creative people become those whose upbringing conditions allow them to develop personality abilities in time. Since natural inclinations are transformed into abilities only in activity, they are created by activity, then art, which is the main factor in the formation of a person's creative abilities, in this process is an ideal way for an individual to express themselves creatively. In educational activities, through the use of art tools for the formation of an active position of a person, developmental conditions are created.

The analysis of scientific literature convinces us that the identified problem requires interdisciplinary research because it is multifaceted. Art has a positive effect on the educational achievements of the individual and contributes to a clear understanding of one's own needs and

aspirations and the growth of self-confidence. The development of the creative individuality of the individual through the implementation of the creative possibilities of art contributes to the development in a person of the desire to create something new, his own, the desire to manifest his own initiative, to fill his knowledge with new content, to expand his worldview.

Therefore, scientists have systematized scientific and practical data, modern concepts, and theories on the problem of the psychology of creativity. The structure and content of creative activity are characterized, the main types and levels of creative activity are considered, the stages and mechanisms of the creative process are analyzed, methods of diagnostics and ways of developing the creative potential of the individual are outlined, the features of the creative personality are depicted and scientific, philosophical, art-historical approaches to understanding the essence of art as a cultural phenomenon, which has powerful creative potential and is capable of forming creativity in the individual through the implementation of the creative possibilities of art are substantiated.

The purpose of the article is to analyze the mechanism of development of the creative individuality of the individual through the implementation of the creative possibilities of art.

MATERIALS AND METHODS

To solve the set goal, a set of research methods was selected:

- theoretical: analysis of the literature on the research problem for thorough coverage of the state of the problem; comparison, synthesis, generalization, and systematization of theoretical data to clarify the state of the study of the issue under study;
- empirical: pedagogical experiment to verify the need to structure the content of the technology for developing the creative individuality of the student through the implementation of the creative possibilities of art in higher education;
- survey (questionnaire, conversation) – object of study: desire for novelty, motives for learning and creative activities of students, interest in new activities close to creativity;
- self-assessment, self-analysis, rating method – the object of study: the ability to choose types of tasks, self-assessment of creative opportunities;
- observation – object of study: level of creative self-expression, participation of students in creatively directed forms of the educational process; activity, and individual capabilities of students;

- experiment – object of study: creative approach to completing educational tasks; orientation of the student's personality to the realization of creative opportunities, creative abilities; ability to creative activity; experimental verification of the effectiveness of the technology for developing the creative individuality of the student's personality through the realization of creative opportunities of art in higher education.
- mathematical statistics for the mathematical processing of diagnostic data obtained at different stages of the study.

The pedagogical experiment was conducted in higher education institutions. The experiment was attended by third-year students of higher education.

At the ascertaining stage of the pedagogical experiment, a preliminary diagnosis of the creative individuality of the student's personality was carried out through the realization of the creative possibilities of art in higher education in the EG and CG groups. At the ascertaining stage of the experiment, the diagnostics showed approximately the same low indicators in both groups.

The obtained data of the ascertaining experiment showed the need to structure the content of the technology for the development of the creative individuality of the student's personality through the realization of the creative possibilities of art in higher education, which provided for: – strengthening the pedagogical and artistic-creative orientation of teaching (based on the establishment of interdisciplinary connections) of general scientific, social and humanitarian, professional artistic disciplines; introduction of an integrated special course “Development of the creative individuality of the personality through the realization of the creative possibilities of art in higher education”.

As a result of the implementation of formative measures in the EG, it was found that the state of development of the creative individuality of the student's personality increased through the implementation of creative opportunities in art in higher education.

In the study, we used the Student's t-test and accepted the null hypothesis. That is, there is no difference between the two statistical distributions of the KG and EG of the relative frequencies of the number of students before the experiment with “high-level” indicators. This proves that the KG and EG groups before the experiment did not statistically differ in the considered indicators. Similarly, calculations were made for students with “low level” and “medium level” indicators.

So, positive dynamics are observed in the EG, and no significant positive changes occurred in the CG.

RESULTS AND DISCUSSION

The content and significance of the formation of a person's creative individuality through the realization of the creative possibilities of art.

The creative abilities of a person's individuality are considered as individual-psychological abilities of a person, which are realized through the realization of the creative possibilities of art, meet the requirements of creative activity, are associated with the creation of an original, new product, are a condition for the successful development of a person through new means of innovative human activity, etc. Analysis of theoretical studies of the creative individuality of a person through the realization of the creative possibilities of art determined the understanding of its integrative nature, where cognitive, motivational, operational, heuristic, and other factors are intertwined (Puhach et al., 2021).

The origins of a person's creative powers go back to childhood when creative manifestations of a person's individuality are often vitally necessary and involuntary. A person's artistic creativity when realizing the creative possibilities of art has its own characteristics, therefore it is necessary to develop methods that develop and awaken his creativity and learn to manage the features of its manifestation. Therefore, a significant role throughout a person's life is assigned to educational work to develop in the individual the ability to perceive beauty in the world around him, to see it in works of art, and also assign a role to artistic activities, which play a large role in the general and creative development of a person (Kuchai & Kuchai, 2019).

Interest in the artistic activity of a person in the development of creative individuality of a person is determined by its importance and over the years the need for it does not weaken, on the contrary, it grows even more.

For the comprehensive development of a person, visual activity is of great importance. Students are formed through aesthetic perception, observation, creative abilities, and artistic taste. Visual activity in the process of creating an image provides an opportunity to express a person's emotional state by available means, forms their attitude to the world around them, to see it in works of art, and forms the ability to independently create beautiful things (Oseredchuk et al., 2022).

In the organization of the individual's creative activity, great importance is attached to:

- adapting the expressive means of graphics, painting, and art in such a type of creative activity as drawing;

- the teacher's ability to connect the features of creating an artistic image in art with the child's own artistic activity;
- creating a decorative work based on the motives of decorative and everyday art;
- using the expressive means of sculpture in modeling;
- using elements of architectural design solutions in the constructive creativity of the individual.

The most important condition for revealing the creative individuality of the individual through the realization of the creative possibilities of art is the creation of a general atmosphere of the possibility of achieving success for each individual, freedom, and goodwill. The teacher should always try to organize the communication of students in such a way that each of those who study can openly rejoice in the results of joint creativity and their own.

We consider visual activity to be a specific figurative cognition of reality, in the process by which innovative education of schoolchildren is provided: intellectual, sensory, aesthetic, labor, and moral.

To develop the creative individuality of the individual through the realization of the creative possibilities of art, we take into account the creative process of drawing, and sculpting any object, having previously become well acquainted with it; we contribute to the formation of ideas about objects, the assimilation of knowledge about their qualities and properties, color, shape, position in space, size, with which students compare objects, analyze, find differences and similarities. Thus, sensory education, the development of visual-figurative thinking is facilitated by visual activity. It also contributes to the formation of innovative mental operations, such as synthesis, analysis, generalization, and comparison. The value of visual activity lies in the fact that it is a means of aesthetic education and creates favorable conditions for the development of emotions, and aesthetic perception, which gradually turns into a person's aesthetic feelings (Yaroslavtseva & Kuchai, 2020).

Drawing classes involve a person in the process of creativity. Only in drawing does a person accelerate the processes of developing figurative and spatial thinking. Mobilizing mental activity, and drawing develops a person's observation, and mental abilities, and promotes harmony. Mastering drawing techniques prepares students for knowledge of the environment, is a therapeutic therapy for the psyche, forms the foundations of mathematics, promotes the development of speech, the development of mental processes, and is the basis for diagnosing mental health and intelligence (Kuchai & Kuchai, 2018).

The use of musical works in the pedagogical process has a positive effect on the development of the individual. For

the development of creativity, music is of great importance, because during classes it creates an atmosphere of harmony, and emotional sensitivity, which helps develop the creative individuality of the individual through the realization of creative opportunities. Music contributes to the creation of beauty, helps develop a person's imagination, and generates a desire and inspiration to create. When listening to music, the teacher must take into account the psychological characteristics of students, the ability to sensory perception, and emotional sensitivity. Music, among the subjects of the aesthetic cycle, most contributes to the formation of emotional-motivational and cognitive functions, stimulates creative activity, the development of creative thinking, communication, abilities, positive qualities of character: perseverance, hard work, systematicity in achieving the goal; gives a person an impetus for imagination and inner experience. Inner experience and feeling cause a desire to convey music in gestures, facial expressions, actions, movements, playing, and singing, to create new artistic images. Music improves human speech, especially singing, forms clear pronunciation, helps pronounce difficult sounds and syllables, and contributes to the correct assimilation of words. Therefore, a powerful tool that contributes to the comprehensive and harmonious development of the personality is musical education (Pavlenko & Kurlishchuk, 2020).

Different approaches to understanding the nature of creativity and, the creative individuality of the individual through the implementation of the creative possibilities of art.

Let's name different approaches to understanding the creative individuality of the individual, and the nature of creativity, through the implementation of the creative possibilities of art.

- psychogenetic approach – the creative ability of a person is realized through the mechanism of imitation and acts as an innate need; every person has a certain level of natural giftedness with creative abilities;
- activity approach – the internal activity of the individual is manifested in his/her activity, and external activity, the goal of which is to transform the world through his/her own activity;
- social approach – the creative possibilities of a person, promotes the realization or inhibits their manifestation, determines the social – the process of human development is always accompanied by the influence of the socio-cultural environment since a person is born in the social world;
- value, axiological approach – the content of creativity is determined by values; creativity is valuable when it is expressed in positive productivity;

- sensory-emotional approach – creativity is accompanied by emotional-sensory reactions of the individual and involves mental, and internal activity of the individual. Emotional experiences can be either a product of creative activity, or encourage the individual to creativity;
- motivational approach – a certain type of motivation encourages the individual to creativity, therefore creativity is generated by the internal specific aspirations of a person (Yalanska, 2013).

The technology of development of creative individuality of the individual through the realization of creative possibilities of art in higher education.

The technology of development of creative individuality of the individual through the realization of creative possibilities of art represents a holistic algorithmic system of actions and operations that provide informational-subject, content, procedural aspects of the development of creative individuality of the person and pedagogical goal-setting of future specialists in higher education institutions using art, as well as monitoring of the quality of this process in higher education (Kuchai et al., 2017).

We believe that in higher education the technology of development of creative individuality of the individual through the realization of creative possibilities of art is characterized by: an activity-creative approach, dialogic, pedagogical support of the student's personality, aesthetic-developmental orientation; choice of methods and content of training and behavior of the student's personality, giving him freedom for creativity, for making independent decisions.

The components of the technology for developing the creative individuality of a person through the implementation of the creative possibilities of art in higher education are:

- a pedagogical whole, which involves observing and defining the goals, tasks, and principles of developing the creative individuality of students;
- as a system for developing the creative individuality of a student – selection, and structuring of the content of the artistic component of students' professional training;
- methods, forms, and techniques of teaching – procedural and informational-subject components and algorithms of the subjects' activities;
- educational-methodical and scientific-methodical support of the innovation process, and its result (Kuzminskyi et al., 2020).

The technology for developing the creative individuality of a person through the implementation of the creative possibilities of art in higher education is based on the principle

of enhancing the creativity of the content of academic disciplines by introducing an artistic component into it.

The fundamental principle of the proposed pedagogical technology is reliance on the image since the subconscious understands only images that are inextricably linked with the imagination. The brighter the colors, images, combinations, lines, and intertransitions of light reflexes, shades, and glosses are stored in memory, the more opportunities there will be for the student to realize his creative idea.

The laws of the emotional impact of an artistic image on a person are substantiated: the guiding force of the primary emotional reaction, emotional generalization, sensorimotor integrity, consideration of emotion as a psychological action, experiencing experiences, expressiveness of the stimulus, and touching emotional impact.

The basis for developing a technology for developing a person's creative individuality through the implementation of the creative possibilities of art in higher education is the encouragement of students to creative artistic activity, support for their own creative individuality, determination of ways to search for innovative information, and their own learning parameters.

The content of the technology for developing a person's creative individuality through the implementation of the creative possibilities of art in higher education is built based on ensuring the unity of the developmental and hedonistic functions of art, which is reflected in the principle of creativity and extra effort, the unity of pleasure. It is this unity that provides a person's motivation for creative artistic activity.

The cognitive component of the content of the technology for the development of the creative individuality of the individual through the implementation of the creative possibilities of art in higher education contains a set of structured and systematized psychological and pedagogical, art history, pedagogical and artistic, special and methodological knowledge, the mastery of which provides the specialist with a theoretical basis for the formation of creative individuality.

This component of the content of the technology in combination with the praxeological one acquires real pedagogical significance.

Since the content of the technology for the development of the creative individuality of the individual through the implementation of the creative possibilities of art in higher education is based on acmeological, spiritual moral, intellectual, and aesthetic values of art, which constantly act as aesthetic principles for the formation of personal values and professional and pedagogical ones in them,

the axiological component is of fundamental importance for the content of the developed technology.

Structuring the content of the technology for developing the creative individuality of a student through the implementation of the creative possibilities of art in higher education provided for: – strengthening the pedagogical and artistic-creative orientation of teaching (based on establishing interdisciplinary connections) of general scientific, social, and humanitarian, and professional artistic disciplines; introduction of an integrated special course «Development of the creative individuality of a student through the implementation of the creative possibilities of art in higher education.»

The purpose of the special course is to provide students with the skills to use their creative potential, and knowledge of art pedagogy to develop their own creative individuality.

The objectives of the special course “Development of creative individuality of the individual through the implementation of creative possibilities of art in higher education”:

- students' clarification of the essence of the fundamental principles of art pedagogy, substantiation of the potential in the development of creative individuality, and definition of components.
- awareness of the functions of art by future specialists.
- practical mastery of the pedagogical possibilities of art as a determinant, factor, or component, means the content of the socio-cultural environment of the development of the student's creative individuality.
- establishing the relationship between the processes of individualization of the individual and his national and cultural identification.
- in the process of developing the creative individuality of the individual, familiarization with the progressive experience of using art pedagogy.
- stimulating the need of students for creative growth.

The special course is based on the principles of cultural relevance, integration of artistic and professional knowledge, methodological expediency, creative and humanistic orientation, individualization of learning, contextualization of learning, connection between theory and practice; artistic and creative orientation of the pedagogical process, etc. (Nychkalo et al., 2011).

In the process of the special course «Development of creative individuality of the individual through the implementation of creative possibilities of art in higher education» the main groups of personal qualities of a creative individual are taken into account to develop the creative potential of the individual:

1. Worldview qualities: optimism, harmony, active life position, devotion to one's principles and ideals, humanity, high sense of duty, high level of development of aesthetic feelings, patriotism, desire for discoveries, the process of creativity, self-knowledge, spiritual growth, self-expression, etc.
2. Value qualities: tolerance towards other people, tact, goodwill, hard work, sincerity, tolerance of mercy, criticality.
3. Intellectual qualities: the ability to predict actions, events, actions, curiosity, sense of humor, observation, the ability to make adequate decisions depending on the situation, variability of thinking, a high level of development of intuition, independence, and autonomy of thought, erudition, the ability to analyze and synthesize, enthusiasm for the content of the activity, metaphorical thinking, originality, initiative.
4. Volitional qualities: perseverance, determination, the ability to bring the started work to the end, courage, endurance, the ability to self-assertion, stability and courage, self-confidence, and energy.

We considered the concepts of «creative individuality of the individual», «creative potential of the student» and «creativity of the individual» as synonymous, considering under them such an individual who has internal prerequisites that ensure his creative activity, transformative activity, the creativity of the individual, who, as a result of his own activity and the influence of external factors, has acquired personal formations, abilities, necessary additional motives for the actualization of the creative potential of a person, which contribute to the achievement of creative results in one or more types of creative activity.

If we take into account according to Molyako (2006) age aspect and to distinguish a creative personality through the implementation of creative opportunities of art in higher education, then it can be identified by the following signs:

1. an active personality is always busy with something, occupies itself with a given program, and strives to work harder than others;
2. a persistent personality requires additional information from teachers, always pursues set goals, and asks a lot of questions;
3. wants to achieve success, know a lot, learn;
4. is better than others able to engage in independent work;
5. strives to penetrate the essence of phenomena, and can critically consider the surrounding reality (Karpenko, 2016).

Experimental verification of the effectiveness of the technology for developing the creative individuality of a student's personality through the implementation of creative opportunities in art in higher education.

The pedagogical experiment was conducted in higher education institutions. Third-year students of higher education took part in the experiment.

Research methods used during the pedagogical experiment:

- survey (questionnaire, conversation) – object of study: the desire for novelty, motives for learning and creative activities of students, interest in new activities close to creativity;
- self-assessment, self-analysis, rating method – object of study: the ability to choose types of tasks, self-assessment of creative opportunities;
- observation – the object of study: the level of creative self-expression, participation of students in creatively directed forms of the educational process; activity, and individual opportunities of students;
- experiment – object of study: creative approach to completing educational tasks; orientation of the student's personality to the implementation of creative opportunities, creative abilities; ability to creative activity; experimental verification of the effectiveness of the technology for developing the creative individuality of a student's personality through the implementation of creative opportunities in art in higher education.

At the ascertaining stage of the pedagogical experiment, a preliminary diagnosis of the creative individuality of a student's personality through the implementation of creative opportunities in art in higher education was carried out in the EG and CG groups. At the ascertaining stage of the experiment, the diagnosis showed approximately the same low indicators in both groups.

Among the surveyed students of the EG and CG groups at the ascertaining stage, the following results were obtained:

- 15% of respondents indicated complete ideas about the creative opportunities of art for students in higher education;
- 45% of respondents – incomplete ideas about the creative opportunities of art for students in higher education;
- 40% of respondents – showed fragmentary ideas about creativity.

The obtained data of the ascertaining experiment showed the need to structure the content of the technology for developing the creative individuality of the student's personality through the implementation of the creative possibilities of art in higher education, which provided for: – strengthening the pedagogical and artistic-creative orientation of

teaching (based on establishing interdisciplinary connections) of general scientific, social and humanitarian, professional art disciplines; introduction of an integrated special course «Development of the creative individuality of the individual through the implementation of the creative possibilities of art in higher education». The content of the technology for developing the creative individuality of the student's personality through the implementation of the creative possibilities of art in higher education was disclosed above in the article.

As a result of the implementation of formative measures in the EG, an increase in the state of development of the creative individuality of the student's personality through the implementation of the creative possibilities of art in higher education was found.

In the EG and CG groups at the stage of the formative experiment, we obtained the following data.

According to the results of the formative stage of the study, the following conclusions were reached: in the EG group:

- high level of the personal and value component of the development of the student's creative individuality through the implementation of creative opportunities in art in higher education was determined in 40% of respondents;
- average level of the personal and value component of the development of the student's creative individuality through the implementation of creative opportunities in art in higher education was determined in 56% of respondents,
- low level of the personal and value component of the development of the student's creative individuality through the implementation of creative opportunities in art in higher education was determined in 4% of EG respondents.

In the respondents of the control group, the personal and value component of the development of the student's creative individuality through the implementation of creative opportunities in art in higher education has the following levels of formation:

- high – in 9% of respondents;
- average – in 40% of respondents;
- low – in 51% of respondents.

The indicators of the formation of the motivational component of the development of the student's creative individuality through the implementation of the creative possibilities of art in higher education were determined in the experimental group and had the following levels:

- high level – 55%;
- average – 40%;
- low – 5%.

In the control group, the levels of development of the student's creative individuality through the implementation of the creative possibilities of art in higher education were found to be as follows:

- high level – in 27% of respondents;
- average level – in 43% of respondents;
- low level – in 30% of respondents who do not possess the mechanisms of creative development.

The indicators of the formation of the thinking and creative component of the development of the student's creative individuality through the implementation of the creative possibilities of art in higher education showed positive growth dynamics in the EG:

- high level – 31% of respondents;
- medium level – 64% of respondents;
- low level – 5% of respondents.

In the control group, high indicators were not recorded:

- high level – 7% of respondents;
- medium level – 49% of respondents;
- low level – 44% of respondents.

A low degree of self-regulation of creative activity was found in many participants of these groups.

Indicators of the formation of the creative and activity component of the development of the creative individuality of the student's personality through the implementation of the creative possibilities of art in higher education in the EG also confirmed the effectiveness of ensuring the technology of developing the creative individuality of the student's personality through the implementation of the creative possibilities of art in higher education and showed positive dynamics:

- high level was established – 28% of respondents;
- medium level – 67% of respondents;
- low level – 5% of respondents.

The following results were obtained in the CG:

- high level was detected – in 10% of respondents;
- average level – in 64% of respondents;
- low level – in 26% of respondents.

The development of the creative and activity component of the creative individuality of the student's personality through the implementation of creative opportunities of art in higher education contributes to the development of the student's creative thinking, determines the improvement of his creative abilities and skills, predicts the results of creative activity, the ability to generate new ideas,

activates the readiness for creative self-expression and the need for creativity.

In the study, we used the Student's t-test and accepted the null hypothesis. That is, there is no difference between the two statistical distributions of the CG and EG of the relative frequencies of the number of students before the experiment with the "high level" indicators. This proves that the CG and EG groups before the experiment did not statistically differ in the considered indicators. Similarly, calculations were performed for students with the "low level" and "average level" indicators.

Thus, in the EG, positive dynamics are observed, in the CG, no significant positive changes have occurred.

The obtained experimental data showed the need to introduce the content of the technology for developing the creative individuality of the student's personality through the implementation of the creative possibilities of art in higher education, which involves: – strengthening the pedagogical and artistic-creative orientation of teaching (based on establishing interdisciplinary connections) of general scientific, social and humanitarian, professional artistic disciplines; introduction of an integrated special course «Development of the creative individuality of the personality through the implementation of the creative possibilities of art in higher education».

CONCLUSION

The content is analyzed and the significance of the formation of the creative individuality of the individual through the realization of the creative possibilities of art is proven. Different approaches to understanding the nature of creativity, and the creative individuality of the individual through the realization of the creative possibilities of art are shown. A technology for the development of the creative individuality of the individual through the realization of the creative possibilities of art in higher education is developed. The components of the technology are described, the basis of which is the principle of enhancing the creativity of the content of academic disciplines by introducing an artistic component into it. The laws of the emotional impact of the artistic image on people are substantiated. The ways of structuring the content of the technology for the development of the creative individuality of the student through the realization of the creative possibilities of art in higher education are described.

The developed special course "Development of the creative individuality of the individual through the realization of the creative possibilities of art in higher education" is described, which takes into account the main groups of personal qualities of a creative individual to develop the creative potential of the individual.

A pedagogical experiment was conducted in higher educational institutions. At the ascertaining stage of the pedagogical experiment, a preliminary diagnosis of the creative individuality of the student's personality was carried out through the implementation of creative opportunities in art in higher education in the EG and CG groups. At the ascertaining stage of the experiment, the diagnostics showed approximately the same low indicators in both groups.

The obtained data of the ascertaining experiment showed the need to structure the content of the technology for developing the creative individuality of the student's personality through the implementation of creative opportunities in art in higher education.

As a result of the implementation of formative measures in the EG, an increase in the state of development of the creative individuality of the student's personality through the implementation of creative opportunities in art in higher education was found. In the EG, positive dynamics are observed, in the CG, no significant positive changes occurred.

The conducted research requires further improvement of the mechanisms for forming students' readiness for creative competence and further development of didactic support for the process of forming creative competence in higher education students.

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