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PSYCHOLOGICAL FEATURES OF FUTURE PSYCHOLOGISTS' CREATIVE POTENTIAL IN THE CONTEXT OF MODERN EDUCATIONAL TRENDS

Анотація. Стаття присвячена вивченню психологічних особливостей творчого потенціалу майбутніх психологів у контексті сучасних освітніх тенденцій. У дослідженні проаналізовано роль творчого мислення в професійній діяльності психолога та фактори, що сприяють його розвитку під час навчання у закладах вищої освіти. Визначено основні складові творчого потенціалу: самоконтроль уявлень, рівень занурення у творчий процес, автоматизованість дій, ясність мети, здатність до гнучкого мислення. Особливу увагу приділено аналізу стану потоку у студентів-психологів як показника ефективності творчої діяльності.

У рамках емпіричного дослідження проведено психодіагностику студентів, що дозволило оцінити рівень розвитку їхнього творчого потенціалу. Встановлено, що більшість студентів мають достатньо високий рівень креативного мислення, проте частина з них потребує додаткової підтримки у розвитку навичок нестандартного підходу до вирішення завдань. Результати дослідження можуть бути використані для вдосконалення освітніх програм, орієнтованих на стимулювання творчої активності студентів-психологів, зокрема через інтеграцію інтерактивних методів навчання, проєктної діяльності та кейс-методів.

Ключові слова: творчий потенціал, креативне мислення, стан потоку, самоконтроль уявлень, психологічна освіта, мотивація, професійна діяльність, психодіагностика, освітні технології, саморегуляція, когнітивна активність, гнучкість мислення, особистість, студенти-психологи.

Abstract. The article is devoted to the study of psychological features of the creative potential of future psychologists in the context of modern educational trends. The study analyses the role of creative thinking in the professional activity of a psychologist and the factors that contribute to its development during studying in higher education institutions. The main components of creative potential are identified: self-control of ideas, level of immersion in the creative process, automatisation of actions, clarity of purpose, ability to think flexibly. Particular attention is paid to the analysis of the state of flow in psychology students as an indicator of the effectiveness of creative activity.

In the framework of the empirical study, psychodiagnostics of students was conducted, which allowed to assess the level of development of their creative potential. It has been found that most students have a fairly high level of creative thinking, but some of them need additional support in developing the skills of a non-standard approach to solving problems. The results of the study can be used to improve educational programmes aimed at stimulating the creative activity of psychology students, in particular through the integration of interactive teaching methods, project activities and case methods.

Keywords: creative potential, creative thinking, flow state, self-control of ideas, psychological education, motivation, professional activity, psychodiagnostics, educational technologies, self-regulation, cognitive activity, flexibility of thinking, personality, psychology students.

Introduction: Modern socio-cultural changes and reforms of higher education in Ukraine necessitate a revision of approaches to the training of future professionals. Changing societal demands, innovative development of science and the growing need for specialists capable of thinking outside the box require the educational system to adapt to new realities. This is especially true for professions related to interpersonal interaction, including psychology. A modern psychologist not only transfers knowledge or helps solve

problems, but also actively creates new approaches to diagnostics, therapy, and counselling. Their work is closely linked to creative thinking, which is the key to effectiveness in non-standard situations.

Therefore, developing the creative potential of psychology students is one of the most important tasks of higher education. This issue covers not only the process of acquiring knowledge, but also the ability to apply it in unforeseen circumstances. In psychological practice, it is impossible to foresee all scenarios, as each situation is unique and each client requires an individual approach. Therefore, future professionals should learn not only to analyse and critically comprehend information, but also to find new, non-standard ways to solve problems.

The purpose of the article is to identify and analyse the psychological characteristics of the creative potential of psychology students, to identify the key components of this phenomenon and to justify the need to integrate methods that promote its development into the educational process.

Theoretical basis of the study: In psychological science, the concept of creative potential is considered as a complex phenomenon that combines cognitive, emotional, motivational and behavioural components. According to Rybalka V. V., the creative potential of a personality is a key factor in the professional activity of a psychologist, as it determines his/her ability to innovative thinking and self-development [4]. According to O. V. Loboda, creative potential is not only a set of cognitive abilities, but also includes a motivational core that ensures a stable interest in creative activity [2]. Studies by Barron F. and Harrington D. M. show that creativity is associated not only with intellectual development, but also with personal characteristics such as openness to new experiences and emotional flexibility [6]. Among the modern studies that consider the state of flow as a key aspect of creative potential, it is worth highlighting the work of V. V. Naychuk, K. I. Fomenko and O. I. Kuznetsov. The authors propose a comprehensive methodology for psychodiagnosing the state of flow, which allows assessing the degree of involvement of a person in creative activity, his or her sense of control and transformation of time perception [3].

Unfortunately, the current education system in Ukraine is still focused mainly on an academic approach aimed at transferring theoretical knowledge. This creates a situation where graduates, despite a high level of awareness, have difficulty applying their knowledge in practice. Lack of proper attention to the development of creative thinking leads to stereotyped solutions and inability to adapt to new conditions, which is a serious challenge for the psychological profession. Therefore, it is necessary to change approaches to teaching, focusing on stimulating students' creative potential, creating conditions for their self-realisation, and expanding opportunities for practical application of knowledge.

The importance of creativity as a professional competence is confirmed by numerous studies. Scholars such as N. Huzii, V. Zahviazynskyi, V. Kan-Kalyk, N. Kichuk, S. Sysoieva emphasise that the ability to think creatively is an integral part of successful professional activity. They emphasise that the development of creativity in students is possible only if there is an appropriate educational environment that stimulates research activity, encourages experimentation, and expands the horizons of knowledge. That is why the educational process should go beyond standard lectures and seminars to include interactive teaching methods, work with real-life cases, teamwork, and the use of modern technologies.

In this context, the concept of creative potential is of particular importance. V. Rybalka defines it as a complex integrative phenomenon that includes cognitive, emotional, motivational and behavioural components [4]. This means that creativity cannot be considered only as a set of abilities - it includes a wide range of characteristics that determine a person's ability to generate new ideas, make decisions in difficult situations, and conduct critical analysis. A future psychologist should not only have the techniques, but also be able to adapt them to the needs of a particular client, modify them according to the circumstances, and offer alternative ways to solve problems.

The development of creative potential is associated with the processes of self-regulation, which allow an individual to manage their own cognitive activity, overcome obstacles, and find new approaches to activities. A number of researchers (including F. Barron and R. Sternberg) consider self-regulation of creative activity as a dynamic process that takes place on several levels. In the learning environment, this can be traced through the stages of the creative process: from preparation to implementation of the idea. At first, the student forms a task, analyses the problem, and searches for information. Then they face difficulties that may cause frustration, but at the same time encourage a deeper analysis of the situation. This is followed by the incubation stage, a period when the conscious search for a solution is replaced by a subconscious understanding of the problem. Then comes the insight - the moment of sudden understanding of the problem and finding a solution. The process ends with verification - checking the correctness of the conclusions, their adaptation to real conditions [6,7].

In the context of training future psychologists, it is important to create a learning environment that will promote self-regulation of creative activity. This involves the use of methods that stimulate analytical, critical and divergent thinking. These include the active use of case studies, project-based approaches, simulations of real-life situations, trainings, and discussions. For example, as part of a coursework, a student can work on a real case from a psychologist's practice, analyse the problem, and offer different solutions. This allows not only to consolidate theoretical knowledge, but also to learn to think outside the box, to make decisions under conditions of uncertainty [1].

It is important to keep in mind that the development of creative potential is not a purely cognitive process. It has a deep emotional aspect, as creative activity is often accompanied by experiences, doubts, and internal conflict. Students may experience feelings of self-doubt and fear of making mistakes, which hinder their creative development. Therefore, the role of the teacher is not only to impart knowledge, but also to support students, to create an atmosphere of trust where mistakes are not seen as failures, but as a natural part of the learning process [2].

Creativity development is a long-term process that requires a systematic approach. Its success depends on a number of factors: teaching methods, personal qualities of students, and support from the educational institution. The more opportunities for creative self-realisation a student receives during their studies, the easier it will be for them to adapt to real professional activities and find effective solutions in non-standard situations [2].

Thus, the development of the creative potential of future psychologists is one of the key tasks of modern education. It ensures not only academic success, but also the ability to perform effective professional activities, promotes flexibility of thinking, self-expression and harmonious personal growth. In today's realities, when psychology is becoming an increasingly popular field, it is creativity that will determine how ready a specialist will be for the challenges of the future, how able they will be to act in conditions of uncertainty and how effective they will be in helping people.

The empirical study analysed methodological approaches to the study of creative activity, which made it possible to identify key aspects of its manifestation and assess the level of development of this phenomenon among students. The study involved 48 students majoring in Psychology from the Vinnytsia Social and Economic Institute of the University of Ukraine, who were studying in the 2nd-4th years of their bachelor's and master's degrees. The main goal was to comprehensively analyse the individual characteristics of creative activity, including the ability to self-control, the vividness of ideas and the level of involvement in the state of flow during creative activity.

To achieve the set tasks, a number of psychodiagnostic methods were used, namely the method of studying the ability to self-control visual representations (R. Gordon), the method of studying the brightness and clarity of representations (D. Marks) and the method of studying the flow state in creative activity (V.V. Naychuk, K.I. Fomenko, O.I. Kuznetsov).

R. Gordon's methodology allowed to assess the ability to self-control visual representations. It is aimed at determining the level of control over mental images, their flexibility and ability to consciously manipulate spatial characteristics.

Another important research tool was D. Marks' methodology, which helped to determine the level of brightness and clarity of ideas formed by students in the process of performing tasks related to the mental representation of images. This technique helped to find out how detailed and expressive visual representations are, which play an important role in the development of creative thinking.

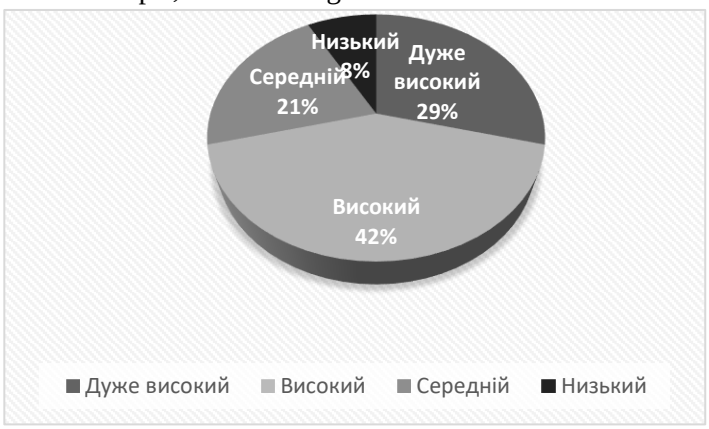
As for the methodology for assessing the flow state in creative activity, it is based on nine key parameters that characterise the flow state, including the level of concentration, the balance between challenges and skills, loss of time, sense of control over the situation, and other aspects of the optimal psychological state that contributes to the effectiveness of the creative process. The use of this tool allowed us to assess the extent to which students are involved in the creative process, what factors contribute to entering the state of flow, and how this state affects the productivity of their work.

The integrated application of these psychodiagnostic techniques allowed not only to quantify students' creative abilities, but also to gain a deeper understanding of the mechanisms of their creative activity. The obtained results open up opportunities for further research and contribute to the development of educational strategies aimed at optimising the educational process in order to develop the creative potential of future psychologists.

In our opinion, the level of vividness of ideas and the ability to consciously modify them directly affect the effectiveness of psychologists' professional training. This is due to the fact that the ability to work with ideas and use visualisation techniques are important components of many therapeutic methods. For

example, in the practice of cognitive behavioural therapy, methods of mental rehearsal, visualisation of positive scenarios and reconstruction of traumatic memories are widely used, which allows clients to learn new ways of overcoming difficulties. The high development of spatial representations contributes not only to better adaptation of students to new therapeutic techniques, but also allows them to develop their own unique approaches to psychological work. In addition, the ability to visualise clearly helps future professionals to interpret psychological test results more accurately and deeply, especially when it comes to analysing complex behavioural patterns or using projective techniques.

The results of the study confirmed the importance of these characteristics for the professional activity of a psychologist. It was found that 29% of students have a very high level of spatial representations. This category of students demonstrates the ability to quickly form complex images, detail them, and change them flexibly, which is extremely useful in the process of analysing psychological cases. A high level of imaginative thinking allows them to decompose situations into their constituent elements, identify hidden patterns and make effective decisions. This is especially important in areas such as psychodiagnostics, psychotherapy, and research, as it implies the ability to quickly process complex information flows, integrate different concepts, and draw logical conclusions.



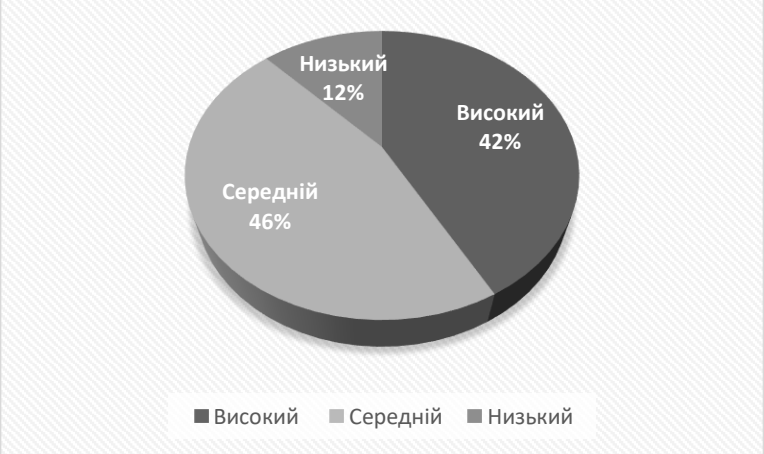
Pic 1. Indicators of the ability to self-control, manipulate and consciously operate spatial representations (according to R. Gordon's method)

Another 42% of students demonstrated a high level of development of spatial representations. They have a well-developed ability to manipulate images, which contributes to effective learning and application of professional knowledge in practice. High cognitive plasticity allows them to adapt to various methods of psychological analysis, work with test instruments and quickly find connections between theoretical concepts. However, this group of students is characterised by a certain lack of deep intrinsic motivation, which can sometimes reduce the level of concentration and reduce the effectiveness of tasks that require prolonged analysis or creative approach.

The average level of development of spatial concepts was recorded in 21% of students. They demonstrate certain difficulties in forming clear images and controlling them, which can affect the quality of work with projective methods and visualisation techniques. Such students may have difficulty working out images in detail, which makes it difficult to use visualisation effectively in the psychotherapeutic process. They need more time to process information and additional training to improve their imagination skills.

In addition, 8% of students were found to have a low level of spatial imagination. This indicates significant difficulties with the formation of mental images, which can make it difficult to use visualisation techniques in working with clients. For example, when using metaphorical association maps or projective techniques, such students may have difficulty interpreting images, which reduces the effectiveness of diagnostic and therapeutic activities. Poorly developed imagery can also affect the ability to predict possible scenarios of client behaviour, which is an important element in the counselling process.

The analysis of the brightness and clarity of ideas also showed significant variability among students. 42% of the study participants demonstrated a high level of these characteristics, which indicates their ability to create detailed, structured images. This is important for the professional activity of a psychologist, as it contributes to an effective understanding of the client's inner world, the development of empathy, and the better use of metaphorical tools in psychological work. High vividness of imagery contributes to the rapid mastery of complex therapeutic concepts and techniques.



Pic. 2. Indicators of brightness and clarity of ideas in psychology students (according to the Marks method)

The average level of brightness and clarity of ideas was demonstrated by 46% of students. They are generally capable of forming high-quality images, but in some cases they may have difficulty in detailing and maintaining their clarity. This can affect their speed of thinking and ability to solve problems in an innovative way.

A low level of vividness and clarity of ideas was recorded in 12% of students. This indicates difficulties in creating detailed images, which can make it difficult to perform professional tasks, especially in the field of psychodiagnostics and psychotherapy.

Table 1.

Results of diagnosing the current state of psychology students (according to the methodology of K. Fomenko, V. Naychuk, O. Kuznetsov)

Scale	High level (%)	Medium level (%)	Low level (%)
Balance between the complexity of activities and skills	50%	42%	8%
Merging of consciousness and action	46%	38%	16%
Clarity of purpose	54%	37%	9%
Accuracy of feedback	48%	40%	12%
Concentration on the current moment	56%	38%	6%
A sense of control	52%	38%	10%
Loss of self-awareness	44%	46%	10%
Time transformation	50%	42%	8%
Autotelic experience	58%	38%	4%

The results of diagnosing the state of flow in psychology students demonstrate interesting patterns in their ability to immerse themselves in the creative process and perform professional tasks. One of the key aspects is the balance between the complexity of the activity and the level of skill development, as it determines the level of professional confidence and adaptation to new challenges. Half of the students (50%) show a high level of harmony between the complexity of tasks and their professional skills, which indicates their ability to easily adapt to creative challenges, confidence in their own competences and effectiveness even in situations of increased complexity. The situation is somewhat different for 42% of respondents who have an average level of this indicator. They are able to cope with the tasks assigned, but in difficult cases they may need additional time or support to adapt effectively. At the same time, 8% of students show a low level of this balance, which can cause difficulties in performing professional duties. The mismatch between the level of preparation and the complexity of creative tasks can cause stress, which in turn leads to a decrease in productivity and self-confidence.

An equally important indicator is the ability of students to merge consciousness and action, as this component determines the effectiveness of performing professional duties without unnecessary hesitation

or doubt. Almost half of the students surveyed (48%) demonstrate a high level of automaticity when performing creative tasks, which indicates their ability to fully focus on the process without the need for constant conscious control. This, of course, ensures their efficiency and naturalness in their work. At the same time, 38% of students have an average level of this indicator, which means that they can achieve automaticity, but in some cases need additional conscious control over their own actions, which can slow down the work process somewhat. 16% of students demonstrate a low level, which indicates difficulties with immersion in the work process. This may be due to uncertainty in their own decisions or insufficient preparation for tasks requiring high concentration and quick decision-making.

A clear understanding of the goal is an important factor for professional activity, as it ensures the ability to effectively plan work and achieve the set results. The study showed that 54% of students have a well-developed ability to formulate goals, which allows them to build a logical sequence of actions and correctly determine the expected results of their activities. At the same time, 37% of students demonstrate an average level of goal clarity, which indicates some difficulties in clearly defining the tasks they set for themselves. This may affect their productivity and efficiency in their work. 9% of students showed a low level, which indicates significant difficulties in formulating tasks and determining the final result of their activities, which can potentially create obstacles in the professional field.

Another important aspect is the accuracy of feedback, as the ability to evaluate one's own performance allows for timely adjustments and improved efficiency. Almost half of the students (48%) have a well-developed ability to adequately evaluate their work, which allows them to quickly make the necessary adjustments and achieve high results. At the same time, 40% have an average level of this skill, which means that they can analyse their own performance but sometimes need external control or support. 12% of students showed a low level of this indicator, which may indicate difficulties in self-assessing the success of completed tasks, and therefore an increased risk of errors in the process.

Concentration on the current moment is another important factor that affects the effectiveness of professional activity, especially in the field of psychology. 56% of students have a high level of concentration, which allows them to fully immerse themselves in their work, ignoring external distractions. 38% demonstrate an average level, which indicates a certain tendency to be distracted, which can affect their productivity. 6% of students showed a low level of concentration, which can be a serious obstacle to the effective performance of professional duties.

Equally important is the sense of control, as it provides confidence in one's own actions and helps to organise work effectively. 52% of students feel confident in their professional skills and are able to control the process of completing tasks. 38% demonstrate an average level, which means that their sense of control can be unstable and depend on specific conditions. 10% of students have a low level of control, which may indicate uncertainty and difficulty in making decisions.

The ability to lose self-consciousness during work is an important aspect that helps to avoid unnecessary worries and focus on the client. 44% of students are able to fully immerse themselves in the process without being distracted by internal doubts. 46% demonstrate an average level, which indicates a tendency to be distracted by external factors, and 10% have a low level, which means significant difficulties with immersion in the activity.

Time perception is also an important aspect of professional activity, as it affects the ability to allocate resources effectively. Half of the students (50%) perceive time flexibly during the creative process, which is an indicator of their full involvement in their work. 42% demonstrate an average level of this indicator, which indicates a periodic awareness of time, which, however, does not affect their effectiveness. 8% of students have a low level of time perception, which may indicate insufficient immersion in the process.

Autotelic experience, which is critical for intrinsic motivation, demonstrates the highest scores among all the scales studied. 58% of students enjoy the creative process, which contributes to their motivation. 38% report an average level, and 4% have a low level, which may indicate a lack of intrinsic motivation.

Conclusions and prospects for further research. The results of the study confirmed that the development of creative potential is an important factor in the professional training of future psychologists. It was found that students' creative potential is formed under the influence of cognitive, emotional, motivational and behavioural components.

It has been found that most students demonstrate a high level of development of creative abilities, in particular a harmonious combination of skills and complexity of tasks, which contributes to effective immersion in the state of flow. A high level of creative activity correlates with flexibility of thinking, the ability to quickly generate new ideas and make non-standard decisions. At the same time, a significant

number of students have an average level of creative potential development, which indicates the ability to be creative, but with certain difficulties in adapting quickly to non-standard tasks. This is especially evident in cases where it is necessary to find original solutions on their own or when there is no external support.

The greatest challenges are observed in students with a low level of creativity, who demonstrate difficulties in self-control of ideas, lack of clarity of purpose and problems with immersion in the state of flow. They are more likely to have difficulty using visualisation techniques, applying creative methods in psychological counselling, and making decisions in difficult situations.

The data obtained confirm that the traditional system of psychology training in Ukraine does not sufficiently promote the development of creative potential, as it focuses mainly on academic knowledge rather than on the practical development of creative skills.

A promising area for further research is to analyse the impact of creativity on the professional adaptation of students in various fields, in particular in the context of the expansion of specialities and interdisciplinary interaction. The modern labour market requires specialists not only to have deep knowledge in their field, but also the ability to think creatively, adapt to changes and quickly find non-standard solutions. The development of creative potential is a key factor in the formation of professional competence not only for psychologists but also for representatives of other professions related to human interaction, research of new technologies, organisation of the educational process, and management of innovative projects. Further research could be aimed at identifying the specifics of creative thinking in various professional areas, as well as developing educational approaches that will facilitate the integration of creative teaching methods into training programmes for future professionals.

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