

Author's Empirical Research of Creative and "Pathological" Types of Thinking

Авторське емпіричне дослідження креативного та «патологічного» типів мислення

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ABSTRACT

The aim of our research is to propose author's empirical research of creative and "pathological" types of thinking.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The experimental method was the method of organizing empirical research.

The results of the research. We identify four groups of personal qualities of a creative subject, which constitute a creative potential of the individual: worldview qualities: active life position, optimism, harmony, humanity, devotion to one's ideals and principles, high sense of duty, patriotism, high level of the development of aesthetic feelings, striving for the process of creativity, discoveries, spiritual growth, self-knowledge, self-expression; valuable qualities: kindness, tact, sincerity, hard work, mercy, tolerance (tolerance towards other people), criticality; intellectual qualities: foresight (the ability to predict events, deeds, actions), curiosity, observation, sense of humor, flexibility of mind (the ability to make adequate decisions depending on the situation), variability of thinking, independence and self-reliance of thoughts, a high level of the development of intuition, erudition, enthusiasm for the content of the activity, the ability to analyze and synthesize, originality, metaphorical thinking, initiative; willpower: determination, perseverance, courage, the ability to complete a task, the ability to assert oneself, endurance, courage and resilience (the ability to endure life's defeats and hardships), extraordinary energy and self-confidence. The listed personal characteristics and qualities, in our opinion, are the qualities of a developed person. These qualities, according to our empirical data, are manifested against the background of particularly subtle, sensitive, mobile and vivid manifestations of the emotional sphere of a person.

Conclusions. We characterize creative potential of the individual as a system of personal abilities (inventiveness, imagination, critical thinking, openness to everything new). Thus, we believe that creative potential and the mentioned abilities allow a person to optimally change methods of actions in accordance with new conditions of the person's activity, acquired knowledge, skills, beliefs, which largely determine the results of the activity (novelty, originality, uniqueness of the subject's approaches to carrying out different types of the activities), which, in general, encourage the individual to creative self-realization and self-development.

Key words: creative potential of the individual, creative type of thinking, "pathological" type of thinking, creative self-realization, creative self-development, novelty, originality, uniqueness.

Introduction

Let us analyze different Approaches, which show us the structure and peculiarities of creative potential of the person. Representatives of *the Pragmatic Approach* (Alahmadi, Shank, & Foltz, 2018) focused their efforts on the development of psychological mechanisms underlying this approach, while understanding the mechanisms of the creative act was a secondary task for them. For example, scientists (Drigas, & Karyotaki, 2017) developed the PMI (Pros, Cons, Interest) Method, where each idea is evaluated according to three main criteria: the pros of this idea, its cons and what makes this idea interesting (Engle, 2002). Another method of this study, called the "six thinking hats", demonstrates different types of thinking depending on the color of the hat chosen by a person (Connors, 2009), which, according to the author, should contribute to the development of true creativity (Dale, & Duran, 2011).

As a representative of this approach, scientists (Гончарук, & Онуфрієва, 2018) formulated the following principles of the development of creative thinking of the individual: 1) identification of necessary and sufficient conditions for a person to solve a certain problem; 2) actualization of the readiness to abandon the already acquired personal experience gained during the solution of similar problems (or problems of the same type); 3) develop-

ment of the ability to evaluate multifunctional things, to consider them in the paradigm of creative activity; 4) development of the ability to compare and synthesize opposing ideas from different subject areas, branches of activity, use of the obtained associations for creative solution of the problem; 5) development of the person's ability to realize the fundamental idea.

Also, the representatives of *the Pragmatic Approach* (Alahmadi, & Foltz, 2020) used slightly different methods of stimulating creative thinking. Thus, scientists (Falé, Costa & Luegi, 2016) developed the technique of “obsessions”, which, in the author's opinion, should be used as a kind of stimulator of creative thinking of the individual, a stimulator based on the ability of a person to notice and record, compare analogies between different objects, ideas, tasks and use these analogies in creative activity itself (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014).

In the research of supporters of *the Psychopathological Approach* (Heidari, 2019), creativity is defined as a kind of “by-product” that occurs only in the case of psychopathological disorders in a person. Studies carried out on this problem are widely presented in the studies (Learning Preferences and Strengths, 2023; Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020). In general, the problem of the relationship between creativity and mental illness has a long history. Even scientists (Hecht, Torgesen, Wagner, & Rashotte, 2001) pointed to creativity as a result of mental disorders. Subsequently, the psychopathological approach was repeatedly reflected in the studies of various psychological schools (Gathercole, Pickering, Ambridge, & Wearing, 2004). In particular, scientists (de la Garza, & Harris, 2017) pointed out that the creative personality and a person with certain psychopathological disorders are brought together by the ability to simultaneously operate on several ideas that contradict each other.

Again, one cannot fully agree with all the ideas of the Psychopathological Approach (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001). For example, the analysis

of the ideas of this approach suggests that hypomania (a mild form of psychopathology) can lead to an increase in both qualitative and quantitative (speed) indicators of a person's mental activity (Alyami, & Mohsen, 2019). Therefore, if the psychopathological approach is fully taken into account, it becomes obvious that this altered cognitive state will subsequently contribute to a faster generation by the individual of unique ideas and associations (Ivashkevych Er., 2024), which is a determinant of the creative activity of the individual (Івашкевич Ер., & Комарніцька, 2020). There are also other shortcomings of the psychopathological approach (Rezaei, & Mousanezhad Jeddi, 2020). After all, it is an undeniable fact that there is a fundamental difference between a creative person and a person with disorders: as a result of the altered functioning of some areas of the brain, which occurred as a result of psychopathological disorders, in the process of processing perceived information (Shiva Ram, Bhardwaj, & Phani Krishna, 2017), patients often experience a considerable overload of the psyche, which, in turn, leads to disorders of a person's ability to analyze information, to build speech taking into account logical connections between individual components of linguistic structures (Astle, & Scerif, 2011). While creative individuals only benefit from a high level of development of associative thinking, since they do not lose the ability to critically analyze even very large information layers without fear of overloading their own brain with extra ideas, meanings and senses (Greco, Canal, Bambini, & Moro, 2020; Mykhalchuk, & Bihunova, 2019).

Thus, creative and "pathological" types of thinking, according to scientists (Pimperton, & Nation, 2010), have some common indicator, namely, differentiation ("dissolution of boundaries") of categories, which leads to the emergence of new associations in a person as the basis of his future creativity (Ivashkevych Ed., & Rudzevych, 2023).

So, *the aim of our research* is to propose author's empirical research of creative and "pathological" types of thinking.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The experimental method was the method of organizing empirical research.

In order to obtain more valid results of our research from the general sample (which includes 1250 respondents) by the method of randomization, experimental and control groups were formed, which included 194 students:

– *experimental groups:*

E1 – 47 first-year students of Kamianets-Podilskyi National Ivan Ohienko University;

E2 – 54 second-year students of the Institute of Philology, Taras Shevchenko National University of Kyiv;

– *control groups:*

C1 – 45 first-year students of the Institute of Philology, Taras Shevchenko National University of Kyiv;

C2 – 48 second-year students of Kamianets-Podilskyi National Ivan Ohienko University.

The experiment lasted from September, 2024 to April, 2025. The experiment also involved 26 foreign language teachers from all the mentioned universities, 57 foreign language teachers from secondary schools № 1, 5, 7, 8 in Kamianets-Podilskyi and secondary schools № 101, 121 in Kyiv, 39 teachers from schools in Kamianets-Podilskyi district (schools № 1, 5, 7, 8) and 8 psychologists from these schools.

In order to identify the level of the development of the motivational component of students' creativity, the following techniques were used:

– *The Methodology “Motivation of the professional activity”* by K. Zamfir in the modification of A. Rean (2023). The purpose of using this technique is to identify creative motivation of students in their professional activities. The methodology is based on the concept of internal and external motivation. Respondents

are offered a list of motives for professional activity and they were instructed to assess their significance for themselves on a five-point scale. Our research uses indicators of intrinsic motivation, which are a source of creative motivation.

– *“The Methodology of determining the orientation of the individual”* (by V. Smekalo and M. Kucher) (2023). This technique is used to determine the creative orientation of a specialist. The text of the methodology contains 27 statements and three answers to each of them. The respondents have to choose one of the proposed answers to each statement.

– *“The Methodology of determining the orientation of the individual”* (Mykhalchuk, Ivashkevych Ed., Kharchenko, & Ivashkevych Er., 2025) identifies the following types of orientation: self-orientation, focus on the case (on the profession), focus on solving the problem. We believe that creative orientation can be diagnosed as business orientation, because the manifestation of creative personal traits takes place in the process of professional activity. Then, according to the key of *“The Methodology of determining the orientation of the individual”*, the level of creative orientation of the student was determined.

We’ve justified the choice of this task by the fact that pedagogical mastery is the highest level of education and training, which is constantly improving and is available to every teacher who works by vocation and loves children. The creativity is an integral, the most important component of pedagogical skills, because through creative activity in pedagogical process it is possible to reach the highest heights, such as the possibility to provide innovative activity. Pedagogical mastery is a process of self-development and self-improvement, a way to achieve the level of acme. It is known that the driving force of the person’s development are contradictions, cognitive dissonance and their overcomings. In the professional activity of each teacher the main contradiction that ensures the development of students is the contradiction between the abilities, giftedness of a man and the requirements of pedagogical activity, rules of conducting the

pedagogical process and so on. The development is not only initiated by the requirements of the activity, but also it is regulated by both quantitatively and qualitatively. The personal development is carried out by providing a certain quality characteristic of efficiency, adaptation to the requirements and conditions of creative activity. Contradictions between goals, objectives and the means are available to achieve them, between aspirations and opportunities to meet them, between tendencies to variability and to stereotyping. All these characteristics are solved by human activity. The abilities are known to develop only in the process of students' activity. Creative abilities are developed in the activities that require a creative approach to its implementation. Since creativity is organically inherent in the pedagogical activity, the creative abilities of a teacher should be considered not so much as special talents, but as a high level and harmonious combination of all pedagogical skills. This is a level of mastery at which the abilities acquire a new quality, they are expressed in a creative, original, non-standard style of the person's activity. The latter is characterized, first of all, by independent formulation of problems, the so-called intellectual initiative, an original way of solving tasks, the desire and the ability to see something new in the ordinary things.

A total of 96 works were analyzed (54 works by students who participated in the ascertainment study; 42 works by teachers from schools in Kyiv, Kamianets- district). The analysis of these results provided the opportunity to make the following gradation of the criteria for pedagogical skills:

I. Students of the 4th course:

1. Knowledge of the subject.
2. High level of preparation for pedagogical activity.
3. The ability to teach the material.
4. Love for one's subject.
5. Erudition, general culture and contact with the audience, culture of communication.
6. The authority of the teacher.

7. The ability to optimize the educational process.
8. The ability to activate those who study.
9. Implementation of education into the learning process.
10. Improvement of pedagogical skills.
11. The ability to establish discipline.
12. The ability to organize individual activity with students.
13. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.

14. High intellectual development of the teacher.

15. Contact with colleagues at work.

II. Teachers of schools in Kamianets-Podilskyi district:

1. Knowledge of the subject.
2. Love for their subject.
3. The ability to teach the material.
4. A high level of preparation for pedagogical activity.
5. The ability to establish a discipline.
6. Teacher's authority.
7. Erudition, general culture.
8. The ability to optimize the educational process.
9. The ability to activate those students who study.
10. The improvement of pedagogical skills.
11. A contact with the audience, culture of communication.
12. Implementation of education in the learning process.
13. The ability to organize individual activity with students.
14. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.

15. High intellectual development of the teacher.

16. A contact with colleagues at work.

III. Teachers of schools in Kyiv and Kamianets-Podilskyi:

1. A high level of preparation for pedagogical activity.
2. Knowledge of the subject.
3. The ability to teach the material.
4. Erudition, general culture.

5. Love for some peculiar subject.
6. Improvement of pedagogical skills.
7. Teacher's authority.
8. The ability to establish discipline in the classroom.
9. The ability to optimize the educational process.
10. The ability to activate those pupils who study.
11. A contact with the audience, high culture of communication.
12. High intellectual development of the teacher.
13. Implementation of education into the learning process.
14. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.
15. The ability to organize individual activity with pupils.
16. Contacts with colleagues.

According to our observation and assessment of experts (who were 8 school psychologists), all respondents were assigned to a certain type of the activity that is preferable for them (for teachers this refers to real professional activity of specialists). The pupils themselves chose the type of such activity that they would like to use more in their future work). The results obtained by us are presented in Table 1.

Table 1

Results of ranking students and teachers by the type of the activity (in %, ascertainment study)

A type of the activity	Students of the 1st and the 2nd courses	Students of the 3rd and the 4th courses	Teachers of schools in Kamianets-Podilskyi	Teachers of schools in Kyiv and Kamianets-Podilskyi
Reproductive	11.75	15.17	8.37	4.75
Reconstructive-variative	24.83	28.29	42.14	35.64
Heuristic	23.17	25.63	21.36	38.59
Creative	40.25	30.91	28.13	21.02

Thus, the data in Table 1 indicate that students of both junior and senior years are oriented, first of all, onto performing creative activities in their future professional field, and then to *reconstructive-variative* and *heuristic types*. Teachers (both in the city and district schools) use mainly reconstructive-variative types of the activity at their lessons, then heuristic and creative types. On the one hand, this allows us to conclude that students have a great interest in the features and a nature of creative activities, which will contribute to the involvement of future teachers into the process of participating in the conditions of formative experiment, stimulate them to form their creative potential. On the other hand, the results obtained prompted us to find out the reasons why professional teachers do not give preference to creative activities in their work. Therefore, we conducted an interview in which teachers from Kyiv, Kamianets-Podilskyi and Kamianets-Podilskyi district participated. The following questions were asked to teachers:

1. A) Do you know the authors of Alternative traditional curricula?

B) If you know, what are the features of these programs?

2. Do you consider it is necessary to introduce these alternative curricula into the educational process of a contemporary school?

3. Do you use (or consider it necessary to use) non-traditional forms and methods of teaching in your professional activity?

4. Do you willingly participate in scientific pedagogical conferences? Why?

5. Are you able to make a decision in a non-standard pedagogical situation immediately, without long-term logical reflection?

The answers, received to the questions, which were similar for both city and district teachers, are presented in a summarized form in Table 2.

Table 2

Results of interviews of teachers in Kyiv, Kamianets-Podilskyi

№	The number of respondents (in %)	Results	Conclusions
1	74.92	They know some alternative traditional educational programs and methods, name some authors, although they do not know the specific features of these programs and cannot provide their detailed characteristics	Disinterest in studying modern psychological and pedagogical literature, unwillingness to fundamentally change one's own professional activities
2	83.95	They consider it to be necessary to introduce new alternative programs in the primary educational system, emphasize the importance of using non-traditional teaching methods, but at the same time knowledge of the latter is very limited	Lack of the latest pedagogical experience, insufficient observations and the analysis of lessons by teachers who use non-traditional, original curricula in their professional activities
3	68.24	They are reluctant to participate in pedagogical conferences. They consider themselves unprepared for this type of the activity, citing lack of knowledge, misunderstanding of the significance of such events and their own shyness	Lack of teachers' focus on creative pedagogical activity, insufficient development of organizational skills, reflective and evaluative abilities
4	58.32	Students can navigate well in unfamiliar, difficult situations in the classroom. They have difficulty in making independent decisions, find it difficult to find a way out of a problem situation	Insufficient inclusion of teachers in search and research activities, in situations requiring multivariate solutions; insufficient mastery of skills of performing creative pedagogical

			cal activities and the ability to take an active research position regarding their activities themselves as their subject, with the aim of critically analyzing their own actions, evaluating them
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The results of the interviews with school teachers in Kyiv and Kamianets-Podilskyi district will be taken into account by us at the stage of conducting a formative experiment to develop a creative potential of future foreign language teachers. So, creative potential is defined by us as the repertoire of the person's skills and abilities, the ability to perform productive or reproductive actions, and the extent of their implementation in a certain sphere (or spheres) of activity or communication. Most mentally healthy people have some creative potential, which varies in magnitude among different individuals. Creative potential forms the basis of the person's mental development, determines the pace and direction of human development.

It should be noted that we determine the essence, nature, components and the role of creative potential in the process of personality development that are quite ambiguous. The results of empirical studies of various aspects of creative personality have made it possible to state that there is no consensus in science regarding the qualitative and quantitative indicators of creative potential. The main reason for the unclear definition of the content and essence of the concept itself, as well as its role in the process of creative personality development is, firstly, its comparison, and, in some cases, complete identification with the concepts of "giftedness", "talent", "creative personality". Secondly, the use of the concept of "creative potential of the personality" in scientific psychological and pedagogical literature is sometimes quite vague. Thirdly, scientists include into the content of the concept of "creative potential" the characteristics

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of a creative personality, creative thinking, creative abilities. The definition of the essence of potential is also complicated by a multifaceted system of interdependent characteristics: activity, will, goal, the style of activity, abilities and motives. The phenomenon of creative potential appears as a holistic, but internally contradictory phenomenon, a general and necessary moment of a person's subjective ability to perform a certain type of the activity.

We identify four groups of personal qualities of a creative subject, which constitute a creative potential of the individual:

– *Worldview qualities*: active life position, optimism, harmony, humanity, devotion to one's ideals and principles, high sense of duty, patriotism, high level of the development of aesthetic feelings, striving for the process of creativity, discoveries, spiritual growth, self-knowledge and self-expression.

– *Valuable qualities*: kindness, tact, sincerity, hard work, mercy, tolerance (tolerance towards other people) and criticality.

– *Intellectual qualities*: foresight (the ability to predict events, deeds, actions), curiosity, observation, sense of humor, flexibility of mind (the ability to make adequate decisions depending on the situation), variability of thinking, independence and self-reliance of thoughts, a high level of the development of intuition, erudition, enthusiasm for the content of the activity, the ability to analyze and synthesize, originality, metaphorical thinking and initiative.

– *Willpower*: determination, perseverance, courage, the ability to complete a task, the ability to assert oneself, endurance, courage and resilience (the ability to endure life's defeats and hardships), extraordinary energy and self-confidence. The listed personal characteristics and qualities, in our opinion, are the qualities of a developed person. These qualities, according to our empirical data, are manifested against the background of particularly subtle, sensitive, mobile and vivid manifestations of the emotional sphere of a person.

In our research we explore the Psychology of the development of a person's creative potential. We note, that human individuality is inimitable and unique, therefore the realization of individuality is a creative act (introducing something new, unique, which hasn't existed before and into the world). Therefore, the characteristics of creativity, in our opinion, are not so much objective (the presence of a product is material or ideal), so as procedural one, because creativity is considered, first of all, as a process of revealing the person's own individuality.

We consider the creative potential of a person as a socio-psychological orientation towards an unconventional solution to the contradictions of objective reality. Also, we characterize the creative potential in a similar way. Our empirical research showed, that creative potential was a synthetic (integrating) quality that outlined and fully illuminated the capabilities of a person who carried out creative activities. We also believe that creative potential is a set of real opportunities, abilities and skills that to one degree or another one determines the level of their development in the subject. We consider creative potential as a characteristic of an individual that determines the person's capabilities in creative self-realization. In a similar way, we characterize creative potential as a whole object. We believe that creative potential is a special quality of the personality, reflecting the degree of compliance of the individual's activity qualities with social norms (certain social roles) required of the subject of creativity. We consider creative potential as an internal readiness of the individual for self-realization in the process of creative activity. This readiness, in turn, is determined at the physiological level by the presence of each person of the right and left hemispheres of the brain with the specific functioning of the latter in the process of information processing. This statement at the psychological level is explained by the presence of theoretical conceptual and theoretical figurative types of thinking, and at the pedagogical level – by the possibility of the development and self-development of creativity of each student.

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Conclusions

We consider the creative potential of a person as a formed sense of openness to everything new, as a system of knowledge and beliefs on the basis of which human activity is built and regulated; this is a high degree of the development of thinking, its flexibility, intolerance and originality, the ability to quickly change methods of actions in accordance with new conditions of the activity of subjects.

We characterize creative potential of the individual as a system of personal abilities (inventiveness, imagination, critical thinking, openness to everything new). Thus, we believe that creative potential and the mentioned abilities allow a person to optimally change methods of actions in accordance with new conditions of the person's activity, acquired knowledge, skills, beliefs, which largely determine the results of the activity (novelty, originality, uniqueness of the subject's approaches to carrying out different types of the activities), which, in general, encourage the individual to creative self-realization and self-development.

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Антиюхова Наталія, Сімко Алла. Авторське емпіричне дослідження креативного та «патологічного» типів мислення.

Метою нашого дослідження є продемонструвати авторське емпіричне дослідження креативного та «патологічного» типів мислення.

Методи дослідження. Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Експериментальним методом є метод організації емпіричного дослідження.

Результати дослідження. Ми виокремили чотири групи особистісних якостей креативного суб’єкта, які складають творчий потенціал особистості: світоглядні якості: активна життєва позиція, оптимізм, гармонійність, гуманність, відданість своїм ідеалам і принципам, високе почуття обов’язку, патріотизм, високий рівень розвитку естетичних почуттів, прагнення до процесу творчості, відкриттів, духовного зростання, самопізнання, самовираження тощо; ціннісні якості: доброзичливість, тактовність, щирість, працьовитість, милосердя, толерантність (терпимість до інших людей), критичність; інтелектуальні якості: далекоглядність (вміння прогнозувати події, вчинки, дії), допитливість, спостережливість, почуття гумору, гнучкість розуму (здатність до прийняття адекватних рішень залежно від ситуації), варіативність мислення, незалежність і самостійність думки, високий рівень розвитку інтуїції, ерудованість, захопленість змістом діяльності, здатність до аналізу і синтезу, оригінальність, метафоричність мислення, ініціативність; вольові

якості: цілеспрямованість, наполегливість, сміливість, вміння доводити розпочату справу до кінця, здатність до самоствердження, витримка, мужність і стійкість (здатність переносити життєві поразки та негаразди), неабияка енергійність, впевненість у собі. Перераховані особистісні якості, на нашу думку, притаманні такій людині, яка повноцінно розвивається. Ці якості виявляються на фоні особливо тонких, чутливих, рухливих та яскравих проявів емоційної сфери людини.

Висновки. Творчий потенціал характеризується як система особистісних здібностей (винахідливість, уява, критичність розуму, відкритість усьому новому). Вважаємо, що творчий потенціал та зазначені здібності дозволяють людині оптимально змінювати прийоми дій відповідно до нових умов діяльності, набутих знань, вмінь, переконань, які великою мірою визначають результати діяльності (новизну, оригінальність, унікальність підходів суб'єкта до здійснення діяльності), що, в цілому, спонукають особистість до творчої самореалізації та саморозвитку.

Ключові слова: творчий потенціал особистості, творчий тип мислення, «патологічний» тип мислення, творча самореалізація, творчий саморозвиток, новизна, оригінальність, унікальність.

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