

**THE DEVELOPMENT OF A MOTIVATIONAL AND VALUE COMPONENT OF
THE FIRST-YEAR STUDENTS' CREATIVITY**

***O DESENVOLVIMENTO DE UM COMPONENTE MOTIVACIONAL E DE VALOR DA
CRIATIVIDADE DOS ESTUDANTES DO PRIMEIRO ANO***

***EL DESARROLLO DE UN COMPONENTE MOTIVACIONAL Y DE VALOR DE LA
CREATIVIDAD DE LOS ALUMNOS DE PRIMER AÑO***

Anastasia V. GAVRILOVA¹
Irina Vladimirovna KOZHAYEVA²
O. N. KALYUZHAYEVA³
M. V. RAZMAKHIN⁴
D. V. VEREINA⁵
Natalia Vasilievna BARANICHENKO⁶

ABSTRACT: The article is devoted to the study and identification of ways to increase the development of the motivational and value component of the creativity of first-year students. The authors actualize the problem of activating professionally-oriented creative activity of students in the modern educational process, specify the concept of professional creativity. In the study, the authors identify and theoretically substantiate the ways of developing the motivational and value component of the creativity of first-year students in the educational space of the university on the example of the Belgorod Institute of Arts and Culture, offering an experimental model of the gradual development of professional creativity. A practical study of the development of the motivational and value component of the creativity of first-year students, which formed the basis of the general theory of professional creativity, was conducted.

KEYWORDS: Creativity. Professional creativity. Value component. First-year students. Experimental model.

¹ Belgorod State Institute of Arts and Culture, Belgorod – Russia. Associate Professor at the Department of Theatrical Performances and Holidays Direction. ORCID: <https://orcid.org/0000-0001-7212-1045>. E-mail: 21740404@mail.ru

² Belgorod State Institute of Arts and Culture, Belgorod – Russia. Associate Professor at the Department of Theatrical Performances and Holidays Direction. ORCID: <https://orcid.org/0000-0002-6709-0536>. E-mail: rtpip@bgiik.ru

³ Belgorod State Institute of Arts and Culture, Belgorod – Russia. Associate Professor at the Department of Theatrical Performances and Holidays Direction. ORCID: <https://orcid.org/0000-0001-6548-9642>. E-mail: berksu@mail.ru

⁴ Belgorod State Institute of Arts and Culture, Belgorod – Russia. Senior Lecturer, the Department of Theatrical Performances and Holidays Direction. ORCID: <https://orcid.org/0000-0003-3807-8025>. E-mail: razmahnin.maks@yandex.ru

⁵ Belgorod State Institute of Arts and Culture, Belgorod – Russia. Assistant at the Department of Theatrical Performances and Holidays Direction. ORCID: <https://orcid.org/0000-0002-2062-2494>. E-mail: liooness@mail.ru

⁶ Belgorod State Institute of Arts and Culture, Belgorod, Russia. Ph.D. in Philosophy, Associate Professor of the Department of Choreographic Creativity. ORCID: <https://orcid.org/0000-0002-9314-9378>. E-mail: bgiki31@gmail.com

RESUMO: O artigo dedica-se ao estudo e identificação de formas de aumentar o desenvolvimento do componente motivacional e valorativo da criatividade dos alunos do primeiro ano. Os autores atualizam o problema de ativar a atividade criativa profissionalmente orientada dos alunos no processo educacional moderno, especificando o conceito de criatividade profissional. No estudo, os autores identificam e fundamentam teoricamente as formas de desenvolver o componente motivacional e valorativo da criatividade dos alunos do primeiro ano no espaço educacional da universidade a exemplo do Instituto Belgorod de Artes e Cultura, oferecendo um modelo experimental do desenvolvimento gradual da criatividade profissional. Foi realizado um estudo prático do desenvolvimento do componente motivacional e valorativo da criatividade dos alunos do primeiro ano, que constituiu a base da teoria geral da criatividade profissional.

PALAVRAS-CHAVE: Criatividade. Criatividade profissional. Componente de valor. Alunos do primeiro ano. Modelo experimental.

RESUMEN: El artículo está dedicado al estudio e identificación de formas de incrementar el desarrollo del componente motivacional y valorativo de la creatividad de los estudiantes de primer año. Los autores actualizan el problema de activar la actividad creativa orientada profesionalmente de los estudiantes en el proceso educativo moderno, especifican el concepto de creatividad profesional. En el estudio, los autores identifican y fundamentan teóricamente las formas de desarrollar el componente motivacional y de valor de la creatividad de los estudiantes de primer año en el espacio educativo de la universidad en el ejemplo del Instituto Belgorod de Artes y Cultura, ofreciendo un modelo experimental del desarrollo gradual de la creatividad profesional. Se realizó un estudio práctico del desarrollo del componente motivacional y de valor de la creatividad de los estudiantes de primer año, que formó la base de la teoría general de la creatividad profesional.

PALABRAS CLAVE: Creatividad. Creatividad profesional. Componente de valor. Estudiantes de primer año. Modelo experimental.

Introduction

A modern educational model cannot be built to date without employing the initial requirement for training a specialist in any field – addressing creativity, adopting creative methods in teaching and using a creative approach in professional activity. In this connection, of particular concernment are the problems associated with the professionalism of an individual in which creativity expresses such a level of development of a future specialist where he/she will be the foremost one, a subject of cultural inheritance, a self-actualized and self-organized personality (CHANG, 2019). Promising directions for the formation of creativity in higher education, being realized in the practical activities of a teacher and a student, have a significant influence the development of the essential forces of an individual, including the motivational and value sphere (OBEID; DEMIRKAN, 2020).

The scientific creativity development in professional activity calls attention to the activation of human creative abilities in all spheres of human activity. The need for developing human individuality, forming creative thinking and regaining spiritual vigor becomes more urgent every year, which is reflected in the priority setting of educational paradigms (ZIELIŃSKA *et al.*, 2022).

Humanization of education is considered to be impossible without integration of the educational and cognitive process and creativity, particularly professional creativity. Higher school like no other social institution is required to find and implement such mechanisms in educational system, thanks to which the educational process will continuously improve, working ahead of the curve (GAVRILENKO *et al.*, 2019).

Under such conditions, it is necessary to develop a creative component in any of the professional studies, to look for new conceptual, methodological, theoretical approaches to the process of forming professional creativity, to extend professional values, to introduce a creative educational environment into higher education and to choose teaching methods to match the capabilities of students (SUYIDNO *et al.*, 2018).

The analysis of psychoeducational work by scholars (BIBBINGS *et al.*, 2018; FANCHINI *et al.*, 2019; KARPOVICH *et al.*, 2021) proves that mastering a future profession will be effective when students treat professional activity as a value, have a subject position and a steady aspiration for advance and self-development. In our opinion, these indicators characterize the motivational and value orientation that is incorporated within this study in the structure of creativity, both on the whole and with regard to professional aspect.

The purpose of the article is to reveal and theoretically substantiate the way of development of the motivational and value component of creativity of first-year students in the educational space of university by the example of the Belgorod Institute of Arts and Culture.

Theoretical Framework

The problem of furtherance of students' profession-oriented creative activity has been actively explored to date, and a certain experience of research and interpretation of the concept of "professional creativity" has been gained.

Suyidno *et al.* (2018) define professional creativity as a process of formation and further development of the creative potential of an individual in their professional activity, Gavrilenko *et al.* (2019) views this definition as a type of creative activity that has the goal of improving and developing new technical and technological solutions in a specific professional field. Chang

(2019) characterizes the concept under study in different way. The scholar makes a point of the fact that professional creativity cannot be any activity or a general professional activity. At the same time, professional creativity is a part of professional activity that searches for and realizes new non-standard creative solutions to professional problems. Moreover, the very professional task may be a new one, or it may be typical, but it may have appeared under new conditions.

In our study, we define professional creativity as an activity, the characteristics of which are relevant to professional values, creative self-development and self-education, possession of knowledge and skills of a creative approach to problem solving, creative surmounting contradictions in educational, professional and daily activities, as well as the need for improving creative resources of a subject.

One is to analyze different sides of the structure of professional creativity, in particular, its component – the motivational and value component, which implicates a large-scale study of scientific literature regarding philosophical, psychological, educational aspects, as well as a detailed analysis of internal formation of an individual, personal development in the context of creativity, and expression of their individuality in different types of creative activity.

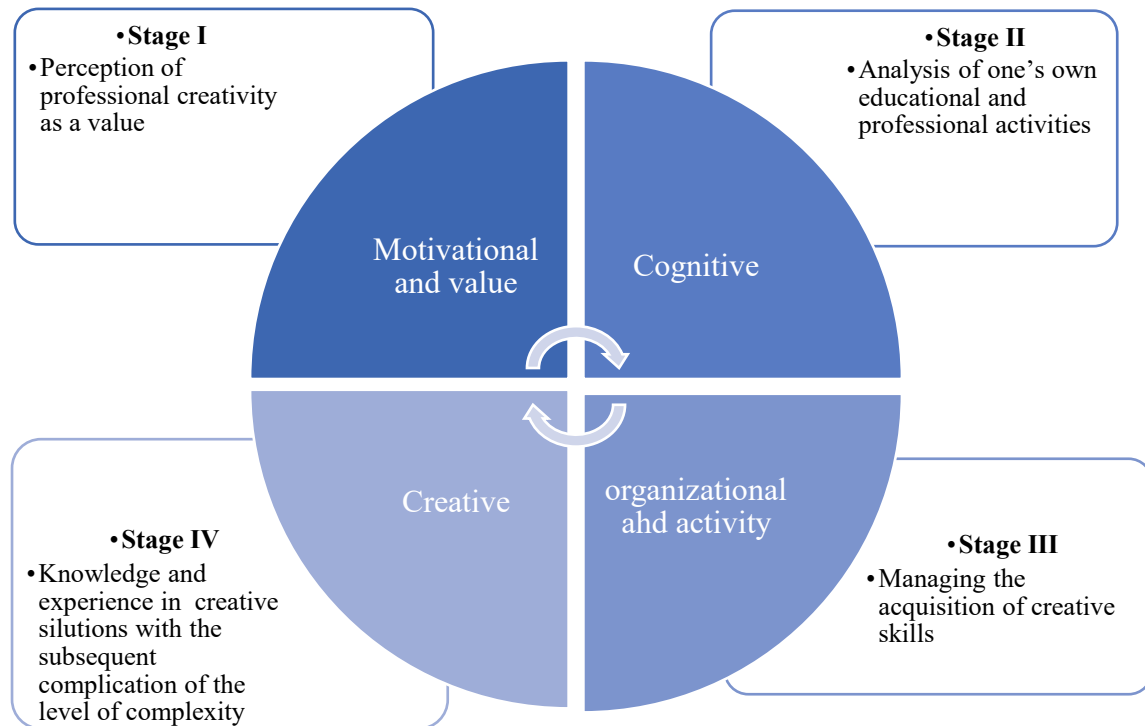
The development of structural components of the culture of professional creativity relates to:

- the ideas of subjectivity and human activity in interaction with the environment (SANINA *et al.*, 2020)
- the concepts of the future and professional self-realization (LU *et al.*, 2021)
- theoretical and practical results of the study of the concept creative giftedness (TOK; CERIT, 2021)
- Dong *et al.* (2021) work addressing the creative realization of the abilities and others;

Thus, we have singled out 4 interrelated components in the structure of the culture of student's professional creativity: motivational and value, cognitive, organizational and activity and creative, the quality of development of which determines the effectiveness of learning process and training of a future specialist in higher education.

Considering the student-age mental formations in which the main processes are the development of consciousness and self-consciousness, the purposeful regulation of student's attitude to social environment, activities, and educational and professional activities, and in accordance with the identified 4 components, we have divided the process of developing professional creativity into 4 stages: at the first stage, we concentrate on the motivational and value component; at the second – on cognitive; at the third – organizational and activity; at the fourth stage – an active development of the creative component (Figure 1).

Figure 1 - The Model of Professional Creativity Development by Stages



Source: Devised by the authors

The development of students' professional creativity is a complex process that falls outside a simple study of the relationship between various aspects of professional competence, embracing student's personal qualities. It is important to activate a student's internal readiness to solve the problems at a favorable time, to direct their attention to various aspects of educational and creative activity. In view of the above, we attach particular importance in the study of professional creativity to the motivational and value component that governs the development of all professional creativity. This is an important bearing on the fact that the earlier a teacher provides a background for the development of intrinsic motives for creativity, for learning, the sooner a student is incentivized to professional activity. Consequently, the development of the motivational and value component will be more effective if it is developed during their first year in university.

The basis of motivational and value component is the student's attitude to a profession learnt in the form of a system of values and motives thanks to which a student seeks to qualitatively realize not only educational, but also professional activities. To determine the level of formation of the motivational and value component of professional creativity, we have defined the criteria and indicators to correspond to a certain level (Table 1).

Table 1 - The table of criteria and indicators of the level of motivational and value component of professional creativity

	Levels	Criteria and indicators for the level of development of the component
Motivational and value component	Integrative (Advanced level)	<ul style="list-style-type: none"> - attitude to professional creative activity as a value; - understanding and experiencing its significance for one's own development, as well as for the development of society; - focus on development of intellectual and creative potential and self-improvement; - informational openness concerning the acquisition and transformation of new knowledge and experience; - receptivity to artistic and creative development
	Inconsistent (Intermediate level)	<ul style="list-style-type: none"> - focus on the effective implementation of the creative process; - search for creativity, self-actualization, self-education, expanding knowledge and skills in the field of professional activity; - expression of curiosity and creativity in educational activities.
	Disintegrative (Low level)	<ul style="list-style-type: none"> - demonstrating some knowledge of art, creative ways to respond to problems; - interest in professional engagement

Source: Devised by the authors

The resulting quality of the development of the motivational and value component depends on solving the following tasks: study, analysis, attracting students to the values of creativity, the culture of profession; students' mastering the mechanisms of creative activity; formation of the consistency of value structure of the profession in learning and cognitive activities.

Methods

The solution of the mentioned tasks will be based on the methodological framework of the following approaches: personality and activity approach (RÄISÄNEN *et al.*, 2020; HU *et al.*, 2021), providing insights into motives, goals, psychological portrait in an individual plane of each student; axiological approach (POVIDAICHYK *et al.*, 2021; TOK; CERIT, 2021), as a reflection of the content of value orientation of professional creativity; the principle of the subject-based approach is to appeal to an individual, to create conditions in which a subject manifests their own uniqueness, a current distinction of appealing to themselves (GAVRILENKO *et al.*, 2019; LU *et al.*, 2021). Emphasis on the "inner strength" of individual as a personality allows stimulating intellectual and creative activity. This principle implies the

subjective experience that a student gains when solving intellectual and creative problems, which helps in the future to get success in new discoveries.

The development of the motivational and value component of first-year students of the Belgorod State Institute of Arts and Culture followed the pedagogical principles: dialogic principle, self-actualization, participatory principle.

Productive work is performed and largely depends on the process of interaction, relationship, collaboration between a teacher and students. This implies the choice of the next principle – dialogic principle. Key to such a principle is the manifestation and preservation of the uniqueness, originality of the subjects of learning process. The choice of this principle is directed at students' formation and the teacher's enrichment of the motivational and value component of professional creativity. In educational dialogue, there should be mutual achievements, improvements, leading to resonance interaction. This indicates that external and internal conditions, namely creative activity, creative culture, creative environment of university, and internal components (goals, relationships, knowledge, means, qualities) coincide and fit together.

The principle of personality self-actualization as a continuous dynamic process is especially important in the formation of motivational and value component of professional creativity as it ensures the progressive and promising nature of personal growth. This is a kind of higher human need for self-fulfillment and self-empowerment. Those faculties that students have at the moment should enable them to expose themselves in order to move from potential to actual. It is known that the most characteristic age for self-actualization is adolescence. Therefore, it is assumed that uncovering motivational and value component will be more effective for first-year students, however, the development of professional creativity presupposes a contentious process, regardless of a study year in higher education.

The participatory principle activates the participation of each student. Inclusion in a single, well-coordinated work process allows for the development of motivational and value component more effectively. The organization of this principle depends on the following conditions: dividing the general group into small groups (6 people each); the absence of any sanctions for participants' ideas, proposals; constant control over the creative process of a teacher, as well as assistance and support; voluntary participation in creative tasks; new ideas understood by other members of the small group are introduced to solve the tasks.

All assignments for first-year students were formulated to carry out a constant search, display creative vigilance in the creative process. Hence, we have chosen a sequence of the following mechanisms: challenge-understanding-reflection. When a student receives a creative

task (challenge), he/she begins to perceive the forthcoming creative process, in which an idea, a plan and the need to solve this task appear. But there may also be a deficiency of knowledge necessary to have the desirable result (understanding), and by filling in the gaps, a student easily solves a creative problem, analyzing the result, including how he/she could have done if he had done otherwise (reflection).

To express an attitude towards professional activity, true motivations and value orientation of a student, professional situations were carried out within the framework of practical classes for first-year students of stage direction of dramatized performances and holidays of the Belgorod Institute of Arts and Culture.

Realization of a professional situation was possible thanks to educational role-playing games, the main task of which was an imaginary reproduction of the director's real practical activity by the participants. The choice of an educational role-playing game is determined by the following:

- The game is a free activity, which means that the participants in the game expose their personal, real position, showing certain qualities;
- Any game is a creative activity (SUYIDNO *et al.*, 2018; DONG *et al.*, 2021).

The most complex version of the game-based methodology is a free role-playing game since students themselves select a set of measures for solving a given situation. For example, in a practical class on *Fundamentals of Art Direction* the following situation was played out. After a busy rehearsal day, a director assembles a production team (4-5 people) and reports on the results of the rehearsal. Based on the data disclosed by the director, each of the production team must work out an algorithm for the next rehearsal, indicate script, production and pedagogical recommendations, and also propose their own method of working with an individual performer. In total, no more than six people can participate in this game. The rest of the students who are not directly engaged in this game analyze and evaluate the behavior of each participant in the game according to special grading scales, including the degree of display of such professional attributes as: creativity, imagination, curiosity, emotionality, intuition, creative approach to the profession, originality. Thus, each participant or observer of the free game will demonstrate their own professional approach.

Results and Discussion

It was in studies conducted in 2020-2021 revealing interrelatedness between first-year students and phenomena that affect the development of the motivational and value component of professional creativity. We formulated these relatively stable and regular interrelations in the form of regularities that provide a deeper penetration into the process under study.

The regularity of conditionality. If in the pedagogical process the development of the motivational-value component of professional creativity will be conditioned by: advanced development of value components of creativity, profession; value orientation to acquiring knowledge, educational and cognitive activities, self-improvement, collaboration and creativity; resonant interaction of the teacher-student-group (the teacher's approach not only to the trained group but to each student) – then the learning process and the result will be much higher than a standard educational process.

The regularity of change. The development of motivational and value component of first-year students is due to changes in the level of development of knowledge, skills, mastery and attitudes towards creative activity, towards oneself in creative activity, towards the profession; changes in the reproductive relationship “teacher-student” and the formation of the creative and value interaction of the teacher-student-group in which both individual and collective types of work take place with an increase in emotional richness, team spirit, which contributes to co-creative activity.

The regularity of actualization. The motivational and value component expanding the creative potential of educational environment is expressed in each student with varying degrees of intensity in a spiral that depends on creative, universal values of students, on self-expression, on educational, practical, scientific, creative experience. Actualization contributes to students' independent work, regardless of the field of study, influencing the interdisciplinary level.

All first-year students being engaged in the study (21 people) were conveniently divided into three groups: the first group “with an active-positive acceptance” included students whose desired level of development of the motivational and value component of professional creativity is higher than the real one; the second group “with a passive-positive acceptance” included students whose level of development of the motivational and value component is the same with the desired level of their development; and the third group “with a negative acceptance” comprised students whose desired level of development of the motivational and value component is lower than the real one (Table 2).

Table 2 - Comparative Table of the Development of Motivational and Value Component Being Considered in the Structure of Creative Reserve and Creative Potential Before Research (in %)

Groups of students	Group 1	Group 2	Group 3
The component of prof. creativity			
Motivational and value	52.38%	33.33%	14.29%

Source: Devised by the authors

We proceed to analyze the ratio of the real level of development of the motivational and value component of professional creativity and the desired level. As you can see, the majority of students (11 people) are not satisfied with the level of development of the above component of professional creativity (group 1). That is, students want to be intent on the improvement and self-improvement of intellectual and creative abilities, be able to independently solve problems in educational and creative activities, to manage the process of learning creative skills and to be creative in educational activities. In group 2 “with a passive-positive acceptance” – 7 students out of 21 are completely satisfied with the level of development of the motivational and value component of professional creativity (33.33%). Concerning the results of group 3 – 14.29% (3 people) do not intend to develop the motivational and value component of professional creativity. In addition, students not only do not want to reduce the desire for knowledge and experience in solving creative problems, an independent professional and creative attitude, but also consider the level of development of these components too high.

The ratio of the identified groups of the real level of development of the motivational and value component of professional creativity and the desired level after the work with the students takes on a different perspective (Table 3).

Table 3 - Comparative Table of the Ratio of the Level of Development of the Motivational and Value Component Being Considered in the Structure of Creative Reserve and Creative Potential After Research (in%)

Groups of students	Group 1	Group 2	Group 3
The component of prof. creativity			
Motivational and Value	80.95%	14.29%	4.76%

Source: Devised by the authors

A comparative analysis of the results before and after the conducted work with first-year students reveals that there are changes in all groups: in the first group “with an active-positive acceptance” of the development of the motivational and value component, the indicators after the study have increased by 28.57% (6 people), in the second group the “passive-positive” acceptance has decreased by 19.04% (4 people), in the third group involving students with a negative attitude towards the development of the motivational and value component of professional creativity, 9.53% (2 people) have changed their opinion. As one can see, after specially organized classes with first-year students of stage direction of theatrical performances and holidays, there are qualitative changes in connection with the development of the motivational and value component of professional creativity.

Conclusion

Thus, the obtained results of the study of motivational and value component allow for the conclusion that first-year students had firstly a typical idea of creativity, they had not a concept of creative activity formed, there was no vision of themselves in creative process, and therefore in professional activity as such. It was the practical research revealing the patterns of development of the motivational and value component of first-year students' creativity, which formed the basis of the general theory of professional creativity. As a result of the study, first-year students of stage direction of theatrical performances and holidays took on many professional values, expressed in understanding creativity as a professionally important skill, in expressing curiosity, openness to new information, and independent study of creative methods in solving professional problems. Such an interest in creativity, a cognitive need in relation to the chosen profession, value orientation, the development of creative skills and the presence of motives for learning indicate the effectiveness of the development of motivational and value component of first-year students, which is instrumental for building a forward-looking strategy for a thorough and detailed study of this component in the structure of professional creativity.

REFERENCES

- BIBBINGS, H.; BIELUGA, P. A.; MILLS, C. Enhancing creativity and independent learning of architectural technology students through the use of a real life design competition module. **ArchNet-IJAR: International journal of architectural research**, [S. l.], v. 12, n. 1, p. 376-387, 2018.
- CHANG, Y. S. The mediating role of motivation for creative performance of cloud-based m-learning. **Australasian Journal of Educational Technology**, [S. l.], v. 35, n. 4, 2019.
- DONG, Y.; ZHU, S.; LI, W. Promoting sustainable creativity: an empirical study on the application of mind mapping tools in graphic design education. **Sustainability**, [S. l.], v. 13, n. 10, 2021.
- FANCHINI, A.; JONGBLOED, J.; DIRANI, A. Examining the well-being and creativity of schoolchildren in France. **Cambridge Journal of education**, [S. l.], v. 49, n. 4, p. 391-416, 2019.
- GAVRILENKO, G.; DANILOVA, U.; ARTAMONOVA, E.; KRIVSHENKO, L. Setting tasks for performing creative assignments by students of first-second years of a technical university. *In: INTERNATIONAL CONFERENCE ON INFORMATION AND EDUCATION INNOVATIONS*, 4., 2019. **Proceedings** [...]. [S. l.: s. n.], 2019. p. 95-99.
- HU, M.; SHEALY, T.; MILOVANOVIC, J. Cognitive differences among first-year and senior engineering students when generating design solutions with and without additional dimensions of sustainability. **Design Science**, [S. l.], v. 7, 2021.
- KARPOVICH, I.; SHEREDEKINA, O.; KREPKAIA, T.; VORONOVA, L. The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills. **Education Sciences**, [S. l.], v. 11, n. 6, 2021.
- LU, K.; YANG, H. H.; SHI, Y.; WANG, X. Examining the key influencing factors on college students' higher-order thinking skills in the smart classroom environment. **International Journal of Educational Technology in Higher Education**, [S. l.], v. 18, n. 1, p. 1-13, 2021.
- OBEID, S.; DEMIRKAN, H. The influence of virtual reality on design process creativity in basic design studios. **Interactive Learning Environments**, [S. l.], p. 1-19, 2020.
- POVIDAICHYK, O.; PEDORENKO, V.; POPOVA, A.; TURGENIEVA, A.; RYBINSKA, Y.; DEMCHENKO, I. Research Paradigm as a Value Guideline for Professional Training of Future Social Workers. **Revista Romaneasca Pentru Educatie Multidimensionala**, [S. l.], v. 13, n. 3, p. 530-547, 2021.
- RÄISÄNEN, M.; POSTAREFF, L.; MATTSSON, M.; LINDBLOM-YLÄNNE, S. Study-related exhaustion: First-year students' use of self-regulation of learning and peer learning and perceived value of peer support. **Active Learning in Higher Education**, [S. l.], v. 21, n. 3, p. 173-188, 2020.
- SANINA, A.; KUTERGINA, E.; BALASHOV, A. The Co-Creative approach to digital simulation games in social science education. **Computers & education**, [S. l.], v. 149, 2020.

SUYIDNO, N.; YUANITA, L.; PRAHANI, B. K.; JATMIKO, B. Effectiveness of creative responsibility based teaching (CRBT) model on basic physics learning to increase student's scientific creativity and responsibility. **Journal of Baltic Science Education**, [S. l.], v. 17, n. 1, 2018.

TOK, H. H.; CERIT, B. The effect of creative drama education on first-year undergraduate nursing student attitudes toward caring for dying patients. **Nurse Education Today**, [S. l.], v. 97, 2021.

ZIELIŃSKA, A.; LEBUDA, I.; KARWOWSKI, M. Simple yet wise? Students' creative engagement benefits from a daily intervention. **Translational Issues in Psychological Science**, [S. l.], v. 8, n. 1, 2022.

How to reference this article

GAVRILOVA, A. V.; KOZHAYEVA, I. V.; KALYUZHAYAYA, O. N.; RAZMAKHIN, M. V.; VEREINA, D. V.; BARANICHENKO, N. V. The development of a motivational and value component of the first-year students' creativity. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 26, n. esp. 5, e022179, 2022. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v26i00.17415>

Submitted: 13/02/2022

Required revisions: 26/06/2022

Approved: 28/10/2022

Published: 30/11/2022

Processing and editing by Editora Ibero-Americana de Educação - EIAE.

Correction, formating, standardization and translation.

Total or partial reproduction is prohibited without due credit.