At all stages of its development, higher education considered the training of an educated specialist capable of improving their professional qualities, reproducing and expanding social experience, transforming the material conditions of society and its culture as well as accumulating and creating new values and knowledge as its main goal.

At a certain stage, however, this social function of higher education – the formation and development of a creative personality – a specialist, became distorted, devalued, and lost its fundamental meaning. Higher education gradually began losing its creative functions.

The process of restructuring the political, spiritual, social, and economic life of society has posed new questions about the individual and the objective need for increasing the role of the creative personality.

Studying the patterns of students’ thinking development, the peculiarities of their socialization under new conditions, and the realization of the creative abilities of the individual, while changing priorities and values, allows for predicting promising trends in the development of science, technology, and culture in the nearest future.

An important methodological principle that should be embedded in the center of educational policy during the predicted period is the recognition that the progress of any society is measured by the ability to realize the essential capacities of individuals, their degrees of freedom, moral self-improvement, personal development, and the movement of society towards a new historical form of humanism.

A philosophical consideration of the essence of the creative process differs from all the social approaches, including psychological, pedagogical, cultural ones, etc. The philosophical essence of creativity has a universal, objective-dialectical meaning [2].

The essence of creativity is the innate creative calling of an individual, an activity that generates something qualitatively new and is characterized by uniqueness, originality, social and historical novelty. However, it should be noted that a person, as a subject of creative activity, finds higher criteria and guidelines for their creativity only within objective dialectics. As a philosophical category, creativity, in fact, presupposes intersubjectivity.

Creativity, as the creative activity of an individual, is closely related to the presence of certain qualities such as an appropriate level of intellectual abilities, analytical skills to assess various situations (personal, social, professional, cultural, etc.), quick response, unconventional thinking, the cultivation of intuition, independence, etc.

Therefore, creativity, as creative activity, objectively presupposes individual creative engagement. Creativity can be considered as a higher form of social, cognitive, labor activities as well as personal development.

Creativity reveals itself through the active participation and diverse activities of an individual who is capable of acquiring and accumulating knowledge, phenomena, and facts in a relevant domain of material and spiritual production which serves as a basis for intellectual exploration. This initial stage is characterized by intensive
interaction between the subject and the object, resulting in the accumulation of theoretical and practical information and the formation of project schemes for specific activities to solve the given task [3].

The second important condition for the development of a creative personality is thinking culture cultivating and continuously expanding the knowledge base for experimentation. In modern society, a creative personality must possess dialectical thinking that represents the process of seeking and discovering the new.

While defining the characteristics of a new type of an educated specialist’s thinking, it is important to emphasize anticipatory thinking and the enhancement of its forecasting function.

The creative abilities of the individual are the category of psychological science and are characterized as psychological traits of a person that determine the acquisition of knowledge, specific skills, and abilities. The creative abilities of the person, their talent, and aptitude, which are inherent in every individual, only create the opportunity for the emergence and development of the creative process. The task of the individual, collective, society – is to reveal and develop them. The essence of the creative process is universal for everyone, while the objects of creativity (material or ideal), the scale of advancements, and their social significance vary [4].

Teachers of higher educational institutions, regardless of their professional orientation, need to consider the objective conditions of social process development.

This is primarily a situational need. The historical, political, social, and economic conditions of societal development always have a significant impact on the development and intensification of certain individual needs. Their actualization under the influence of a specific social situation determines and activates or dampens the motivations and drive in students, forming an internal precondition that facilitates the emergence of new motives for human activity.

The emotional reaction of the student, caused by their desire to satisfy a need under the influence of a situation, will result in the formation of social attitude, namely an active readiness to fulfill the need that arises in those circumstances.

The educational role of the teacher, student community, public organizations, and public opinion, in turn, stimulates the ideological and moral understanding of the motive that has risen as well as the spiritual and physical abilities of the individual needed to achieve their goals and specific results of their activities [5].

Certainly, the mentioned social and psychological conditions for the formation of motives for creative activities as well as the teacher’s orientation in the process of motive formation play a crucial role in the organization of education and the overall teaching and learning process.

Educational practice in higher educational institutions should be based on the stimulation of certain attitudes and value orientations. The ability of the teacher to effectively use the current situation in society, educational institution, and student group allows them to exert an efficient influence on the formation of motives in the individual and, ultimately, their social and collectivistic orientation, the development of personal dignity, and the heightening of the sense of social responsibility, as well as to counter negative individualistic orientations and prevent the formation of negative motivation.

Under current conditions, the process of student socialization goes beyond intergenerational cultural transmission and passive acceptance of the official political values offered, by fostering critical awareness among students, which leads to the differentiation of worldviews both in society and within student environment [6].

The preparation of proactive specialists with creative thinking abilities should be based on the real integration of the teaching and learning, scientific, and educational processes.

Under the conditions of a renewed production system, production relations, and spiritual sphere, the formation of the personality of a future specialist inevitably entails a new form of humanism in history. Therefore, educational activities in higher educational institutions should be aimed at understanding the objective reality of the world as an interconnected whole, prioritizing human beings and universal values. A high school graduate should have a clear understanding of the formation of humanity as a unified whole and internationalization processes, encompassing ecological, informational, cultural, and environmental aspects.

The process of intensifying the development of humanity’s self-awareness sets a practical goal for society, community, and individuals to cultivate an understanding of belonging not only to their own family, nation, and state, but also to the unified planetary community – humanity as a new society of people. This aspect of educational activity becomes its priority direction due to the particular significance of forming a professionally creative specialist as an intellectual reserve of society, as well as cultivating high humanistic ideals and qualities [7].

The educational process in higher educational institutions should be oriented towards changing spiritual values of society. The trends towards increasing economic independence of the enterprises, labour collectives, production and nonproduction workers creates the basis for the distinct expression of future specialists’ personal qualities such as competence, social responsibility, democracy, flexible thinking, non-standard approaches to problem-solving.

Thus, under conditions of deep social, economic, and political changes, young people are already modeling, developing, and refining qualities that will enable them to become active participants of economic relations and take part in the democratization of society in the nearest future.
Studying the patterns of students’ thinking development, the peculiarities of their socialization under the specific conditions, and the realization of creative abilities of the individual, while changing priorities and values, allows for predicting promising trends in the development of science, technology, and culture in the nearest future.

An important methodological principle that should be embedded in the center of educational policy during the predicted period is the recognition that the progress of any society is measured by the ability to realize the essential capacities of individuals, their degrees of freedom, moral self-improvement, personal development, and the movement of society towards a new historical form of humanism.

An individual in society should be free and retain the freedom of conscience, thoughts, skills, profession choice, cultural interests, aspirations, and priorities.

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