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**ACCELERATION OF THE CREATIVITY OF SECONDARY SCHOOL
STUDENTS BY MEANS OF TOURISM AND REGIONAL STUDIES**

The view of modern Ukrainian pedagogical science on personality development is determined by the interaction of different factors. On the one hand, the prevalence of theoretical pedagogical heritage of the Soviet era, orientation of education on the traditional methodology of constructing the meaning, forms, and methods of our perception of the world, and the dominance of extensive approaches to the organization of educational process in secondary schools are still quite prominent. On the other hand, the extension of the conceptual field of the national pedagogy, as well as the substantiation and development of new approaches, areas of interaction of the educational theory and practice, aimed at developing the creative, socially active, mentally and spiritually enriched and physically fit person have already begun.

In view of these trends, the National Doctrine of the Development of Education in Ukraine in the 21st Century, the National Program of the Education of Children and Youth in Ukraine, the Laws of Ukraine “On Comprehensive Secondary Education” and “On Extracurricular Education” have focused the attention on the creation and development of the creative and socially active individual, the formation of the system of humanistic and moral values as the leading purpose of education at all levels. Therefore, the improvement of modern general education envisages the orientation of modern educational institutions on the intellectual and creative development of the individual, construction of educational content on the basis of innovative approaches, ensuring the effectiveness of the educational process, because the social development, the progress of country’s integration into the European and

global information environment increasingly require the person of the research and innovative type.

Actualization of psychological and educational problems of the individual creativity in the social and cultural environment, as well as of the development of the creative potential and shaping of the social activism, philosophical and cultural aspects of the social nature of the personality has been and remains the leading direction of the development of the modern educational space of the state. These aspects found their reflection in the works by V. H. Kremen', V. S. Krysachenko, P. Yu. Saukh, V. O. Sukhomlyns'kyi, O. V. Sukhomlins'ka, H. H. Philipchuk, et al.

The following scholars studied the ontogenetic development of the personality and various psychological and pedagogical mechanisms of the cognition of reality: I. D. Bekh, L. I. Bozhovych, L. S. Vygots'kyi, O. V. Kyrychuk, O. O. Leont'yev, S. D. Maksymenko, S. L. Rubinstein, M. I. Smetans'kyi, V. O. Sukhomlyns'kyi, K. D. Ushyns'kyi, et al.

The key concept of the problem in question is treating the child as the subject of the active life and work in the environment and the study of the features of the formation of activity and the development of self-activity, which were defined in the works by K. O. Abul'khanova-Slavs'ka, B. H. Anan'yev, H. O. Bahll, I. D. Bekh, L. I. Bozhovych, P. P. Blons'kyi, Ya. L. Kolomens'kyi, O. O. Leont'yev, S. D. Maksymenko, V. V. Rybalka, et al.

The features of the development of the activity of the child as the subject of life and work in the process of education, the didactic base of these processes, the organization and implementation of the recreational and practical activity in the environment surrounding children, including the implementation of tourism and regional studies, research and community work were described by A. M. Aleksyuk, Yu. K. Babans'kyi, S. U. Honcharenko, I. Ya. Zhupans'kyi, M. Yu. Kostrytsya, M. P. Krachylo, V. I. Lozova, A. S. Makarenko, V. V. Oboznyi, H. P. Pustovit, V. S. Serebriy, M. I. Smetans'kyi, V. O. Sukhomlyns'kyi, M. M. Skatkin, O. M. Topuzov, A. V. Trotsko, K. D. Ushyns'kyi, S. T. Shats'kyi, P. H. Shyshchenko, et al.

The processes of the formation and development of ethnography and tourism activities with school-age children, the forms and methods of their organization in a historical pedagogical context and under current conditions were characterized by L. L. Babenko, V. V. Benedyuk, H. H. Vashchenko, O. M. Kostyukova, V. V. Pryimachuk, N. Yu. Rudnyts'ka, Ye. Z. Ruth, M. V. Solovey, S. V. Sovhir, V. P. Strumans'kyi, M. H. Stel'makhovych, P. T. Tron'ko, et al.

The analysis of the results of the generalization stage of our research proved that the ultimate goal of the formation of the creativity in pupils by means of tourism and regional studies in comprehensive educational institutions is the formation in them of the holistic scientific worldview, value attitudes, ideas and beliefs concerning their environment – social and natural (theoretical aspect), the acquisition of the knowledge and skills to study and protect it (theoretical and applied aspects), and the application of the acquired knowledge and skills to the organization and implementation of tourism and regional studies activities by the educational institution, as well as independently in the process of community work (applied aspect).

Therefore, the generalization of the results of the experimental research led to the identification of a series of contradictions, describing the current efforts to accelerate the creativity in secondary school students in the course of tourism and regional studies activities in comprehensive educational institutions:

- current state of the organization and implementation of tourism and regional studies in comprehensive educational institutions as an effective form of educating the person during leisure activities contradicts the requirements of the time and is inconsistent with available capacity of these institutions to effectively implement it;

- increasing social demand for quality education in comprehensive educational institutions and, most importantly, for educating a creative and socially active person contradicts outdated approaches to the selection and arrangement of the content of tourism and regional studies in comprehensive educational institutions, as well as the course design, instructional models, and methods employed not just in school-

sponsored leisure/hobby, academic, and vocational clubs, but in educational establishments in general;

- the level of the creativity of modern secondary school pupils comes into contradiction with the limited capacity for its use afforded by comprehensive educational institutions in the course of tourism and regional studies activities, the organization of which is mostly reproductive and does not afford the opportunity to use it in the situations meaningful to students; and

- key personality traits of a creative person, when formed inadequately, are not perceived as vitally important and, therefore, fail to become beliefs; as a result, secondary school students are unable to effectively address the important tasks that emerge in new circumstances.

The goal and tasks of the study are to determine and describe the basic psychological and pedagogical mechanisms and theoretical approaches to the acceleration of the creativity in secondary school pupils in the course of tourism and regional studies activities, distinguish pedagogical content of the leisure activities management in comprehensive educational institutions.

Therefore, taking into account the results of the analysis of the works by the authors mentioned above, as well as the results of our own research, we determined the essence of the preconditions of the effective formation of creativity in students by means of tourism and regional studies activities in comprehensive educational institutions, which allowed us to characterize a number of central features of this process, which are:

- generalization and systematization of the knowledge and skills gained by students during curricular and extracurricular (in this context, leisure) activities by means of tourism and regional studies ensures that the child enters into the community of students and teachers of the educational institution and finds his/her place and role in the individual and community work;

- the development of interests, broadening of the worldview, acquisition of knowledge in its logical unity and sequence, which contributes to the effective formation of creativity in secondary school students;

- individualization of educational and research activities and practice, especially in the environment. The process of the individualization of educational and cognitive, heuristic or research and practical activities of the individual in the course of tourism and regional studies as an important form of leisure activities in comprehensive educational institutions has a complex structure and methods of implementation, for it is based on children's demands, interests, needs, and inclinations, which constantly develop and change, thus constituting the everlasting dynamics of this educational sector. This, in turn, creates the need for a more comfortable and collegial subject-subject relations and interdependencies in the student/teacher community in the educational institution, intended to guarantee their educational effectiveness. Since this approach ensures that each act of teaching takes into consideration every single student in the class, his/her inclusion into the system of educational, community, and broader communication horizontally (peers, members of a group or club) and vertically (peers and teachers, junior and senior students, and the parents);

- integrating, the essence of which is inherent in the individual or community-based, consistent in terms of the aim and objectives, as well as the directions and results of tourism and regional studies, activities by the students in comprehensive educational institutions;

- transformational, aimed at creating favorable conditions for the transformation (transformation through the complex of psychological mechanisms of understanding, retaining, and mastering) of the important worldview knowledge, ideas, and laws of the surrounding world, historical phenomena, events and their consequences and, on this basis, at the formation of the scientific worldview, socially active position, and creative approach to the various facets of one's own life; and

- directing and correcting, which is typical of the educational activities of teachers in comprehensive educational institutions in the area of the organization and implementation of tourism and regional studies activities, as well as the selection and use of effective forms, methods, means, and pedagogical conditions for the formation of creativity in secondary school pupils.

On the basis of the defined above essential features of the functions of tourism and regional studies in the formation of the creative potential of secondary school pupils, it is reasonable to believe that their application is aimed to develop intellect, values and motivation, as well as the activity and practical skills of the personality, to form his/her creativity, experience of interaction with the environment, ability to find sound solutions and prudent moves when dealing with vitally important issues, both personal and community. V. O. Sukhomlyns'kyi claimed that children tend to choose an active position regarding knowledge, "... it is more interesting to work when you know what you are doing: a child takes pride in the fact that, thanks to the knowledge, she/he is doing something beautiful, important for people" [1, p. 215].

Thus, the described above theoretical basis for, as well as the contradictions and functions of the formation of the creativity in secondary school pupils by means of tourism and regional studies in comprehensive educational institutions, allows us to review the pedagogical conditions of its formation, i.e., a unity and interrelation of preconditions, factors, and regularities that ensure better leaning outcomes [2, p. 102 – 104].

Among such pedagogical conditions that have been tested in the course of our study are: (a) the availability of the samples of creative thinking, behavior, actions, and activities as a result of the effective subject-to-subject interaction between the teacher and the student in the course of tourism and regional studies activities and the relevant to them joint community work in the environment; (b) subjective position in creative activities, which implies the right and ability of each member of the creative process to express their own opinion and decisions, which stimulates the creative development of student's personality and maintains a high level of creativity; (c) stimulation of the individual style of creativity and self-expression subject to the continuous development of the creative potential and dispositions to independent goal-setting and stimulation, skills and facilities to manage one's own actions under constantly changing conditions, thus offering creative and diverse solutions to new problems; and (d) logical unity of the integrated and differentiated content, forms, and methods of the creative work in the course of tourism and regional studies in

comprehensive educational institutions in accordance with the developmental and personality profile of each secondary school student.

Therefore, we can state that the process of gaining comprehensive scientific knowledge and practical skills by secondary school students through tourism and regional studies in comprehensive educational institutions is a creative process by nature, which is directly related to the intellectual, spiritual, and physical development of the personality, his/her self-expression and self-assertion in the socio-cultural environment.

Thus, among all of the statements made above regarding the formation of the creativity of secondary school students in the course of tourism and regional studies, most important are those that are directly related to the satisfaction of students' needs and interests existing at a certain stage of ontogenesis. In their psychological and pedagogical works devoted to this problem, B. G. Anan'yev, I. D. Bekh, L. I. Bozhovych, L. S. Vygots'kyi, Ya. L. Kolomens'kyi, O. M. Leont'yev, S. L. Maksymenko, S. D. Rubinstein [3, 4, 5, 6, 7, 8] argue that the source of individual's activity is in her/his organic and spiritual needs. Consequently, seeing needs as both driving and guiding forces of cognition, examining the objects and phenomena around in the course of tourism and regional studies, we, at the same time, maintain that, by nature, needs are positive or negative experiences the personality gained through functioning in various situations. The nature of these experiences is predetermined by the attitude of the individual to the needs and circumstances that promote or obstruct their satisfaction. In this case, motives, which are the result of the needs and interests' content and direction awareness, become the internal driving force of their satisfaction, provided that the individual realizes his/her creative potential in the environment.

In our opinion, motives are what really drive the individual to take certain actions under certain conditions and in certain situations. In other words, as an integrated personality formation, they reveal the inextricable relationship of the subjective and the objective, thereby ensuring the unity of the consciousness and behavior. Thus, "... with respect to identity, a stable and generalized motive

corresponds to the personality trait that is part of the value system, ... then, the motive should be considered as a personality trait (value) in its genesis” [9].

The unity of these two categories, therefore, presupposes certain attitudes, which play a role of motives for actions in the environment, by means of which the needs of the individual can be satisfied. However, as we noted above, the attitudes can play both positive (if they are formed on the basis of the moral norms of the society, spiritual unity of people and the surrounding world) and negative (if their formation took place under the influence of prejudice, bias, or hard-edged pragmatism concerning the environment or its individual objects) role in the formation of personal values and functioning patterns in the environment. According to I. D. Bekh, educational, moral, or practical norms acquire personal meaning by means of so-called images-impressions, which leave indelible marks in the memory. These images, reflecting certain moral situations, become active from time to time and seize child’s attention, maintain his/her interest to the items stored in the memory, and, eventually, encourage active actions in the appropriate direction [10, p. 173].

Therefore, we can restate our view that, first of all, interests and educational needs are the leading motives of creative actions of secondary school pupils in the course of tourism and regional studies in comprehensive educational institutions. The reasoning behind this conclusion takes into account the fact that interests are steady, selective, emotionally charged desires to obtain vitally important objects, which is capable of holding the attention of the person.

Developing this idea, P. Weinzwieg argues that interests and emotional experience of their satisfaction by means of creativity is the highest of human functions, which allows us to express the singularity of our emotional experiences, thoughts and use our innate uniqueness to its full. According to the author, “...people are born for creativity – it is their wealth, their right, and the foundation of their destiny” [11, p. 145].

Hence, we can conclude that the needs and interests of the individual determine the necessary direction and scope of intellectual activity and corresponding practical

study of the environment at every stage of the ontogenesis of the child. Equally important, however, are the emotional reactions defined as “evaluation” of the information that students process under the guidance of teachers, senior students, or independently. It is during the evaluation that scientific knowledge about the objects and phenomena of the environment gains subjective emotional value, certain meaning for the individual. We can say, therefore, that emotions perform a regulatory function, encourage the person to seek further knowledge, take actions or be creative; they, at the same time, can restrain these processes.

This justifies the conclusion that the knowledge “experienced” by the individual, embodied in the moral behavior and creativity assumes the power of convictions and, as such, begins to regulate and guide the vital activity of the individual, her/his creative development and self-development. This very feature is part of the ultimate goal of forming creativity in secondary school pupils in the course of tourism and regional studies in comprehensive educational institutions on the basis of steady knowledge, interests, needs, values, beliefs, moral standards and practical skills, which, in turn, are the main components of the creative person.

However, according to the results of our research, behavior and, especially, creative behavior cannot be determined only by interests, emotions, and needs. It is strictly regulated by the beliefs and ideals of the individual. Knowledge, intellectual and practical skills are the components of beliefs and, although they play a major role in shaping the creativity of the individual, they do not determine the attitude, content, and the direction of creativity exhibited by secondary school pupils in the environment in the course of tourism and regional studies.

The starting point in the formation of such beliefs, as we have found out, is the attitude of the individual to the ideas and ideals shaped as a result of their appreciation. It is important to note that this attitude must be active, as only under such conditions the content of social ideas and ideals is accepted by the individual and become part of her/his spiritual world. [3]

In other words, the objective of forming creativity is gradually acquiring shape, so is the responsible attitude of the individual to the surrounding world, which

includes a sense of belonging to the immediate neighborhood, region, and country, as well as the conviction that, whatever is done in the environment, it should be morally justified.

This brings us to the conclusion that these are the beliefs that are based on knowledge and, at the same time, capable of encouraging moral judgments on the actions taken in the environment determine the orientation of the personality. We view this orientation as the system of dominant objectives and motives of studying the environment, which ultimately define the social value and self-value of the individual and his/her social status in the group or community.

Thus, it is the spiritual potential of the individual, including the knowledge she/he has acquired, intellectual skills, value judgments and experience, as well as the skills to creatively rethink these, is the foundation for real actions to achieve the personal or social ideal [12].

Therefore, we believe that orientation, along with the shaped worldview, is the supreme regulatory authority of the behavior and creative actions of the individual in the environment. In its turn, without a formed self-awareness, the person cannot identify the orientation, purpose of activities, psychological attitudes, or even the ideal. We see self-awareness as a starting point, as a result, and as an active factor of the active perception of the environment by the person in the diversity of its interconnections and interdependencies, the result of which is the formation of the emotions and values of the personality based on the system of moral attitudes.

In this context, active perception of the environment, which is emphasized by I. D. Bekh, should acquire a personal meaning in the mind of the pupil; otherwise, it loses its moral value. Therefore, the task of the teacher, the author maintains, is to form a person eager to work, and to work consciously, creatively, rather than to be a passive observer [10, p. 191].

The formation of creativity in secondary school pupils in the course of tourism and regional studies in comprehensive educational institutions is and remains a complex, multilevel, and multidimensional psychological and pedagogical problem. Various directions and approaches may be justified and implemented to address it.

Each of these directions and approaches will have a different content and, therefore, a different outcome. For that reason, our study does not cover all the aspects of the problem.

Prospective lines of the research in this area include the study of the conditions for the creation of a coherent and logical system of tourism and regional studies from the primary to high school, the development and implementation of innovative forms and methods of teaching tourism and regional studies as major forms of leisure activities for students, as well as the comprehensive study of the role of the social environment as a leading factor in the socialization and creative development of children and youth, and so on.

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Самолюк А. А. Інтенсифікація творчої роботи учнів молодших класів

У статті визначено й схарактеризовано основні психолого-педагогічні механізми й теоретичні підходи до активізації творчої активності учнів основної школи у процесі туристсько-краєзнавчої роботи, виокремлено змістові аспекти педагогічного керівництва дозвіллевою діяльністю дитини в навчально-виховному процесі загальноосвітнього навчального закладу.

Також описано головні принципи активізації творчої активності учнів основної школи. Доведено, що кінцевою метою формування творчої активності учнів основної школи у процесі туристсько-краєзнавчої роботи в загальноосвітньому навчальному закладі є формування в їхній свідомості цілісної наукової картини світу, ціннісних категорій, ідей та переконань щодо навколишнього середовища – соціального і природного, набуття відповідних

знань, вироблення вмінь і навичок з його вивчення й охорони та їх застосування у процесі туристсько-краєзнавчої роботи.

Ключові слова: особистість, краєзнавча робота, теоретичні підходи, принципи, учні основної школи, творча активність, загальноосвітній навчальний заклад.

Самолук А. А. Интенсификация творческой работы учеников младших классов

В статье определены и охарактеризованы основные психолого-педагогические механизмы и теоретические подходы к активизации творческой активности учащихся основной школы в процессе туристско-краеведческой работы, выделены содержательные аспекты педагогического руководства досуговой деятельностью ребенка в учебно-воспитательном процессе общеобразовательного учебного заведения.

Также описаны главные принципы активизации творческой активности учащихся основной школы. Доказано, что конечной целью формирования творческой активности учащихся основной школы в процессе туристско-краеведческой работы в общеобразовательном учебном заведении является формирование в их сознании целостной научной картины мира, ценностных категорий, идей и убеждений относительно окружающей их среды – социальной и природной, умений и навыков ее изучения и сбережения, а также применение на практике знаний в процессе туристско-краеведческой работы.

Ключевые слова: личность, краеведческая работа, теоретические подходы, принципы, учащиеся основной школы, творческая активность, общеобразовательное учебное заведение.

Samolyuk A. A. Acceleration of the Creativity of Secondary School Students by means of Tourism and Regional Studies

The article identifies and characterizes the major psychological and pedagogical mechanisms and theoretical approaches to the acceleration of creativity

in secondary school students by means of tourism and regional studies. The author defines the content of pedagogical supervision of children's leisure activities that are incorporated into the secondary school educational process.

On the basis of the theoretical analysis of numerous research in this area, as well as own findings, the author identifies the essence of the prerequisites for the effective formation of creativity among secondary school students utilizing the capacity of tourism and regional studies, as well as characterizes a number of main features of this process. The description of the pedagogical conditions for the effective realization of this process is centered around lower-level preconditions, factors, and regularities, which are interrelated and, acting together, ensure educational effectiveness.

The major principles of the acceleration of the creativity of secondary school students are also characterized in the article. The author argues that the shaping of the holistic picture of the world, values, ideas, and beliefs regarding the environment, both social and natural, acquisition by the students of the knowledge in this area, development of environmental study and protection skills, as well as their application are the ultimate goal of the acceleration of creativity of students in the course of tourism and regional studies at educational institutions.

Key words: personality, regional studies, theoretical approaches, principles, creativity, secondary school students, comprehensive educational institution.

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