

Creativity Particularities of Students Specializing in Humanities, Science, Technology in Kazakhstani Universities

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Introduction

- Creativity is a great professional quality of the individual specialist of the XXI century. This article presents new research results under the grant from the Ministry of Education and Science of the Republic of Kazakhstan # 1763 / GF4 "Development of students' creativity as a factor of enhancing intellectual potential of Kazakhstan".
- **Problem statement.** We asked the question, whether there is a difference between the creativity of the humanities and natural sciences? The article presents theoretical data about the kinds of creativity in research and we'll make an empirical research.
- **Purpose of the Study:** diagnostics of students' creativity specializing in humanities and natural sciences, their comparison to develop further innovative techniques for enhancing creativity components of a person

Methodology

- Synthesizing of diagnostic techniques into maps of trajectory of student creativity diagnostics using Tunnik's test of student creativity levels, N. Vishnjakova "Creativity" test, Mayers and Briggs test (MBTI).
- 60 students from 5 universities of Kazakhstan specializing in humanities and science took part in the research.

Results

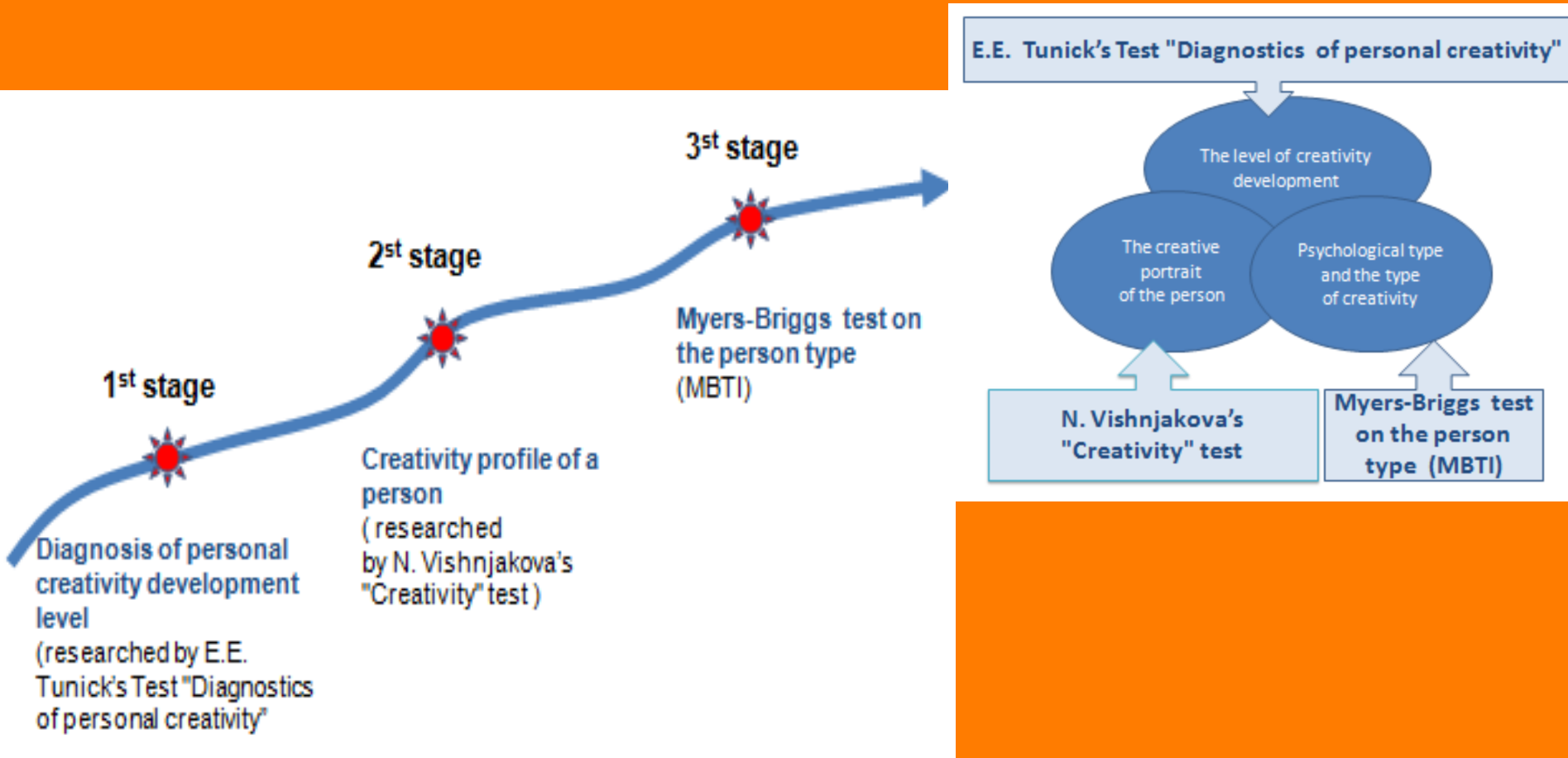
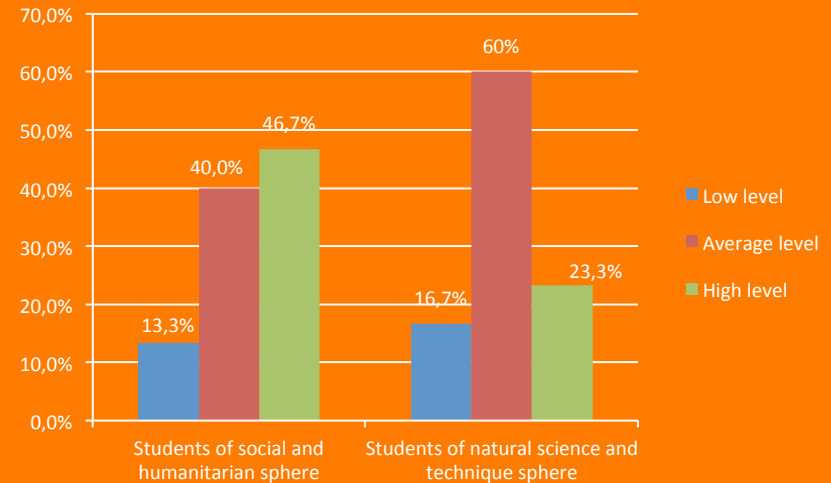
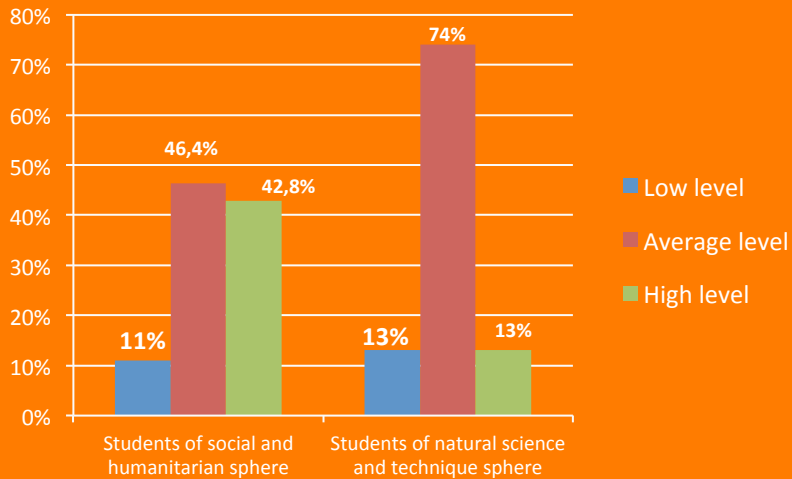


Fig. 1. (a) Stepwise representation techniques of advanced diagnostics of students' creativity. (b) Expected results

Results

The level of respondents creativity development according to E.E. Tunick's test

The level of respondents creativity development test "Creativity" by N. Vishnyakova



Title of psychological (creative) type	Allocation of respondents enrolled in the specialties of science and technology direction, according to psychological types (in percentage)	Allocation of respondents enrolled in the specialties of humanitarian and social direction, according to psychological types (in percentage)
ISTJ "Organizer"	27,4 %	5 %
ENFJ "Persuader"	21 %	12,5 %
ESFJ "Teacher"	13 %	17,5 %
INFJ "Inspirer"	13 %	12,5 %
ENFP "Socializer"	6,4 %	Not revealed
ESTJ "Realist"	4,8 %	17,5 %
ENTJ "Commander "	6,4 %	12,5 %
INTJ "Visionary"	4,8 %	5 %
ISFJ "facilitator"	1,6 %	5 %
ISFP "Dreamer"	1,6 %	2,5 %
INFP "Muser"	Not revealed	5 %
ENTP "Brainstormer"	Not revealed	2,5 %
ESFP "Entertainer"	Not revealed	2,5 %

Allocation of respondents according to psychological types (MBTI)

Implications for practice

- Maps as a diagnostic path except for use in the general study of the definition pattern of students' creativity in higher educational institutions of Kazakhstan, can be used to diagnose students' creativity in the group for the design of future development and use of innovative techniques, as well as individual research of student creativity.

Implications for Practice

- In the course of the study psychological and pedagogical counseling was carried out with students to create a portrait of the individual student, including their creative and psychological portrait, creative abilities of students. The next task is to design developing training, based on the obtained results for students of humanities and natural science disciplines. The purpose of training is the development of professional creativity and the overall creativity of students.

Conclusion

- While comparing creative portraits of humanities and social, technical and natural-science specialty students it has been revealed, that the first often find themselves over emotional person, as far as they have actual level of emotion and empathy should ideally ("I am ideal") to be much less, i.e. unlike other creative qualities, not to grow in training and development, but rather decrease. Also humanities students believe that emotions, especially negative, hinder the development of a creative attitude to the profession. Indicator "emotionality, empathy" increases for students specialized in techniques during training and personal development in higher education establishments (from course to course), reaching the peak in the 4th year of study. For the representatives of the humanities and social professions psychological types are more common associated with organizational qualities, communication skills and abilities, training and education of other people, enthusiasm, inspiration and creative activity. The representatives of the science and technology areas are more related to psychological types associated with the administrative activities, logic, education and training others, inspiration and deliver information through language, examples.

Conclusion

- The obtained data allow us to conclude that the respondents of social and humanitarian specialties compared to respondents of technical and natural science professions are dominated by creative thinking and emotional components that are responsible for creative thinking and imagination, emotional experience of research tasks, the production of new original ideas. Respondents of technical and natural science professions in comparison with respondents of social and humanitarian specialties are dominated by logical thinking and operational components that are responsible for the operation and logical techniques. The development of one component of thinking compared to other explains the differences between respondents of social and humanities and the respondents of technical and natural science professions in manifestation of their creative abilities and views on the solution of research problems, the approach to their solution, and provide the results.

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