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EVALUATING THE EFFECTIVENESS OF THE DEVELOPMENT PROGRAM OF THE CREATIVE COMPONENT OF FUTURE MARKETING SPECIALISTS' PROFESSIONAL THINKING

N.M. Kuchynova

Candidate of Psychological Sciences, Associate Professor of the Department of Social and Humanitarian and Basic Training Zakhidnodonbaskyi Institute

PrJC «Higher Education Institution «Interregional Academy of Personnel Management»
nataliya-kuchynova@ukr.net

Кучинова Н. М. Оцінка ефективності програми розвитку креативної складової професійного мислення майбутніх маркетологів. У статті представлено оцінку ефективності програми розвитку креативної складової професійного мислення майбутніх маркетологів. Визначено основну мету програми (здійснення цілеспрямованого психолого-педагогічного впливу на розвиток креативної складової професійного мислення майбутніх маркетологів у процесі навчальної діяльності). Представлено основні компоненти розвивальної програми: теоретичний, практико-розвивальний, особистісно-креативний та емоційно-рефлексивний. Подано структуру програми розвитку креативної складової професійного мислення студентів-маркетологів та засоби її реалізації. Здійснено статистичний аналіз показників розвитку мотиваційного, когнітивно-дивергентного, комунікативного та емоційно-вольового компонентів за результатами формульованого експерименту. Наведено дані, що свідчать про ефективність програми розвитку.

Ключові слова: креативність, маркетолог, креативна складова професійного мислення, комплексна програма розвитку, психолого-педагогічний вплив, психодіагностичні методики.

Kuchynova, N.M. Evaluating the effectiveness of the development program of the creative component of future marketing specialists' professional thinking. Evaluating the effectiveness of the development program of the creative component of future marketing specialists' professional thinking has been presented in the article. The main objective of the program has been determined (implementation of purposeful psychological and pedagogical influence on the development of the creative component of future marketing specialists' professional thinking in the process of educational activity). The basic components of a development program such as theoretical, practically developmental, personal and creative, emotional and reflective have been introduced. The structure of the program for the development of creative component of marketing students' professional thinking and the means of its implementation have been represented. The statistical analysis of indicators of motivational, cognitive and divergent, communicative and emotional and volitional components based on the results of the forming experiment has been carried out. Provided data have shown the effectiveness of the development program.

Keywords: creativity, marketing specialist, creative component of professional thinking, comprehensive program of development, psychological and pedagogical influence, psychodiagnostic methods.

Problem formulation. Today there are significant transformations in all sectors of economic activity in the Ukrainian economy. There is a growing need for specialists capable of critical thinking, creative approach to solving professional problems, making non-standard decisions, etc. Finding ways to improve the professional quality of student youth preparation, in particular the formation of their professional thinking, is a relevant task of the national higher education. Particular attention should be paid to the training of marketing specialists, whose activities have a significant impact on the competitiveness of enterprises and organizations. Their competences include a wide range of tasks: research and analysis of the market for goods and services, the development of plans for product promotion, analysis of the target audience, forecast fluctuations in demand and supply in the market, the organization of researches, events, actions and evaluation of their effectiveness. The activity of the marketing specialist is characterized by the intensive level of communication with people from different social groups and the constant need in the original ways of solving professional problems. This has resulted in the importance of developing the creative component of future marketing specialists' professional thinking in the process of professional training.

Analysis of recent studies and publications. Scientific works of foreign researchers such as G. Altshuller, Ed. de Bono, T. Buzen, J. Guilford, R. Eberle, J. O'Keeffe, A. Osborne, G. Wallace, E. P. Torrance, F. Zwicky and national scholars D. Bogoyavlenska, V. Moliako, O. Muzyka and others are devoted to problems of development of creativity.

A considerable amount of research is devoted to the development of creativity of future specialists of T. O. Barysheva (psychological structure of creativity), R. V. Bielousova (peculiarities of communicative creativity), N. F. Vyshniakova (psychological basis of development of creativity in professional acmeology), N. Y. Malii (development of the creative component of professional thinking of future teachers), L. G. Puzzep (psychological mechanisms of development of personality creativity),

M. V. Savrasov (emotional and motivational components of creativity of personality), O. P. Tarasova (development of creative potential of future designer) and others [7].

However, the actual task of modern psychological science and practice is to study the development of creativity as the component of future marketing specialists' professional thinking.

The objective of the article is to present the results of the development program of the creative component of future marketing specialists' professional thinking.

Presentation of the main research material. An important component of the forming experiment is the organization of purposeful psychological and pedagogical impact on the development of creative component of marketing students' professional thinking through the implementation of a comprehensive program.

The elaboration of the program of the development of the creative component of future marketing specialists' professional thinking is based on the leading theories of creativity development (G. Altshuller, Ed. de Bono, T. Buzen, R. Eberle, V. O. Moliako, G. Wallace) the state of the possibility of professional thinking developing (G. G. Valiullina, A. V. Herzen, T. E. Gura, L. R. Dzhelilova, L. V. Zasiakina, N. I. Poviakel) and creative thinking of a marketing specialist (M. V. Vachevsky, F. Kotler, O. P. Repiev).

The contents of the comprehensive program aimed at developing the creativity of marketing students, contains four main components:

1) theoretical, which includes a system of scientific knowledge on the theory of development of creativity of personality, which creates the preconditions for creative activity and contributes to the formation of creative competence of the future specialist;

2) practically developmental, which forms the analytical, design, constructive, combinatorial skills and skills of future marketers for the solution of professional tasks;

3) personal and creative, which characterizes the mastery of creative ways of activity, transferring the received knowledge to non-typical (outside the classroom, professional) situations for solving new problems;

4) emotional and reflective, which allows students to focus on the self-understanding of their actions and states to develop self-improvement in the professional activity [6].

The implementation of a comprehensive program of the development of the creative component of professional thinking has involved the widespread introduction to the training process of activating the cognitive activity of students, the main purpose of which is to form an active attitude of students to mastering the chosen profession, the development of their initiative and creativity. Mastering the theoretical material has been carried out through mini-lectures, which provide an oral presentation of the educational material in a short period of time using the means of visualization. The main task of each mini-lecture is not only to reveal the theoretical positions on a certain topic, but also to motivate students for the need to master their knowledge, focusing on the practical importance in the professional activities of the future marketing specialist.

The practical block of the program has involved the widespread use of such a learning method as the analysis of specific situations (case method), which makes it possible to bring the training process closer to the practical work of the specialists. This method has attracted cognitive interest in students to solve problem tasks, has directed their mental activity to productive actions in non-typical situations [2].

The objective of the program is to realize purposeful psychological and pedagogical influence on the development of the creative component of marketing specialists' professional thinking (CCMSPT) in the process of training activity.

The main objectives of the CCMSPT development program are:

- formation of students' theoretical ideas about creativity, components of creative thinking, technology of creative activity;
- awareness of the significance of the creative component of professional thinking in the structure of the marketing specialist's activities and awareness of himself/herself as a creative individual;
- mastering the methods of creative action and application them in practice of creative technologies for the most optimal solution of problems in professional activity;
- formation of the motivational force for the further development of creativity, in particular professional one.

The total number of hours of the program is 52 hours of classroom training (13 classes with the duration of 4 academic hours each) within the framework of extracurricular activity.

The program consists of 4 modules: 1) «Development of the achievement», 2) «Development of cognitive and divergent thinking», 3) «Development of communicative competences», 4) «Development of readiness for risk». Each module contains the objective, the task, the content aspect: the theoretical and practical parts and consists of 3-4 classes [6].

Each class of the program is aimed at solving specific problems, the achievement of which ensures the effectiveness of the program in accordance with the overall objective. The structure of each class includes three to five exercises, depending on the volume of group and individual work of students. Actualization of cognitive activity of students has been carried out through the use of various methodical techniques and mechanisms of influence, in particular situational, creative and analytical exercises, training technologies, group discussions, business games, etc.

To test the effectiveness of the development program a control experiment was conducted in which the third-year marketing students took part. The experimental group (29 persons) and the control group (29 persons) were tested with the help of the following methods: the method «Achievement motivation» had been chosen for the study of the motivational component (the modification of A. Mehrabian's test questionnaire proposed by M. Sh. Magomed-Eminov) [5]. The research of the emotional and volitional component was carried out according to the method of «Diagnosis of personal creativity» by E. E. Tunick [4]. The cognitive and divergent component was investigated by the methods: «Diagnosis of personal creativity» by E. E. Tunick; «Diagnostics of non-verbal creativity» (a short version of the test of E. Torrens adapted by A. M. Voronin) [3]; «Diagnosis of speech-thinking creativity» by T. V. Galkina, L. G. Alekseyeva [1]. To study the communicative component of the creative component of future marketing specialists' professional thinking the methodology for identifying «Communicative and organizational inclinations» (COI-2) [5] was chosen.

The effectiveness of the forming program has been revealed in the positive dynamics of indicators of motivation for the desire for success, levels of development of non-verbal, speech-thinking creativity, personal creativity (curiosity development, imagination, complexity of thinking), indicators of readiness for risk, development of communicative and organizational inclinations.

For the statistical verification of the significance of differences in the control and experimental groups after the end of the forming experiment, the empirical value of the t-criterion of Student was calculated. It confirmed the statistical significance of the shifts for each of the studied criteria in the experimental group and their absence in the control group before and after the forming experiment (tab1)

Table 1

Indicators of the studied parameters in EG and CG before and after forming experiment for t-criterion of Student

Elements of creative component	Indicators by methodology	Control group (n=29)				Experimental group (n=29)			
		AV before FE	AV after FE	t	$p(t)$	AV before FE	AV after FE	t	$p(t)$
Motivational	Achievement motivation	138,58	140,24	5,39	0,041	139,07	151,69	0,94	0,05
Cognitive and divergent	Non-verbal creativity	0,57	0,58	2,52	0,017	0,58	0,66	0,807	0,015
	Speech-thinking creativity (originality)	0,53	0,53	3,179	0,0035	0,53	0,61	1,24	0,04
	Speech-thinking creativity (uniqueness)	0,43	0,44	3,74	0,0008	0,43	0,52	1,9	0,039
	Curiosity	12,03	12,34	3,54	0,0013	11,97	14,52	1,39	0,034
	Imagination	10,34	11,00	4,33	0,00017	10,34	13,41	1,72	0,012
	Complexity of thinking	11,66	12,21	4,7	0,00006	11,69	14,97	1,007	0,011
Emotional and volitional	Readiness for risk	11,86	12,21	3,36	0,0022	11,93	14,97	1,041	0,016
Communicative	Communicative inclinations	0,58	0,59	3,82	0,0006	0,59	0,67	1,11	0,000
	Organizational inclinations	0,62	0,63	6,07	0,000014	0,62	0,69	0,74	0,034

(AV – average value; FE – forming experiment; t-Student's criterion value; $p(t)$ – level of confidence probability)

The dynamics of indicators of structural components of the creative component of professional thinking in the experimental group of marketing students has been determined.

In the achievement motivation, 17.2% of students have occurred positive changes in the «desire for success» indicator. Non-verbal creativity indicators have grown in 20.6% of surveyed students at high, higher than average and average levels. Positive dynamics has been revealed in the quantitative indicators of speech-thinking creativity: according to the originality index in 20.6% of students, and according to the uniqueness index in 24.2% of students. Positive changes in indicators of personal creativity have been recorded: indicators of development of curiosity increased in 13.8% of the surveyed students, the development of imagination in 24.11%, the complexity of thinking in 24.1% of students. The growth rate of readiness for risk has been noted in 21.7% of the students in the experimental group. Positive shifts have been also revealed in the indicators of communicative inclinations in 17.3% of students and in indicators of organizational inclinations in 17.2% of students.

The results of calculating the Student's criterion for the control group for each indicator have exceeded the table value $t_{kp} (\alpha = 0.95, 28) = 2.048$, and it has indicated that the changes received in the CG indicators are not statistically significant. This particular result has been confirmed by the level of confidence probability $p(t)$, the value of which for each indicator of the CG has not exceeded 0.05.

Therefore, the application of Student's criterion has confirmed the absence of changes in the indicators of the control group.

The results of calculating the Student's criterion for the experimental group for each indicator are lower than the table value $t_{kp} (\alpha = 0.95, 28) = 2.048$. This has suggested that the changes in the indicators of the EG after the implementation of the forming experiment are statistically significant. This result has been confirmed by the level of confidence probability $p(t)$, the value of which for each indicator of the EG has not exceeded 0.05.

Thus, the application of Student's criterion has shown the significance of the changes of the indicators of the experimental group after the forming experiment, which has confirmed its effectiveness and expediency.

In order to determine changes in the levels of development of the creative component of students' professional thinking of control and experimental groups, a complex integrated evaluating of CCMSPT has been calculated, which is a synthesis value of the evaluation of all components of the creative component (Table 2). The comparison of the results of the calculation of the integrated evaluating of the development of the creative component of professional thinking of future marketing specialists has been carried out on the average and maximum values of indicators.

Table 2

Indicators of complex integrated evaluating of the creative component of future marketing students' professional thinking before and after forming experiment

Indicator	Control group		Experimental group	
	before FE	after FE	before FE	after FE
Average value	0,319	0,323	0,311	0,545
Maximum value	0,458	0,467	0,471	0,804
Absolute deviation by mean value	-	0,004	-	0,234
Absolute deviation by maximum value	-	0,009	-	0,333
Relative deviation by average value (%)	-	1,25	-	75,24
Relative deviation by maximum value (%)	-	1,97	-	70,70

An analysis of the value of complex integrated evaluating of CCMSPT for the control group before and after the forming experiment has showed that, on average, the integral evaluating of CCMSPT for the CG before EF was 0.319, which corresponds to a level below the average. After FE, this value has increased by 0.004 (that is, 1.25%) and is 0.323, which also corresponds to a level below the average. For the maximum value the integrated evaluating of CCMSPT for the CG before EF was 0.458, which corresponds

to the average level of development of the creative component. After FE, this value has increased by 0.009 (that is, 1.97%) and is 0.477, which also corresponds to the average level of development of CCMSPT.

The obtained results have shown an increase in the level of development of the creative component of experimental group marketing students' professional thinking after the implementation of the program of psychological and pedagogical influence, and it has been manifested in the dominance of students' motivation of desire for success, the identification of non-standard approaches to solving professional tasks, determination in decision-making and communicative activity.

Conclusions. The obtained results of the research have confirmed the effectiveness of the development program of the creative component of future marketing specialists' professional thinking. It has been established that the proposed psychological and pedagogical measures positively influence the development of creative thinking of marketing students in the process of professional training. The significant changes have been established in the development of the creative component of professional thinking of students who participated in the forming experiment. The reliability of the results of the experiment has been statistically confirmed. The nearest prospects for further scientific research are thought in the implementation of a comprehensive program of psychological and pedagogical influence on the development of creative thinking into the process of professional training of specialists in the economic field.

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