The Category of Creativity in the Formation of Professional Motivation of the Teaching Staff in the Academic Milieu of a Higher Education Institution

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ABSTRACT: Creativity plays a special role in the formation of professional self-awareness and professional motivation of a higher education teacher. The paper presents the results of a study of the category of creativity in the formation of professional motivation of the teaching staff in the academic milieu of a higher education institution. The conclusions have been drawn that, not having a decisive influence on students' activities, being emotionally attractive, creativity becomes super-significant in the first years of work, embracing all the teacher's relationships: professional, family, friendly, as well as self-development. Creativity comes first in all respects. With the length of service from 2 to 10 years, taking first place in the system of values, creativity somewhat loses its position in activity and potency. With the length of service of more than 10 years, not being as emotionally attractive as in all previous years, creativity is very dynamic, volatile, and is recognized as having an impact, primarily on the past and present of a specialist, but not on his future. For this group, creativity is included in the system of important needs - situationally determined, which arise under the influence of external circumstances. They

are less stable than the basic ones, they can complement them, they are a form of compensation, determining what a person is currently concerned about. Thus, creativity is a prerequisite for achieving success in professional activities, with an increase in the length of service being more and more an urgent need, dynamically changing from the past to the present, from situation to situation.

Keywords: creativity, self-realization, teaching staff, professional motivation, students.

INTRODUCTION

Psychosemantics is a field of research that arose at the intersection of psycholinguistics, psychology of perception and research of individual consciousness. The term "psychosemantics" was introduced by V.F. Petrenko (1983) and A.G. Shmelyov in 1983 (Shmelyov, 1983). The experimental paradigm of psychosemantics is borrowed from the work on constructing the semantic space by C.E. Osgood, G.J. Suci and P.H. Tannenbaum (1957) (the method of semantic differential) and the theory of personal constructs by G.A. Kelly (2000) (the method of repertory grids) and includes the use of multivariate statistics to highlight structures of consciousness. "Petrenko borrows American technological tools for solving traditional Russian problems of psychology coming from Vygotsky," wrote M. Cole (1993). At present, psychosemantic methods are widely used abroad in the study of self-esteem, interpersonal relations, the media, advertising, art, design, politics, in the field of clinical psychology, professional and family counseling, in the field of education. In domestic psychology, psychosemantic methods are often used in counseling and psychotherapy at present, as well as in socio-psychological research (Vyatkin, 2013; Araya-Guzmán et al, 2018).

Such an increase in the popularity of psychosemantic methods is due to their unique capabilities for studying human consciousness. Indeed, these methods are most suitable for studying a person's ideas about various objects of reality and his relationship to them, which is the essence of consciousness (Vyatkin, 2013). The methods of semantic differential and repertory grids can be used to diagnose motives of various types of activities and needs in different situations for people over sixteen years of age for the purpose of professional orientation, selection and placement of personnel, identifying disloyal employees, streamlining the management process, identifying painful conditions, monitoring the effectiveness of treatment, psychotherapy and behavior correction, demand studies, etc. At the same time, the method of repertory grids developed by G.A. Kelly (1955) and based on his personal construct theory is actively used in modern psychology by both foreign psychologists and domestic researchers, diagnosticians, and consultants (perhaps, to a lesser extent by the latter, than the potential of this method deserves). According to many followers of G.A. Kelly (2000), his personal construct theory is one of the most intellectually substantiated theories of personality and is very rigorous exactly where it is most needed, i.e. in methodology (Stewart, 1997). In his work on the basic techniques of interviewing through repertory grids, V. Stewart (1997) also notes that at present this tool is in high demand in clinical practice, helping the therapist to "awaken the patient's intellect" (Mitsos, 1961).

In the 1990s, it began to be actively used by experts in the field of marketing research, revealing how the consumer actually perceives specific goods and services, without distorting the attitudes and hopes of product developers. And, finally, at the turn of the century, the technology of repertory grids entered the field of personnel management, where interest in it increased, firstly, in diagnosing staff training needs and

its effectiveness and, secondly, in investigating managerial potential. The popularity of the method is added to these two areas in the practice of working with staff, when developing a competency system as the basis of the assessment center. In the field of education, technologies for identifying personality constructs are currently used to a greater extent by research psychologists. At the same time, they prefer to work with adult respondents: students, teachers and lecturers, parents of students. This is connected with the peculiarities of revealing constructs, when the process itself becomes deep personal work and requires a certain level of development of reflection (Emelyanenkova, 2017; Salakhova & Mikhaylova, 2017; Millanei, & Khalili, 2016).

METHODOLOGICAL FRAMEWORK

The psychosemantic approach to the study of personality implements the paradigm of the "subjective" approach to understanding the other (Shmelyov, 1982). In the traditional approach to measuring individual differences, the individual is considered as a point in space of the "object-individual" matrix defined by the researcher (Fig. 1). The object anthropometric data model describes a person in psychological characteristics in the same way as in physical ones, i.e. this is essentially an anthropometric paradigm. Here, psychometrics turns out to be a special case of anthropometrics: a part of the feature columns is not merely physical (height, weight, etc.), but psychological characteristics (visual acuity, memory size, etc.). The relationship between the psychometric and anthropometric descriptions of man was not accidental; it was laid down in the works of F. Galton (1996) (Shmelyov, 1982). In the psychosemantic approach, the individual appears to be the carrier of a special space defined by himself, the space of individual meanings. Psychosemantics operates with voluminous threefold matrices of the type "object - category - individual", which creates opportunities for constructing empirical models based on the principle of "subjectivity" (Shmelyov, 1982) (Fig. 2).

	X_1	X_2	$\cdots$	X_n
Y_1	a_{11}	a_{12}		a_{1n}
Y_2	a_{21}	a_{22}		a_{2n}
$\cdots$				
Y_m	a_{m1}	a_{m2}		a_{mn}

Yi – row vector of data received from the i-individual;
Xj – column vector of data obtained by the j-[th] characteristic of N individuals
Figure 1. Object anthropometric data model

GRUPO DE PESQUISAS
EM LAZER, TURISMO E TRABALHO
GEPLAT - UERN
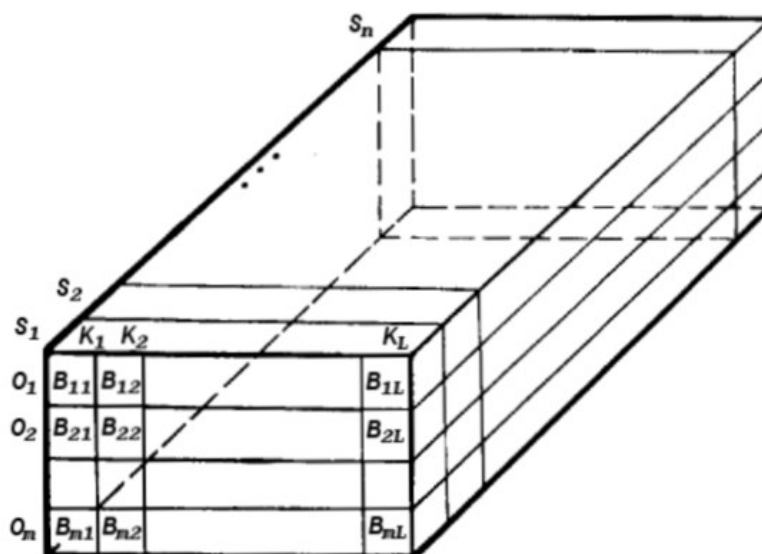
Each subject (Sn) evaluates each object (O) in each construct or category (К)
Figure 2. Three-way subject data model

Thus, the objective of psychosemantics consists in reconstructing the individual system of meanings of how the subject perceives the world, other people and himself. A meaningful interpretation of the results allows one to see the world "through the eyes of the subject", to feel his ways of comprehending the world (Petrenko, 1983). The methodological basis that determined the formation of psychosemantics is the school of thought of L.S. Vygotsky (2002), A.A. Leontiev (2003), A.R. Luria (2002), A.R. Luria and O.S. Vinogradova (1971). In domestic psychology, meaning has had the status of a psychological category for a long time. L.S. Vygotsky (2002) raised the problem of consciousness in a new way. The psychologist must investigate consciousness not as a prerequisite of the psyche, but as a product of development.

The idea of L.S. Vygotsky (2002), in short, was that a person, unlike animals, not only uses tools in his direct voluntary work, but in connection with the restructuring of activity, a person also gets specific tools for solving problems with the help of psychic processes. In the process of thinking, the word plays the role of a mediating link - an instrumental role. This is a universal, peculiar psychological tool. For instance, a "string on the finger" is a sign of some event, but it, unlike the language, does not have a universal character. Another thing is if we use notches on a tree as a letter. Then this tool has not only an instrumental, but also a sign function. It acts not quite and not only as a tool, but as a replacement tool, i.e. as a sign of importance (Emelyanenkova, 2017; Semin, & Kurdymov, 2018).

Or another example. Nice experiments conducted by E.G. Vatsuro (1948) on primates. Monkeys were taught to pour water on the flame of the burner and get the delicacy under it (Fig. 3). These values form the fabric of human consciousness, and a concrete psychic study of consciousness is nothing more than a study of the formation of these meanings and processes that connect one meaning with another, a study of the structure of meanings themselves and the structure of the systems that form them. A.A. Leontiev (2003) and A.G. Asmolov (2001) continue to develop a cultural-historical approach to explaining the psychic phenomenon. According to this approach, meaning is defined as the generalized reflection of reality generated in the process of communication

and joint activity, developed by the aggregate subject (mankind) in the process of cultural and historical practice and fixed in the form of concepts, knowledge, a mode of action, norms of behavior, etc.

In other words, behind the person's words are some imperceptible "schemes" of reality. The modern interpretation of "meaning" is based on the idea of it as a multicomponent system consisting of units that are more fractional than the meaning, semantic features, semantic factors, "meaning atoms". To single out these generative meanings is the task of the methods of semantic analysis of meaning, methods of psychosemantics (Emelyanenkova, 2014).

The semantic analysis is thought of as the isolation and analysis of the semantic structure of the mental image; identification of the meaning structure, i.e. the psychological meaning of the message, the content of the sign. Meaning exists in the system of relations with other meanings and is revealed through these relations, therefore, conducting semantic analysis implies highlighting the semantic relationships of the analyzed range of meanings. Methodological tools of psychosemantics are the construction of subjective psychosemantic spaces. This is not only a way of describing, but also a model of the structure of individual consciousness.

Semantic space is a combination of organized features in a certain way that describe and differentiate objects (meanings) of a certain content area (Denisenko & Chebotareva, 2008). The procedure of constructing semantic space takes three stages. The first one. The identification of semantic relations of analyzed objects (concepts, symbols, images). The techniques at this stage may be the following (Serkin, 2004):

– images or descriptions of words, situations, states, relations;
– definitions of concepts;
– comparison (differentiation) and classification of concepts;
– subjective scaling;
– associative experiments; formation of concepts;
– semantic and personal semantic differentials;
– personal constructs; semantic radicals;
– indirect investigation of meanings;
– microsemantic analysis;
– contextual and semantic reconstruction and designing;
– comparison and translation of semantic descriptions in learning;
– formative and educational psychosemantic experiments;
– longitudinal psychosemantic experiments.

The result of the first stage is the construction of a matrix of similarity (distances) of the analyzed objects. The second stage. The mathematical processing of the initial matrix is similar to the goal of identifying those universes that underlie it. The techniques used:

– factor analysis,
– cluster analysis,
– multidimensional scaling and others (Denisenko & Chebotareva, 2008).

The result is a presentation of the initial data in a compact, well-designed form, convenient for analysis and further interpretation. The third stage. Interpretation of the identified structures based on the search for semantic invariants combining scales, objects grouped into one factor (cluster). Let us summarize these stages of psychosemantic research in the scheme (Fig. 3).
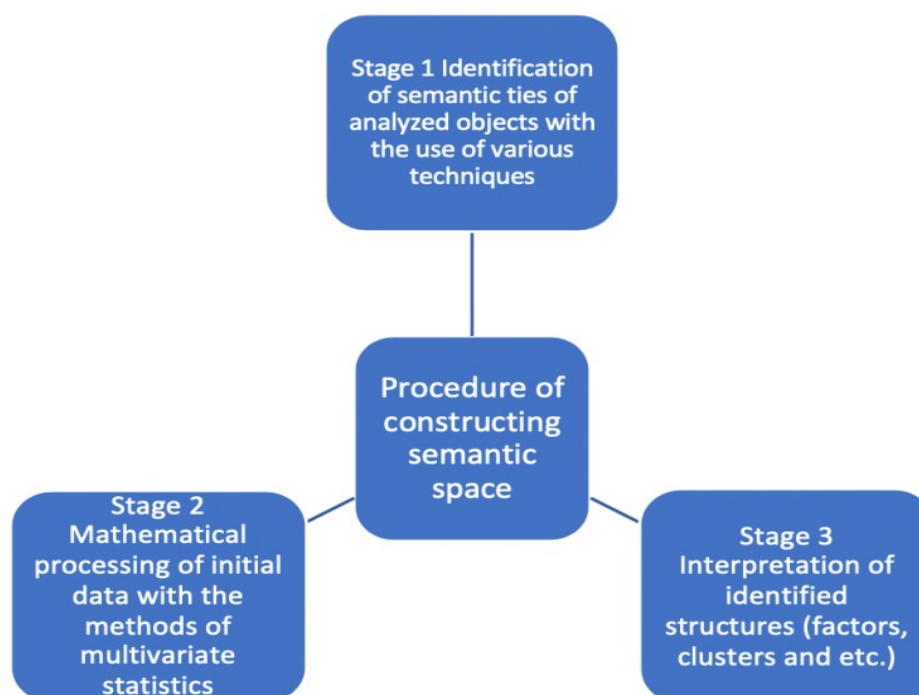
Figure 3. The stages of the procedure of constructing psychosemantic space

Semantic space as a simple and convenient mathematical model of individual consciousness has become a condition for the effective use of psychosemantic methods. Signs can be represented as coordinate axes of a multidimensional semantic space, objects as points in this space, values of attributes of these objects as coordinates (projections) of points on an axis, and differences between objects as distances between points (Vyatkin, 2013). Thus, in psychosemantics, the personality is a whole space of subjective attributes, the points at which are various objects of reality. With the help of psychosemantic methods, not a description of a person in terms of general, universal signs for all people is carried out, but the so-called ideographic description is given based on categories unique to a specific person (Emelyanenkova, 2017).

MATERIALS AND METHODS

In 2019-2020 the authors of the paper conducted an interdisciplinary study in three universities (Moscow City University, Ulyanovsk State University, State University of Humanities and Social Studies, Russian State Social University, Gzhel State University, North-Caucasian Institute (branch) of the Russian University of Justice of the Ministry of Justice of Russia), devoted to the study of the professional activities of a higher education teacher in terms of the implementation of personal motivation of power. A variety of psychological techniques were used to uncover the topic, both classic and completely new developments in Russian and foreign psychology. The data obtained turned out to be much extensive than the problem under consideration, but it is interesting and new, since, in our opinion, there is no sufficient information in the modern scientific literature on the study and development of the personality of the university teacher.

In this paper, we decided to analyze the category of "creativity" in the formation of professional motivation of a teacher of higher professional education. Three hundred

teachers of higher professional education from Moscow City University, Ulyanovsk State University, State University of Humanities and Social Studies, Russian State Social University, Gzhel State University, North-Caucasian Institute (branch) of the Russian University of Justice of the Ministry of Justice of Russia (women aged from 20 to 59, with teaching experience from 1 year to 32 years) participated in the study, as well as 300 students majoring in humanities from pedagogical faculties (girls aged from 18 to 22).

The analysis of the sphere of motivation of the teacher's personality was carried out using the methodology of revealing hidden motivation (Solomin, 2001), based on experimental psychosemantics, namely, C.A. Osgood's semantic differential (Osgood & Suci, 1955; Osgood, 2012). Using a set of 15 scales of semantic differential, subjects evaluated 24 concepts that were selected taking account of the necessary information on the general and professional orientation of the person, the structure of his motivational sphere (table 1).

Table 1. List of concepts about general and professional orientation of a person, the structure of his motivation sphere

№	Concept	№	Concept
1.	Achieving success	2.	My family
3.	My past	4.	Pedagogical activity
5.	Communication with people	6.	Threat
7.	My future	8.	My profession
9.	My hobby	10.	My career
11.	Failure	12.	Performing duties
13.	Interesting activity	14.	Benefit
15.	My present	16.	My friends
17.	Personal influence	18.	My clients
19.	My work	20.	Creativity
21.	Recognition by the people around	22.	Conflict
23.	I	24.	Professionalism

RESULTS AND DISCUSSION

The sphere of motivation of an individual's personality is closely connected with the system of human relations to various aspects of reality, which characterizes the presence, strength and content of incentives for the corresponding activities and the content of experiences arising in connection with them. The results of cluster analysis, clearly presented in the form of a dendrogram, made it possible to quantitatively determine the characteristics of the attitude of the teacher to various objects of the social, in the first place, the professional environment.

First of all, we analyzed three universal semantic factors identified by C.A. Osgood, E.E. Ware and C. Morris (1961). The assessment factor, or the value, expresses the emotional attractiveness of objects - activities, events and people. The activity factor combines the degree of dynamism and variability of these objects over time. The factor of strength, or potency, characterizes the subjective degree of influence of objects on a person. The data on the sample as a whole is presented in Table 2, which reflects the concepts that occupy the top rows for each factor.

Table 2. List of concepts with the greatest rank by the factors of values, activity and potency

Concept	Values	Activity	Potency
24 – Professionalism	5,83	5,25	4,60
22 – Creativity	5,67	5,50	5,20
20 – My friends	5,50	4,75	5,00
19 – Benefit	5,00	5,00	5,00
14 – Pedagogical activity	5,00	5,25	4,60

Thus, teachers consider the satisfaction of needs for professional self-realization and communication the most important for themselves in the proposed list. The content of such constructs as "Professionalism", "Creativity" and "My Friends" has the greatest emotional appeal for the teacher. The following constructs are the most dynamic, variable in time - "Creativity", "Professionalism", "Pedagogy and Psychology". At the same time, the concepts of "Creativity", "My Friends" and "Benefit" are characterized by the maximum degree of influence on the teacher, from his subjective point of view.

As we see, the category of "creativity" is present in each of the universal factors, which indicates its special significance in the structure of the teacher's consciousness. However, a more detailed analysis, taking account of the length of service, shows some differences in relation to the analyzed concept.

Table 3. Ranks and significance by the factors of values, activity and potency of the category of "creativity" depending on a teacher's length of service

Students-teachers	Teacher (length of service up to 2 years)	Teacher (length of service from 2 to 10 years)	Teacher (length of service more than 10 years)	General in the sample
Ranks and significance by the factor of values				
Second rank (6,50)	First rank (6,17)	First rank (5,50)	Sixth rank (5,17)	Second rank (5,67)
Ranks and significance by the factor of activity				
Seventh rank (5,50)	First rank (5,75)	Second rank (5,50)	First rank (5,00)	First rank (5,50)
Rank and significance by the factor of potency				
Fourth rank (5,60)	First rank (5,60)	Second rank (5,20)	Fourth rank (4,80)	First rank (5,20)

Comparing the data presented in table 3 with a direct analysis of the dendrogram, we obtain the following results. For students, "creativity" is emotionally attractive, but does not yet have a decisive influence on their activities; in their minds it is closely connected with the constructs "Pedagogy" and "Interesting occupation", i.e. for students, "Pedagogical activity" is currently a creative and interesting form of activity.

In addition, creativity is included in the basic needs of students, i.e. into the system of stable needs, which are an essential characteristic of a person, determine the content of his interests and hobbies, aspirations and the general orientation of the person, which is the most important in a person's life. However, the absence of the necessary markers in this cluster indicates that the creative need at present is not satisfied and there is no

expectation of satisfaction in the future, which can lead to a state of increased emotional tension, anxiety, unstable behavior and compensation. At present, students are primarily concerned about the problem of recognition from others, building their careers and the effectiveness of personal influence. In the first years of work, the situation changes dramatically - creativity comes first in all respects, in addition, in the dendrogram it is an isolated concept; such a combination means its super significance: it is valued very highly but does not correlate with any other construct. In this case, two options are possible: either the list of concepts presented by us did not include those with which the respondents associate creativity, or (which, in our opinion, is more likely) creativity pervades all categories and covers all relations of the teacher - professional, family, friendly as well as self-development.

With the length of service from 2 to 10 years, being in first place in the system of values, creativity somewhat loses its position in activity and potency. As the analysis of the dendrogram shows, this is due to the fact that creativity at this stage acts as a condition for achieving success in professional activity, i.e. only as a means, not an end in itself; when they are valued primarily those opportunities that creativity provides to achieve its goals, in particular - professional self-realization. And, finally, with more than 10 years of work experience, not being as emotionally attractive as in all previous years, creativity is very dynamic, changeable, recognized as having an impact, primarily on the past and present of a specialist, but not on his future. For this group, creativity is included in the system of important needs - situationally determined, which arise under the influence of external circumstances. They are less stable than the basic ones, they can complement them, they are a form of compensation, determining what a person is concerned about at present.

CONCLUSION

In conclusion, we will summarize our results. Creativity plays a special role in the formation of professional self-awareness and professional motivation of a teacher of higher professional education. Not having a decisive influence on students' activities, but already being emotionally attractive, creativity becomes overwhelming in the first years of work, embracing all the teacher's relationships - professional, family, friendly, as well as self-development. For professionals with the length of service from 2 to 10 years, creativity appears as a necessary condition for achieving success in professional activity, with an increase in work experience more and more being an actual need, dynamically changing from the past to the present, from situation to situation.

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