



The positive summarized effect of the creative life-orientation phenomenon

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The means of internal reserves activation include the positive extra-ordinary manifestations of the human psyche phenomena – creativity, giftedness, empathy, attraction and others. At that, a special significance possesses the disclosure of the natural person's creative life-orientation (i.e. of the creative life-orientation, abbreviated – CLO) as a given ability, being a priori embedded in the human organism like a natural embryo – its virgin resource existing from his birth.

For the first time it was done the following. The psychological essence of the CLO, the conditions and the dynamics of its manifestation were revealed. The CLO conception and its integral structure were elaborated. The functional-operational CLO model was created, according to which the CLO (as a personal phenomenon) has a multi-level system-forming structure, consisting of a hierarchy of interdependent and interrelated components – spiritual, need-motivational, emotional-attractive and organizational-schematic-structuring. Just the «spiritual embryo» really inflates the personal needs, predetermining the fact of their progressive or destructive aiming and life focus. The unity of these components causes the activation of the integral synergistic mechanism for fulfilling the intrapersonal, interpersonal and existential functions, which analysis (i.e. their roles and effects produced on the human life) builds the integral CLO conception. The author's program (for the creative life-orientation activation in the process of subjects' interaction during their educational and professional activity) is developed and the innovative technology of its manifestation is tested in the framework of the teaching «Self-organizing Psychological System», by the linguistic education example. A positive relationship between the person's creative life-orientation, spirituality and psychosomatics has been established. The developmental-correcting role of the creative life-orientation has been empirically confirmed, as well as the anti-stress function in the process of personality's self-establishment and self-development has been revealed. The positive influence of the psycho-philosophical ancient oriental arts/techniques on the organism self-healing (in the process of person's life activity and the CLO disclosure as well) were also revealed: all these techniques perform the health-improving, anti-stress and protective-regenerative function.

Keywords: creative life-orientation; spirituality; psychosomatics; Self-organizing Psychological System.

Introduction

The modern stressful socio-psychological situations put a person in front of the need to adapt to new objective conditions that weakly contribute to the creation of internal stability and harmony while interacting with his environment. This leads to the health worsening, bringing

out the psycho-physiological mechanism of the human "machine" beyond its stability. In this case the self-adaptation may be as an optimal self-protection that involves the effective use of the person's internal potential, that is, his creative life-orientation sources and individual background.

Therefore, the positive extra-ordinary manifestations of the human psyche phenomena, such as creativity, giftedness, empathy, attraction and others, still attract the attention of scientists, confirming the relevance of their study. The disclosure of the natural person's creative life-orientation is also included into the means of the activation of internal reserves as a given ability, being a priori embedded in the human organism like a natural embryo – its virgin resource existing from his birth.

This paper is devoted to summing up the results of the creative life-orientation research.

The object of studying is the creativity as a life-creating inner orientation (that is, *creative life-orientation*) in the human existence. The subject of studying is the psychological mechanism of the *creative life-orientation*. The main goals of this research work are to develop a conception of *creative life-orientation* and to carry out the empirical study of its functioning. Hereinafter, the abbreviation of the *creative life-orientation* term will be used as CLO.

The problems of this research work are as follows:

- 1) to define the psychological essence and conceptual content of creativity as a *creative life-orientation* phenomenon and to develop a conceptual approach and the scientific paradigm of its research;
- 2) to develop the conception of the *creative life-orientation*, to prove it theoretically and to test empirically the conceptual model of its manifestation;
- 3) to investigate the psychological mechanism of the *creative life-orientation* and to establish the regularities of its functioning during the interpersonal relationships;
- 4) to identify the relationship between the *creative life-orientation*, spirituality and psychosomatics of the person;
- 5) to explore empirically the developmental-correcting role of the *creative life-orientation* in the process of the individual's formation and his self-development;
- 6) to develop the activation program of the creative life-orientation of the subjects' interaction during their educational and professional activity and to test the technology of its manifestation in the process of linguistic teaching.

Materials and Methods

To realize the aforementioned problems the totality of scientific methods was used, namely: *theoretical* (systematization of existing experience and theoretical-methodological approaches to the problem, scientific generalization, classification, analysis), *empirical* (included observation, forecasting, conversation, self-analysis, monitoring, questioning, surveys, testing, expert evaluation, longitudinal learning experiment), *mathematical-statistical* (determination of average values, percentages, statistical significance criteria by means of Excel functions).

The study was carried out on the basis of higher educational institutions of Ukraine and Italy: V.N. Karazin Kharkov National University, G.S. Skovoroda Kharkov National Pedagogical University, Kharkov Humanities University "People's Ukrainian Academy", Kharkov State Technical University of Construction and Architecture, Kharkov National Economic University, "Italian Center in

Slobozhanschina" under the Center "Kharkov Technologies", Department of Russian Language and Literature of the University of Ca' Foscari (Venice, Italy), Department of Philosophy and Cultural Heritage of the University of Ca' Foscari (Venice, Italy). During the period of 1986-2015, 1788 Ukrainians (32 senior school pupils, 1518 university students, 130 employees, 108 teachers of Ukrainian universities and schools) and 132 Italians (96 students and 36 employees) took part in different stages of the study as participants in a series of test methods and questionnaires. The total number of respondents is 1920 in the age of 15-66 years, among which 552 students (508 Ukrainians from Kharkov, 44 Italians from Venice, Padua) were participants in the longitudinal experiments on the linguistic-cultural acquisition according to the author's innovative technology (namely, during teaching-mastering Italian Language by Ukrainians and Russian Language as a foreign language by Italians).

In the first part of the work, an analysis of the results of psychological research on the phenomena of creativity and giftedness was carried out, an author's innovative *system-humanistic* approach to the study of creativity was developed, to which the first task of the research was aimed.

The analysis has showed that the phenomenology of inherent potential (primarily, giftedness and creativity) has received the different denominations. Purposeful theoretical and empirical studies of the creativity began to be carried out in the foreign psychology since the end of the 19th century, which are intensively continuing at the present time also (Lubart, 1990; Sternberg, O'Hara & Lubart, 1997; Torrance, 1993; Zenasni, Lubart, 2002). Many scientists have studied and study this phenomenon till now, for example, such as J. Guilford, C. Spearman, E. Torrance, T. Lubart, A. Maslow, K. Rogers, L. Vygotsky, G. Kostyuk, V. Druzhinin, S. Maksymenko, V. Molyako, V. Rybalka, V. Klimenko, A. Gubenko, A. Dusavitsky and others. Nowadays there is the extensive theoretical and experimental material in the foreign and native psychology.

But all this impressive amount of researches refers only to the "creativity". The Russian-language term "креативность" (pronounced like *creativnost'*) in the native use is a new scientific definition that has appeared during a few past decades. It was transliterated from the English-language word "creativity", being a simple transliteration of the term "creativity" (eng.) without changing of its translation meaning because they are tautological. As a result of this, there are now two scientific terms with the identical significance. Absolutely idem situation is in the Ukrainian scientific and mass-media day-to-day existence. Therefore, in the Russian/Ukrainian scientific literature: (a) the notions of these two terms are often interchangeable, creating a tautology; (b) there is a contradictory understanding and comprehension of the Russian-language transliteration, inconsistency in judgments and terminological discrepancy. And if there is an unanimity in relation to the phenomenon of the English-language "creativity" in the native and foreign psychology, it cannot be said about the Russian/Ukrainian-language tautological transliteration: there is no uniform adequate interpretation neither for the new term-transliteration nor for the phenomenon that it has to determine.

In this regard, there was an extreme need: (1) to delimit in contextual meaning and conceptual-terminological notation of two identical notions: the English-language term "creativity" (many years ago translated already in Russian like «творчество») and a new Russian-language tautological transliteration (written in Russian as «креативность» and pronounced like *creativnost*); (2) to assign to the aforementioned new Russian-language transliterated notion «креативность» all its own characteristics, descriptions and attributes like an independent psychical phenomenon and scientific concept, that is, to justify it as a phenomenon of the life-creating human orientation and the initial stage in the hierarchy of extra-ordinary personality's manifestations, which were noted indeed in the everyday person's activity like a really existing phenomenon; (3) to study the mechanism of the aforementioned phenomenon (its presuppositions, factors, structure, influence on psychosomatics and life projection), giving its own psychological gist – that is, the essence of the *creative life-orientation (CLO)* – to the already existing Russian-language term-transliteration «креативность» (for which till now there is no unified, generally adopted interpretation) and introducing a new English-Russian terminological pair – «creative life-orientation=креативность» (as it has been generally accepted long time ago for the English-Russian terminological pair «creativity=творчество»). In the perspective like that, the existing phenomenon (that might be adequately characterized and described by means of the new Russian-language transliterated term «креативность») is viewed, considered and examined for the first time.

In the second part of the study – in which the second and third tasks were solved – the psychological essence of the CLO, the conditions and the dynamics of its manifestation were revealed, its interrelation with the processes of person's self-regulation was shown, the CLO conception was elaborated, its integral structure was presented and a conceptual model was constructed, according to which the CLO (as a personal phenomenon) has a multi-level system-forming structure, consisting of a hierarchy of interdependent and interrelated components – *spiritual, need-motivational, emotional-attractive and organizational-schematic-structuring* (Ivanchenko, 2013). Each preceding component is a presupposition for the activation of the subsequent one. The unity of these components causes the activation of an integral synergic mechanism, with the functioning of which the intrapersonal, interpersonal and existential functions are performed. The analysis of the constituent components (their functions, roles and effects produced on the human life) builds the integral CLO conception, the totality of which leads to the following:

1) The *spiritual* component – being the person's cognitive-affective and moral-cultural potency – predetermines and prejudices his purpose and search-cognitive aims, providing a balanced unification of his rational and sensual origins (that is, intellect and emotions) which do not contradict each other. The spirituality evolution stimulates the CLO disclosure, and the CLO manifestation, in its turn, expands the range of spirituality.

2) The *need-motivational* component, based on internal intentions, aspirations and personal demands, creates the presuppositions for subconscious self-mobilization and achievement of the denoted goals. The actualized needs

guide the cognitive, intellectual and mnemonic activities, define the subsequent targets, behavior motivation, value priorities and life strategy in general.

3) The *emotional-attractive* component performs a regulating function. The coincidence of predicted expectations with the obtained results creates a propitious emotional state and a positive motivation, which puts in motion the mechanism of psycho-physiological self-regulation of the organism.

4) The CLO disclosure is carried out within the framework of «Self-organizing Psychological System» (abbreviated as SPS), which in their evolution may pass through the «bifurcation point» (that is, the change of "operating mode"), in this case the *organizational-schematic-structuring* component realizes the positive result of the bifurcation transformation, that predetermines the CLO activation (Ivanchenko, 2017, p. 187-232).

5) The CLO has a tendency to grow and accumulate. Being manifested in a one sphere of the person's activity, it is able to spread to the others. The CLO has a dualistic character, because it acts as a condition and a result of the person self-determination: at the beginning – as a presupposition for a creative self-disclosure, and henceforward – as a creatively saturated life position, that is, as the LOGOS of his life itself, being the sole purposeful solid trajectory for the personality's self-actualization.

6) The CLO is an effective antistressor, it produces persistent developing and health-preserving effects, being manifested at any age of the person.

The third part of the study – in which the fourth, fifth and sixth tasks were solved – is devoted to the analysis of the CLO structure, as well as to the effects' revelation of its influence on the person vital activity and to the empirical results processing.

The CLO is based on the spiritual, genetic and mental resources of a man. At the same time, the CLO-Spirituality tandem is an indivisible, complementary and indispensable condition for the individual's self-actualization. The spirituality evolution (based on the person's cultural and intellectual inclinations, value priorities and moral principles) arises from the need-motivation unity. This unity is established and formed by a genetically embedded «spiritual embryo» (Maksymenko, 2006, p. 109). Just this «spiritual embryo» really inflates the personal needs and demands (predetermining, prejudging the fact of their *progressive* or *destructive* aiming and life focus).

The motives and emotions are welded together into a sole unique complex. The satisfaction of personal needs-aspirations leads to the concordance/agreement of motives and life goals, and at the same time – to the person's filling with some strong sensation of self-determination, wellbeing and inner comfort, as well as to improving his psychosomatic health.

The interpersonal empathy-attraction has an evident, explicit constructive and anti-stress character: it generates a mutual acceptance within the SPS, participates in the organization of effective educational and professional activity, initiates the CLO disclosure and stimulates the spirituality enrichment.

Results and Discussions

To confirm the author's conception, an empirical statement of the positive CLO impact was carried out on the Ukrainian-Russian-Italian contingent of respondents, which were divided into 4 groups, namely: student-«innovators», ex-«innovators», student-«traditionalists» and employees; the verification was fulfilled in the primary sphere of human life activity – in education (Ivanchenko, 2017).

There were used different methodological tools: a) standardized methods: "Value Orientations" prepared by M. Rokich (in abbreviated form, "VO M. Rokich"), "Health. Activity. Mood." ("HAM"), "SF-36: Health Status Survey – Quality of Life Assessment" ("SF-36"), questionnaire "The Scale of Subjective Well-being" ("SSW"); b) some specially elaborated author's questionnaires; c) monitoring, social survey, self-report.

The summarized results testify the following:

1. The legality of the conception and the developed model of the CLO disclosure are confirmed in the course of long-term ascertaining experiments while using the innovative author's program-technology of the students-"innovators" linguistic training. The empirical results on the determination of value orientations, psycho-physiological and psycho-emotional (the level of subjective well-being) parameters have shown that all these indicators are 30% better for "innovators" than for "traditionalist" students.

2. By using the "VO M. Rokich" technique, the primacy of the spiritual component in the adaptation-integration mechanism at the cognitive-social level is established, in particular, the indicators of high values selection for "innovators" by one third – i.e. at 31-35% – better than for the "traditionalists"; besides, by 2015 the indexes of both groups have been improved (in the total experiment period 2009-2015, 136 persons from the Ukrainian-Russian contingent have participated: 68 "innovators", 68 "traditionalists", 70 employees).

3. By using the author's questionnaire "Spirituality as a phenomenon and predisposition to its development" and analyzing the data of the self-report, it was revealed the following (in the period 2000-2015, 316 persons of the Ukrainian-Russian contingent have participated: 64 "innovators", 182 "traditionalists", 70 employees):

- the striving of Ukrainian respondents for the spiritual growth was gradually increasing, especially among the young people;

- 82% of respondents believe that the spirituality development begins inside the family;

- 98% of "innovators" have emphasized the necessity to develop the spirituality;

- 33% of all respondents believe that before the perestroika (that is, during the time of the Soviet Union's existence) the spirituality was more developed and evident;

- 67% of all respondents believe that they possess by the spiritual inclinations and disposition (according to the index of introspection, self-analysis and self-report);

- 3 groups of respondents were identified, divided in such way according to their spirituality focus-aiming: (i) spiritually impregnated (who had a high index of the spirituality focus) – philosophers, psychologists, historians; (ii) spiritually predisposed (middle index) – physicists, radio

physicists, chemists, biologists; (iii) spiritually growing (inferior index) – linguists, economists (by the way, all the respondents understood the spirituality phenomenon as a key, common to all mankind universal value).

4. By means of the author's questionnaire "Definition of the fundamental value ideal and of the prevailing aim among the life principles", the degree of dominance in the life of the value ideal and the internal willingness to CLO disclosure were studied. There were given for choosing such ideals as Love, Good, Beauty, Equality, and Justice. During the 2009-2014 academic years, 86 persons of the Ukrainian-Russian-Italian contingent have taken part in the experiments: 62 Ukrainian-Russian respondents (42 "innovators", 20 employees) and 24 Italian ones. It was found that:

- 86% of the Ukrainians respondents believe that Love is the source-origin for all and everything;

- among the Italians only one third of respondents (29%, i.e. 7 from 24) have chosen Love as the prevailing universal ideal;

- 64% of all the respondents (including 42 "innovators") believe that among the listed above five key universal ideals, Love is the fundamental essential foundation on which the other four ideals are based;

- being compared with the Italians, three times more Ukrainians (29% and 78%, respectively) have revealed the social-psychological obstacles which led to a reduction in the CLO disclosure.

5. During the 2009-2015 academic years, 144 persons (Ukrainian-Russian-Italian contingent) have participated: 124 Ukrainians/Russians, of whom 36 "innovators" (including 12 persons practicing different health-improving practices) and 88 "traditionalists", as well as 20 Italians (including 12 people who also practiced various wellbeing providing methods). With the help of the "HAM", "SF-36" and "SSW" techniques the main prevailing fact was established: the statistics of all psycho-physiological parameters and the psycho-emotional wellbeing data testify that indicators of "innovators" are, on the whole, better than those of "traditionalists" by 30%.

In addition, the positive influence of the psycho-philosophical ancient oriental arts/techniques on the organism self-healing (in the process of person's life activity and the CLO disclosure as well) were revealed; all these techniques perform the health-improving, anti-stress and protective-regenerative function. Today, in studying the issues related to the psychoenergetic organism self-regulation, not only the representatives of non-traditional methods of restoring the body functions are involved, but also the specialists in various branches of the orthodox science. It was found in their investigations that a violation of the bioenergetic balance reduces the adaptive-compensatory capabilities of the psyche and provokes the somatic disorders – often having a psycho-bio-social prime cause or reflecting the problems of a psychological-spiritual nature. In particular, it was confirmed that the use of ancient East Asian philosophical-medical arts (meditation, Yoga, Falun Dafa, Qigong, Feng Shui, etc.), used for thousands of years, positively affects the renewal-recovery of a body healthy status, which implies the stabilization of the human biofield. The Reiki doctrine (which is based on the ancient

Oriental philosophical-psychological doctrine, the foundations of Sino-Tibetan medicine and the methods of Indo-Tibetan system aimed at restoring the harmonious mental and aural balance) provides a similar effect; for the first time we gave a scientific justification of Reiki's system/technique and gave the results of its application, which is presented in our previous publications (Ivanchenko, 2017, p. 174-182; Ivanchenko, 2014).

It should be noted that the belief in one's own strength, as well as the philosophical-moral and spiritual-erotic side of Love is the indispensable key component of all the ancient Oriental methods of psycho-self-regulation and the basis of the psychological-philosophical doctrines/techniques/arts of the organism self-healing. And the Man of the East has successfully mastered them for several millennia, using them like effective methods of the psycho-energetic self-healing and self-feeding. Now, in the age of stressful and emotionally negative cataclysms, more and more people are turning to the use of these techniques and practices.

Inasmuch as the study was carried out within the framework of the teaching-type Self-organizing Psychological Systems (SPS), the SPS synergetic basis and its development features were revealed, namely: the patterns of functioning and formation of the training SPS were disclosed, the conditions and specifics of CLO manifestation within the teaching dyad "teacher-students" (of the linguistic-educator profile) were studied, the author's program-technology for the CLO activation during the educational-professional activities were created.

The analysis of the interaction of the educational-professional activity subjects (as a self-developing psychological system) has showed that the most closely related in the hierarchy of university SPS are the social structures which directly realize the learning process, namely – the departments (as a subsystem-A) and the teaching dyads "teacher-students" (subsystem-B); besides, just the subsystem-B – in order to achieve the efficiency of its functioning – must necessarily be in the regime of some constant internal "feedback" between the teacher and the student/students. Being based on the paradigm of synergetic principles, the SPS can be characterized as a social group that is able to change its intrinsic structure and to direct its activity both towards organization and disorganization. In both subsystems (A and B), a dominating role is assigned to the leading squad. In this case the leadership style is identified like the leader's (manager's, director's, teacher's, etc.) individual "code" or "handwriting", that reflect his own inherent ways to communicate with the people.

It was found as well that the period of the first-year university studying is the most important and predestining life stage for a student, which (being also flexible, open, constructive) has not yet separated, however, from the adolescence: for these age steps (that is, the adolescence and youth during 15-20 years old) there is a craving for all heuristic and emotionally impressive that presents in the life, a strong desire for own success and self-realization; a deep intuition and a multi-faceted fantasy, both of which – originated and emanated from the subconscious – characterize the students' genetic spirit-essence and, hence, the CLO activation as their natural entity and inherent aspiration: just these features are the peculiar properties of

the first-year students, as long as it's their real nature and intrinsic essence.

During 2007-2014 there were carried out several tests on the Ukrainian-Russian-Italian contingent with the help of two author's methods. The method "Diagnosis of personality's socio-psychological aims and perspectives" (being a modification of O.F. Potemkina questionnaire "Methodology of diagnosis of social and psychological attitudes of the individual in the motivational and need sphere") made it possible to determine the level of the social-personal harmony/disharmony, the high/low motivation and the nature/character of the restrictions that hamper both the students' creative self-development and the creative rhythm of teaching work. Research period: 2010-2014 academic years, the total respondents' number - 150 persons (Ukrainian-Russian contingent): 118 students of the 1-5 teaching years at the age of 17-22 (50 "innovators", 68 "traditionalists"), 32 teachers aged 26-63 from different universities/faculties of Kharkov city (including 16 ex-"innovators" who were the former participants of longitudinal experiments and already worked as the teachers). There were revealed the nature of their socio-psychological orientation and the level of personal motivation as well as the factors which violated the goal-forming process and reduced the emotion satisfaction, shattered the mutual relations in the educational dyad, and, therefore, prevented the CLO disclosure. Below is an analysis of the results (given in the chronology of their significance):

1. The overwhelming majority of students, 78%, are projected to achieve the result and the labor as a social necessity (exactly 92 persons of 118, including 48 of the 50 "innovators"): the remaining 22% (26 persons, including two of the remaining 50 "innovators") are guided by a concrete final result and the action freedom to achieve it.

2. The teachers have the opposite tendency: 84% of respondents are projected to the result/freedom (27 persons of 32, including all 16 ex-"innovators") and to the process/work – 16% (5 of 16 teachers-"traditionalists").

3. The students are overburdened with the "ballast" studying subjects: these academic disciplines do not arouse the personal interest due to the objective/subjective reasons: the uselessness of their use in the future work, the lack of the emotional involvement due to the teacher's inability to awaken the student interest and his CLO activation, etc. Being obligatory, compulsory, the "ballast" studying subjects take a lot of student's time and are accompanied by the evident negative emotions. The speed of this material forgetting is fulminantly fast: within a few weeks/months after the test or examination, the information practically disappears from the memory.

4. The teachers of the university personify teachers of the school (for 85% of first-year students). According various reasons, many university teachers do not possess the authority among the students (former schoolchildren): these teachers are not able to attract them neither by their own external appearance, image, auto-presentation and behavior, nor by the subject taught, nor by the teaching manner and methodology.

5. At the faculties of foreign languages, the studied languages are little used in practice. As a result, this material becomes passively perceived information – emotionally unpainted, unprocessed in a motive way, unworked over and

uninstalled in the memory. In the classroom the students need to perform a lot of written works, which means that a non-productive, useless, unavailing type control is practiced and realized (namely, a multitude of written exercises instead of the oral creative works), the oral dialogue and monologue is not enough, and as a result, the "linguistic laziness" is formed in the student's speech and the student's contact with the teacher is limited: the personal example of the Teacher-Maestro disappears, their mutually enriching communication is radically cut. All together causes the student's perplexity in terms of the expediency, advisability of such a method of teaching-studying a foreign language. Involuntarily, the students also recall the other problems caused by the administration, which reduced their confidence vote to the faculty, university and the educational system as a whole: unfounded promises (which the students interpret as a deception), many difficulties in obtaining the faculty permission for a language internship abroad, etc..

6. The teachers themselves spend a lot of time on the annual change of curricula, plans, norms for assessing students' knowledge, standards for filling the individual teacher's plans, etc., which significantly limits them in time and provokes the physiological/emotional workload. The implementation of this "ballast" work greatly limits, blocks the activation/development of the teaching creativity and teacher's own CLO disclosure: for example, the elaboration of creative methods for the learning material mastering and its application ways in practice; all this is aimed at stimulating the student interest and his CLO disclosure.

As a confirmation, we have carried out a special study to determine the status of the teacher/leader, the presence of a creative microclimate, the number of potential creatives among the students and also to track the chronology and nature of their changes (in total 4 stages of testing were carried out: in 2007, 2009, 2012, 2014). We used the author's questionnaire "Style and characteristics of the leadership inside the Self-organizing Psychological System", which we specifically developed in the form of a standardized interview-questionnaire (the interview-questionnaire is a small formalized methodology but it allows us to establish the deep psychological relationships through the trusting contacts). The number of testing participants is 324 persons (schoolchildren, students, employees of different organizations), namely: 280 Ukrainians and 44 Italians, their age is 15-66 years old. The respondents were divided into 2 sections: students (Ukrainians: 32 schoolchildren, 110 "innovators", 98 "traditionalists"; Italians: 24 "traditionalists") and employees (40 Ukrainians, 20 Italians). The groups were recruited in equal numbers (for convenience of the analysis and comparison by years): 90 Ukrainians participated in each stage (30 "innovators" and 60 other respondents: 16 high school students, 24 "traditionalists" and 20 employees) and 22 Italians (12 students-"traditionalists" and 10 employees).

In the 2007 academic year studying, the Ukrainian schoolchildren have participated, which was required for the comparative analysis with the students and employees respondents' category. Later on, the schoolchildren were not tested, and this category was excluded, because the student respondents could provide complete information about the school teachers too. The information on the

Ukrainian/Italian employees and Italian student's categories did not constitute the research objectives in the 2009 and 2012 academic years. These data were required at the final stage of the 2014 studying for a comparative analysis with 2007. For all three styles of leadership, which tested the students category, it was also determined which percentage of this number were exactly the students-"innovators".

According to the instruction, the respondents were to assess the teachers (managers, etc.) distinctive image-character and professional qualities: the respondents selected the desired formulating from the proposed options, and if necessary, added their own interpretation; it was also required to divide the whole quantity of school/university teachers within three proposed categories: "high", "low" and "medium".

The results show that during this period the status of the teacher in Ukraine fell by 43%, while the status of the Italian teacher was initially three times higher and remained at the same level. It was found that with negative resonance on the image of the teacher, an intuitive psycho-emotional rejection of both himself and the discipline taught by him occurs, which reduces, in the upshot, the volitional, conative, intellectual student aims, removing, alienating or completely destroying his life prospects. This means that there is no sense, it is meaningless for the student to activate, manifest his CLO, whereas it is exactly «the expediency which determines the goal-setting process», because nothing more than «expediency», firstly, outlines the significance of goals, secondly, projects the way of their realization and, thirdly, reveals the personality's CLO (Shvalb, 2012, p. 485).

The innovative author's psychological-pedagogical program and technology for the CLO disclosure was based on applying the Synergetic Culturalogical-Existential System approach (SCES approach) elaborated by us, in which the linguistic teaching appears as a process of the students' psychical development in ontogenesis, going beyond the traditional understanding and concept of lingual teaching. The SCES approach, program and technology have been created taking into account the psychological patterns of motivation, memory mechanism, optimization of the educational-professional surroundings (flowing from the psychological and methodological principles of intensive teaching of the Russian language as a foreign one and basing on a long-term teaching experience).

The application of the elaborated SCES approach and the innovative program-technology on the Italian language and Italy culture have showed that the student's appeal to his emotional states leads to the transformation of the intellectual tasks into the emotional form, which facilitates the assimilation of the studying material, and at the same time increases the level of his self-satisfaction, self-esteem, self-respect and spirituality, which are the basic components of the self-actualization process. The approving teacher's response strengthens the student curiosity, capacity for work and efficiency. The positive emotional-psychological intergroup mood assigns the major tone and acts as an impulse push, thereby initiating the circulation of the positive psycho-bioenergy inside the "teacher-students" dyad. Therefore (already during the first two months of the study according to this author's intensive technology), the students-"innovators" have manifested the linguistic creativity, emotional satisfaction, psychological

emancipation and optimal psycho-somato-physiological state (even though the traditional school system of the foreign languages studying has already formed their stereotypical idea-image of a long and inconclusive process of language learning, which does not create at all the ability to a real monologue-dialogue foreign language speaking).

With all this, a negative school stereotype, that is, the intuitive pessimistic student alertness is not fatal, because his natural aspiration, desire, urge and readiness for the knowledge/success receiving are mobilized almost immediately – already at the beginning of innovative linguistic training. This is due to the fact that the teacher actions synergize the relationship in the educational dyad, contribute to the student's psycho-emotional liberation, provide the student with the opportunity for linguistic self-expression and the realization of his own individuality, which all together increases the success of the teaching-learning dyad INTERaction. Thus, in the process of joint intra-dyad creativity and CLO disclosures, there is a withdrawal out of the cognitive dissonance state (or mental discomfort) which provides its transformation into an evident emotional sense of joy and satisfaction, that is, to the state of psychical consonance. It is important to note that the development of linguistic creativity and the CLO manifestation implies the absence of dominant control. This leads to the harmonization of all students' intellectual,

verbal and motor abilities, hence, to the increase of his activity effectiveness and the CLO disclosure, which is also confirmed by other researchers [6]. But the traditional linguistic teaching method and practice testify the contrary: following the results of our experiments, the "traditionalists" often had a suppressed expression of emotion manifestations and a lack of self-reflection, which significantly reduced the desire to speak the studying language, provoked a sharp distance not only from the teacher himself, but also from the subject he taught.

On the basis of the CLO conception, its conceptual model and our empirical results, the functional-operational CLO model was created, in which mechanism the key importance have: the spirituality (60%) as a CLO activator-stimulator and the psycho-emotional stability (50%) as a result of its disclosure (Figure 1). The CLO manifestation is accompanied by the development of psycho-somatic "immunity" (as an index of the rejection of negativity) and the activation/accumulation of positivity (both in the person's mind and in his surrounding), which leads to the optimization of his psychosomatics and improvement of the life quality. The CLO phenomenon does not undergo to jumping: the process of its development is characterized by the permanence, stability, positive fullness and freedom of the action.

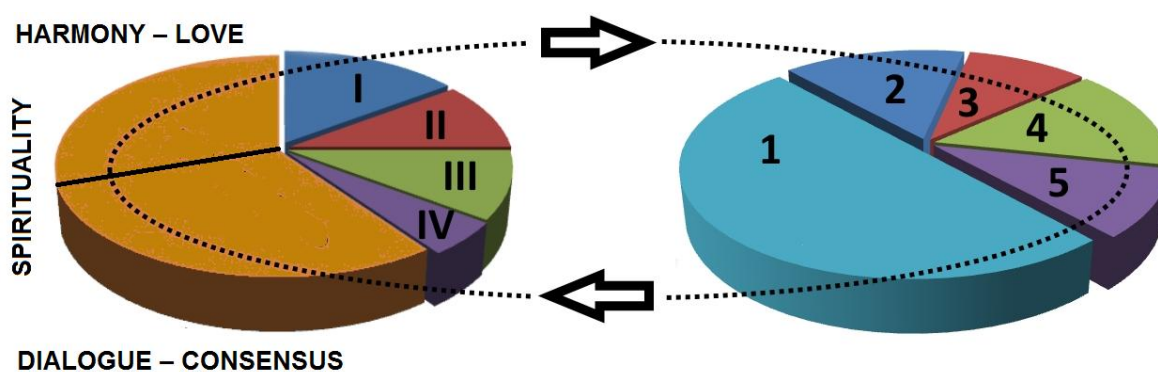


Figure 1 – The functional-operational CLO model, which shows the percentage ratio of the blocks' component parts, included in the general conceptual-theoretical model (Ivanchenko, 2013, p. 48-52): spirituality – 60%, I (need-motivational intentions) – 15%, II (attraction, synergetic interaction) – 10 %, III (positively-filled environment) – 10%, IV (structuring/schematization of information) – 5%, 1 (psycho-emotional stability) – 50%, 2 (absence/decrease of morbidity) – 15%, 3 (generation of new senses in ordinary activity) – 10%, 4 (surge of vitality) – 15%, 5 (optimal functioning of the organism) – 10%

The SCES program-technology is based on: 1) the need realization as an actualized aspiration for the motivation increasing; 2) the structuring/schematization as a method of the multimodal perceptual presentation; 3) the linguistic intuition activating, the development of inner speech and the linguistic stereotype formation (by means of which the states of the "linguistic anabiosis", acquired "linguistic laziness" and stereotypic "of linguistic constraint" are razing); 4) the creation of empathic-synergetic surrounding by generating a situation of the stimulating assist that activates the internal resources and puts in motion the CLO mechanism.

With the CLO disclosing, any person achieves: 1) high emotional and spiritual level; 2) effective goal-setting; 3) a

wide range of innovations; 5) productive psycho-social self-regulation; 4) health-improving, regenerating effects on the psychosomatics; 6) effective life self-organization and positive existence.

Conclusions

In the course of our research, for the first time the following scientific concepts were introduced, namely:

- *creative life-orientation* (CLO), like a personal phenomenon having a complex multi-level structure;
- *Self-organizing Psychological System* (SPS), which is a social group of macro/micro size with its inherent essence,

moving levers and the specifics of the processes occurring in it; its formation principle is substantiated and the functioning regularities are revealed.

For the CLO researching, a *system-humanistic approach* was elaborated. On its basis also for the first time, it was realized as follows: (i) the conception of the CLO disclosure and its conceptual model were created (in which all its functional components have been defined); (ii) it has been proved that the CLO activation accompanied by its permanent development transforms into the unified irreversible determinate process during the person's life; (iii) the author's innovative developmental-correcting program for the CLO disclosure and a psychological-pedagogical technology for its activation in linguistic training have been created. The functional-operational model of the CLO manifestation has been empirically verified and the CLO positive influence on the spiritual self-development and psycho-somatic health has been established.

The practical significance of this research work consists in the fact that its results can be used in the psychological interdisciplinary investigations and while creating the programs of the CLO disclosure in other spheres of the human activity.

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