

The Development of Creative Abilities as a Factor of the Social Maturity of Adolescents

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Abstract: The article considers the concept of the social maturity of adolescents in the context of the development of creative abilities. The relationships of social maturity with socialization, social creativity and innovative thinking of adolescents are researched. It is found that girls are more likely to move from the previous to the next level of social maturity. It is found that with age, the ability to social creativity develops. There is a connection between the level of social creativity and the levels of social autonomy, social morality and social activity of adolescents.

Keywords: Social maturity, adolescence, creativity, socialization, social creativity.

INTRODUCTION

The problem of adolescents' social maturity is becoming more acute due to the fact that the generation that is now in school is increasingly "accused" of irresponsibility, indifference, infantilism and other manifestations of undergrowth. Thanks to the development of creative abilities, adolescents recognize themselves as a unique personality, able to understand other people, with developed communicative skills, as a result of which important skills for a socially mature personality are formed, such as empathy and reflection. However, the question of what exactly and to what extent affects the socialization of adolescents in the context of the development of their creative abilities remains open, and it requires more attention, taking into account the need to put this knowledge into practice.

LITERATURE REVIEW

According to K. Y. Lo, and K. Matsunobu, symbolic self-expression through art allows children to express complicated feelings and to try on various individual and collective identities [1]. Art has great binding qualities and rich potential for group cohesion. Participation in artistic activities in the context of the community reduces many factors of social isolation through creative processes and participation

processes. Through its performative forms, art also helps children understand the basic knowledge of life. For example, Haner, Pepler, Cummings, and Rubin-Vaughan inform that the creation of a children's opera about bullying helped children learn about bullying and significantly reduced the victim's self-esteem [2]. Art develops the imagination of students and allows them to look at the world through the eyes of others [3, 21-24]. For this reason, the art has used as a tool by social workers, therapists, and educators to communicate, heal, and work on spiritual values.

Socialization, being a multifaceted process, covers all spheres of a person's life. R.A. Litvak under socialization refers to the process of "appropriation by a person of cultural values in the form of a system of knowledge, norms, and rules that allow individuals to interact with the social environment and to develop successfully" [4]. The author sees the result of the process of socialization in personality education: "The process of socialization aimed for establishing relationships with people, at knowing the world and oneself." This direction shows that the socialization of personality is the process of one's socio-cultural development.

According to T. Zueva [5], the following factors influence the formation of social status:

- intuitive perceptions of teenagers about themselves (as a result of interactions in a group, intuitive perceptions can be adjusted and become conscious);

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- individual characteristics (temperament, character, natural inclinations, personal abilities, skills, aspirations, cognitive abilities, etc.);
- the subjective attitude of a person to the world around, to other people, to oneself (the formation of status, that is, external assessment, is influenced not only by personal abilities, knowledge and skills, but also self-esteem, self-respect, and even the attitude to others);
- specifics of activities organization.

Acquisition of status in the social community is a reflection of the process of socialization of an individual and acceptance of the subject by the group. And, as researchers of R. A. Litvak school noted, "in adolescence, socially useful, socially significant, and individually-personal activity becomes the leading... The main motive for this activity is social self-affirmation among peers and adults" [6].

The task of adults in this process is to help the process of socialization, to level certain inertia that is inherent in the studied age, and contribute to the resolution of problem situations. The adolescent's involvement in socially significant activities and social values will become effective provided that abundant cultural life organized, the child's leisure time is provided, and autonomy and creativity are possible (but with reasonable control by adults).

Researcher G.Y. Grevtseva believes that socialization of a person will be successful if "the process of preparing a foster child for life will contribute to a change in personal value orientations, to the search for the optimal combination of one's values and requirements of a social role, to the development of skills to evaluate an understanding of moral personal values" [7].

In the acmeology of education, the phenomenon of maturity considered as an integral indicator of the holistic development of a growing person. Social maturity can be interpreted as an acmeform of the growing up. Growing up is a process of assimilation, appropriation, the realization of adulthood by a person who is growing. In the theory of level social development of an individual, the content of the process of growing up explained as a mechanism of "action of a binary opposition which is the position of individualization and socialization".

On the one hand, maturity reflects the subjective life experience and natural resources of a person that is

growing, on the other hand, maturity is a socio-pedagogical result of the process of educating a person. Social maturity determined by the social and moral qualities of the individual - independence of action, independence of judgment, responsibility for the choice made, social initiative, ability to be creative and self-developing [9, 14].

So, social maturity is a socially and psychologically determined stage of personality development, which is traditionally characterized by the acquisition by a person of the properties of independence and self-sufficiency. Social maturity of a person consists of four components: responsibility, autonomy, tolerance and a positive attitude towards the world [16]. For the successful formation of the social maturity of the individual, it is necessary to create certain conditions, which include pedagogical support and independent activity of the individual.

METHODS

For the effective development of the child's abilities, it is necessary to create certain conditions, in particular the possibility of self-expression in attempts at creativity and the absence of fear of a negative assessment of one's work. In the joint work of the school and the family, the most favourable conditions are created for the comprehensive development of the creative forces and abilities of children.

According to A. Zaitsev, the influence of the mastery of theatrical art on the creative development of adolescents is due to the fact that in the process of creating a performance there is an increase in the motivation of participants to creative self-realization, to enrich their knowledge in various humanitarian fields, the level of culture and artistic perception [8].

Introduction to theatrical performance creates the conditions for acquiring the skills of productive and successful socialization, because artistic perception, imagination, attention, observation, associative ranks developed during the preparation of the play and mastery of theatrical mastery allow the teenager to creatively model life situations. Observations of adolescents participating in school theatre activities show that deep reflection on the situations proposed in dramatic works affects the development of emotional responsiveness and artistic perception in adolescents.

The article aims to explore how the development of creative abilities affects the social maturity of adolescents. The study was conducted on the basis of

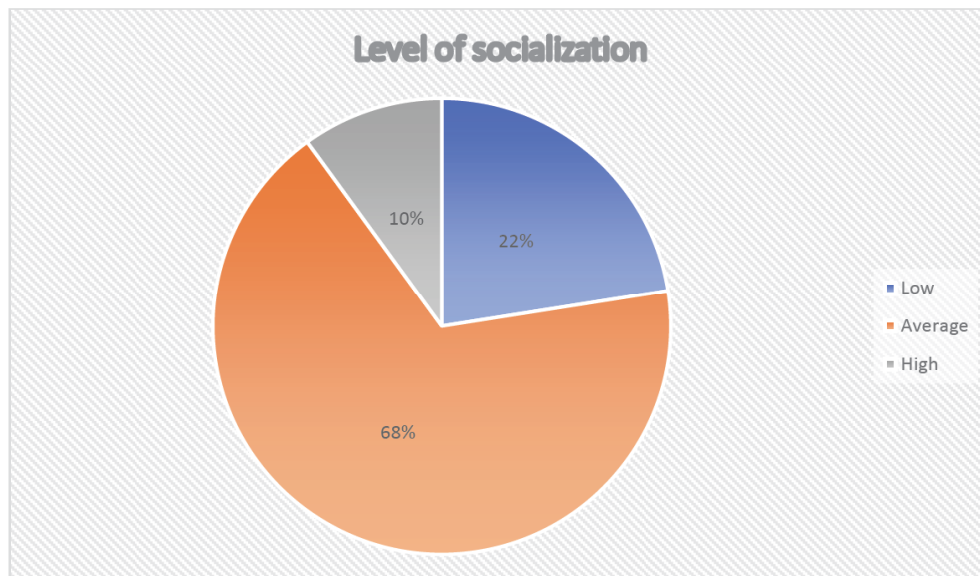


Figure 1: The level of socialization.

secondary schools in Kiev, Ukraine. To achieve the goal of the study, the following psychodiagnostic methods were used:

1. The methodology of studying the level of social maturity by A.A. Rean [9].
2. The diagnostic of the socialization of the personality of the student by N. I. Rozhkov [10].
3. The diagnosis of social creativity of personality by E. E. Tunic [11].
4. The diagnosis of creative thinking by E. E. Tunic [11].

In order to improve the explanation of the results obtained, standardization of the used methods was carried out.

RESULTS AND DISCUSSION

According to the results obtained, it revealed that according to the methodology for studying the socialization of the personality of adolescents, 22.5% of the participants have a low level, an average level is inherent in 67.5% of the respondents, and 10% of the respondents have a high level of socialization. The low and medium level of socialization of adolescents covers the age from 11 to 13 years, and adolescents aged 14 to 16 are more characteristic of the average and high levels of socialization. This suggests that with age, such components of socialization develop as: social autonomy, activity, morality and adaptation. Besides, it can be assumed that at the end of the

school, only one-tenth of the pupils will easily make the transition from the familiar world of school to the new society of the university and/or work. At the same time, the low level of socialization of younger adolescents indicates that they still have time left for development and transition to the next levels of socialization [15].

THE SOCIAL CREATIVITY LEVEL

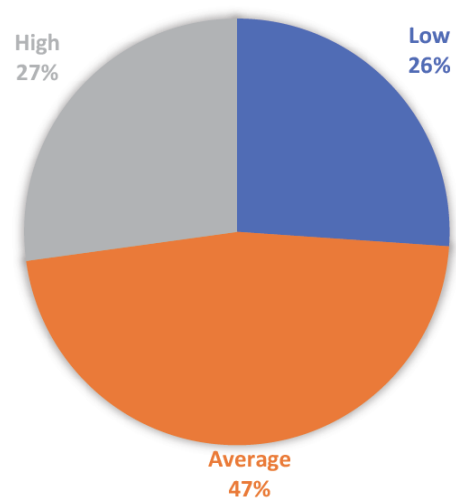


Figure 2: The social creativity level.

As a result of the study of the social creativity level, it was found that 24% of the respondents have an average or lower than the average level of social creativity, 43% of respondents have an average level, and a high level is observed in 25% of the adolescents surveyed (Table 1). A low level is more typical for people aged 11, and a high level is more typical for 15-

Table 1: Age Features of Social Creativity

Level of social creativity		Age						Total
		11	12	13	14	15	16	
Slightly below average	% of Total	1.1%	1.1%	.0%	1.1%	.0%	.0%	3.3%
Average	% of Total	2.2%	7.7%	3.3%	5.5%	2.2%	.0%	20.9%
Slightly above average	% of Total	6.6%	5.5%	4.4%	18.7%	6.6%	2.2%	44.0%
Above average	% of Total	4.4%	7.7%	1.1%	5.5%	3.3%	2.2%	24.2%
High	% of Total	.0%	3.3%	.0%	2.2%	1.1%	1.1%	7.7%
Total	% of Total	14.3%	25.3%	8.8%	33.0%	13.2%	5.5%	100.0%

16-year-old students. This suggests that with age, the ability to social creativity develop, which may be due to the higher interest of senior students in interpersonal communication.

An interesting observation is that a high level of socialization is characteristic of 10% of the sample, and a high level of social creativity is observed in 25% of the study participants. Considering social creativity as a person's ability to quickly find and effectively apply non-standard, original creative solutions to the situations of interpersonal interaction, it can be argued that the basis for the purposeful development of this ability is a system of properties that make up the creative and communicative potentials of the individual. Based on the results of the study, it is precisely these potentials that are developed in high school adolescents to a greater extent than the components of socialization.

The study of creative thinking was carried out by analyzing three indicators: speed of thinking, the flexibility of thought and originality of thinking. As a result of this analysis, it is found that 32% of the study participants have low rates of speed of thinking, 50,5% of the respondents have an average level of speed of thinking, and only 17.2% of adolescents have a high rate of speed of thinking. At the same time, 34.6% of the entire sample has a low level of flexibility of thinking, average indicators of flexibility in 49% of respondents and 15% belong to a high level of flexibility of thinking.

Based on this, it can be seen that the average indicators relative to the speed and flexibility of thinking are approximately the same, and the low and high indicators differ. The percentage of a high level of speed of thinking is greater than the high level of flexibility of thinking. This may indicate that it is easier to quickly find the necessary answers and respond to the situation than generate new ideas, produce new options for solving problems. It can be assumed that in this age category, according to J. Guilford, convergent thinking prevails over divergent [12].

Regarding the indicators of originality, the largest percentage is at a low level - 70%. 17% of respondents have an average level of originality of thinking. And only 12% of respondents have high rates of the originality of thinking. This is quite justified because originality is calculated from the calculation of 1 original answer to a sample of 30-40 people. Considering that originality in this context characterizes the originality of creative thinking, the unusual approach to the problem, unconventional combinations of various options for solving the problem; 70% of the sample with a low level of this indicator can illustrate that a regular school does not develop and does not support the original thinking of students, seeking to reduce the majority of teenagers' thoughts to a well-known and well-planned structure [17-19, 25]. In addition, for the manifestation of originality in the conditions of traditional education in Ukraine, students need to have a certain level of courage to defend their point of view before the teacher and also be prepared for the lack of acceptance by

Table 2: Creative Thinking: Percentage Distribution by Indicators Levels

Creative thinking indicators Levels	speed of thinking	flexibility of thinking	Originality of thinking
Low	32%	34.6%	70%
Average	50.5%	49%	17%
High	17.2%	15%	12%

classmates. This is also an explanation of a small percentage of the high level of originality of students' creative thinking in this sample.

In the presented sample, 39% of the participants have a low level of social maturity, 40% have a satisfactory level of social maturity, and 19% belong to a high level of social maturity.

LEVELS OF SOCIAL MATURITY

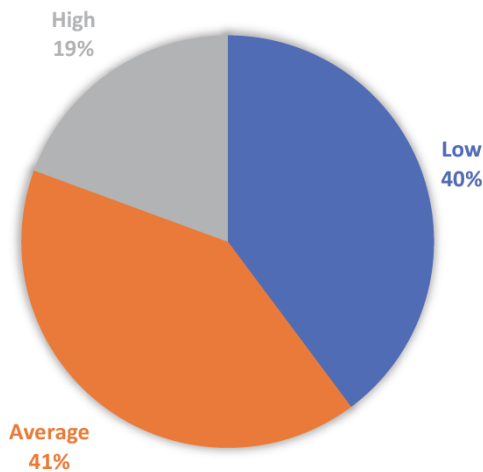


Figure 3: Levels of social maturity.

It can be assumed that if the sample included the last school grade, the percentage of adolescents with a high level of social maturity would be greater. Such a percentage distribution indicates that a sufficient number of students before school graduation acquires a satisfactory and high level of social maturity, which makes it possible to say that the school performs one

of its most important functions that is the formation of a mature personality at the end of school.

Comparing the indicators according to the methodology of studying the level of social maturity between boys and girls, we found that the level of social maturity is higher in girls. This may indicate that girls move faster from the previous to the next level of social maturity, which confirms the assumption that girls mature faster than boys. This may also indicate differences in the education of boys and girls: girls are brought up more socially adapted, and boys are more socially free.

By comparing different age intervals, the following assumptions can be made. At the age of 11-12 years, there are more teenagers with a low level of social maturity (64%). This indicates that they already have ideas about adult behaviour, and they are trying to copy its elements, but there is no internal content yet. Among adolescents of this age category, 30% have an average level of social maturity, and only 10% have a high level. This suggests that adolescents of this age already have prerequisites for moving to higher levels of social maturity, but they are mostly still at the first level.

Among adolescents aged 13-14 years, 31% have a low level of social maturity, 37% have a satisfactory level, and 32% have a high level of social maturity. Compared with the previous age link, there is an approximately uniform percentage distribution between all three levels. Given this, we can call these two years as "transitional", when some students (mainly boys -

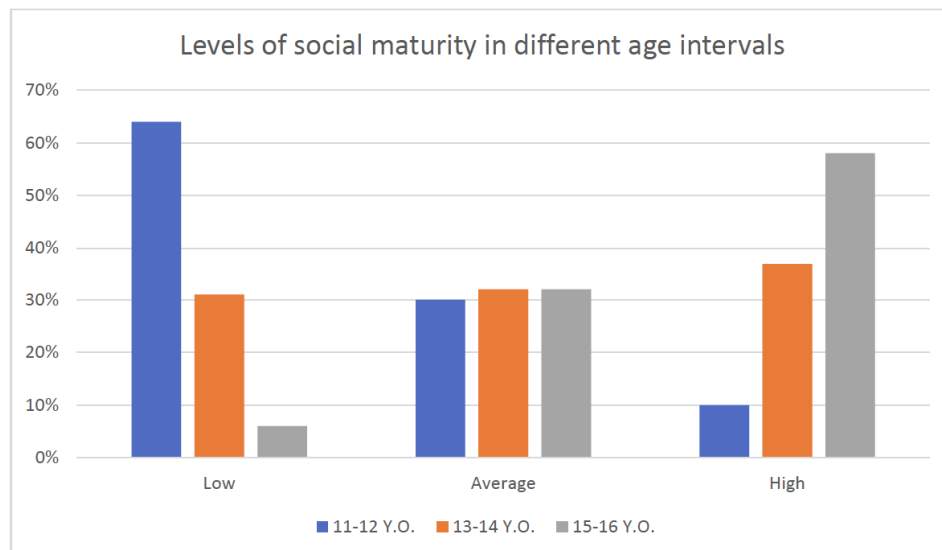


Figure 4: Levels of social maturity in different age intervals.

67%), remain at the first level of social maturity. But by copying an adult's behaviour, some students have already moved to a satisfactory average level and have an idea of responsibility. A third already feels quite mature and adult, having a high level of social maturity and having experienced on themselves what responsibility and independence are. Therefore, this age can cause many problems, in particular in interpersonal communication. There may be a considerable distance between some children, which may be based on a different level of social maturity. For instance, when a girl (with a high level of social maturity) is waiting for some real adult act from the side of a guy, she likes (and he has a low level of social maturity), and he due to the fact that he has only an idea of adult behaviour, and the concept of responsibility, autonomy and tolerance have not yet been formed, he copies the actions of adults, for example, his father. But this is not at all what the girl hoped. Perhaps that is why it is at this age that the most considerable distinction occurs between boys and girls. Other changes are added to this, in particular physiological.

The last age link - 15-16 years old - has such a percentage distribution:

- 6% of adolescents have a low level of social maturity;
- 32% have a satisfactory level;

- 58% of adolescents are at a high level of social maturity.

This indicates a current trend towards the development of a teenager's personality, the formation of a sense of adulthood, the concepts of responsibility, autonomy and tolerance against the background of a positive attitude towards life.

It is important to pay attention to that 6% of adolescents who at this age still at the first level of social maturity. Perhaps, among them, there are those teenagers who were not serious about the task and joked about it. But, probably, among them, some really do not feel like adults. This requires additional and close attention because it is precisely such adolescents that can be in a state of social maladjustment due to a lack of knowledge and experience of what it means to be an adult. These teens may include students with low sociometric status, i.e. outsiders. Teachers do not instruct them because such children seem to be "irresponsible." Other students do not communicate with them or, even worse, actively bully them, because they cannot stand up for themselves, because the concept of autonomy is also not formed. Sometimes such children are brought up in a family where everything is done for the children for various reasons, without giving them the opportunity to do something on their own. Due to the presence of such relationships and such an attitude, the necessary tolerance and a positive attitude towards the world cannot be formed in adolescents. Such children seem to fall into a vicious

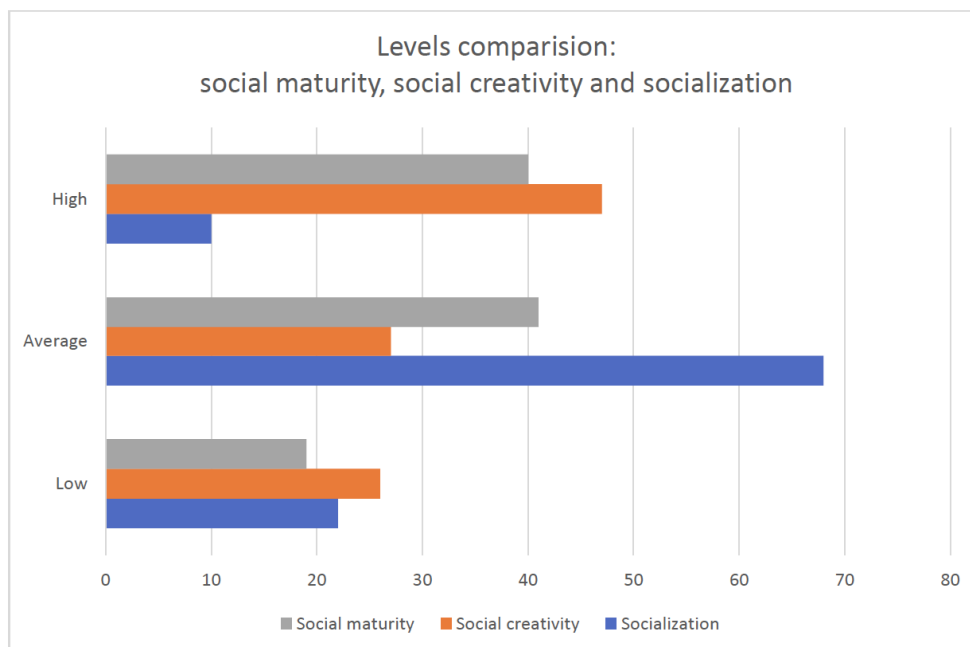


Figure 5: Levels comparison: social maturity, social creativity and socialization.

circle: in order to feel like an adult, you need to be tolerant of people around you and look at life positively, but how can this be done if adults do not allow them to do it and their peers are bully them? Therefore, it is necessary to work additionally with such children to help them break this circle and align their level of social maturity. One of the possible areas of work with such students may be the development of their creative abilities, during which the development of the necessary skills will take place, which will help develop the required components of social maturity. It is also necessary to remember that such work cannot occur at the level of adolescents, it is necessary to involve parents, teachers and other important people from the social environment of such adolescents.

When comparing the levels of social maturity, social creativity and socialization of adolescents, it is clear that the highest percentage of low level is manifested in social creativity. At the same time, the smallest percentage in the sample is going to a low level of social maturity [20]. At the same time, the low and medium level of social creativity is almost the same in percentage terms. Also, the highest percentage at a high level belongs to social creativity. This suggests that, in comparison with the gradual and even development and distribution of social maturity, there is a significant gap between high and medium-low levels in social creativity. Given that the development of all these indicators occurs with the adolescents growing up, it can be argued that social creativity develops faster than other compared indicators. It can be assumed that the active development of social creativity is due to the fact that at this age adolescents need it more than the development of two other indicators.

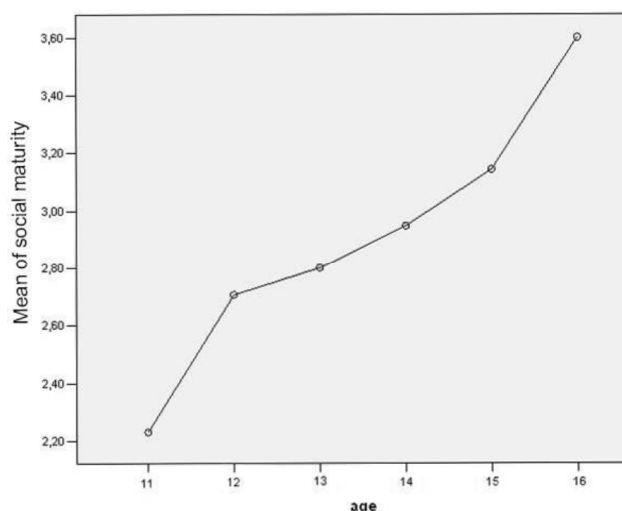


Figure 6: The ratio of age and level of social maturity.

Correlation analysis confirms the relationship between age and level of social maturity: the older the age, the higher the level of social maturity. Therefore, this may indicate a logical, direct dependence of age on the sensation of adulthood. This trend rejoices because it shows that development and education are gradual and predictable.

As a result of the correlation analysis, among the other indicators, the following trends were identified. The indicator of social creativity of adolescents positively correlates with the scales of the methodology for studying the level of socialization of a student's personality: the level of social autonomy, social morality and social activity. The existence of a correlation between the level of social creativity and social autonomy can be explained by the fact that in order to develop original ideas, you need to feel at ease so that no obstacles inhibit the flow of thought, which is aimed at finding yet non-existent solutions to a particular problem. In modern psychological science, creativity is defined as a personality trait and as an integral part of the cognitive sphere of personality. O. Yakovleva considers creativity as a personal characteristic, but not as a specific set of personality traits, but as a person's realization of their own individuality [13]. This intersects with the results we obtained and confirms the assumption that social autonomy can be considered as a component of social creativity. At the same time, a manifestation of social autonomy may be creativity, which in this case acts as the independence of thoughts, the key to originality.

At the same time, social creativity tends to increase if the level of social morality rises. Here we can say that a high level of morality indicates the development of the moral and ethical sphere of personality. The moral formation of personality is directly associated with the creative nature of their life. Adolescence (11-16 years) is considered a sensitive period for the formation of both creative and moral properties of a child's personality. In psychological studies, morality stands out as a form of organization of human relationships, one of the criteria for human spirituality. The spirituality of an individual subject is presented as a constant orientation towards others, towards society, towards the human race; acting within and accordingly with higher moral values of the human community, as a way to love, conscience, purpose and content of one's own life. Hence, the morality of a particular person is considered as a personal form of moral consciousness, an area of free and responsible actions. The central meaning-forming characteristic of morality stands out

relations to another person, which intertwining with self-attitude, forms the core of the personality.

In numerous studies, creativity is determined as the necessary factor in the development of morality, that is, the social life of the individual is presented as "the creation of social relations" [22], "ethical creativity" [26].

These data confirm our results about the connection between social creativity and the level of social morality. It can be assumed that, developing in the direction of another person, trying to understand and act in society in accordance with established moral and ethical standards, the level of social creativity in a person increases due to the fact that one understands others and what will be appropriate for them in a given situation. This opens up opportunities for personality to produce new social ideas, considering the interests of as many people as possible.

There is also a tendency towards a relationship between the level of social creativity and the level of social activity. Creativity is sometimes called the creative activity of the individual. This indicates that both of these signs of human behaviour are intertwined with each other: creativity involves activity, and activity is often expressed through creativity. In other words, a person who is socially active is likely to strive to solve socially significant problems that will stimulate one to creative solutions. And the manifestations of social creativity have already acted in themselves aimed at society.

Also, social creativity correlates with the flexibility of verbal thinking, which is one of the scales for studying the creative abilities of adolescents. Since the flexibility of verbal thinking is determined by the ability to quickly switch and the number of classes (groups) of these answers, this directly indicates a connection with the level of social creativity. The property of creativity, in general, is the rapid combination of previously incompatible elements. In a broad sense, a non-trivial and witty solution to the problem. This is also characteristic of the flexibility of thinking: the variability of approaches, hypotheses, initial data, points of view, operations involved in the process of mental activity when working with verbal (textual) material. These two features that we combine are mentioned in Guilford's definition of divergent thinking, which consists in finding many solutions to the same problem. According to psychologist J. Guilford, people usually use two different types of thinking, which he defines as convergent and divergent thinking [12]. We are talking

about the different nature of the mental activity: narrowing the range of thinking with access to solving a problem or expanding the field of mental operations. Divergent thinking is characterized by greater internal freedom. The last remark emphasizes the identified relationship between social creativity and the flexibility of verbal thinking.

CONCLUSION

The article discusses the concepts and relationships between social maturity, social creativity, socialization and creative thinking of adolescents. Theoretical analysis showed that art is used by specialists working with children for communication, healing and the formation of spiritual values of the latter. For the successful development of the social maturity of a person through the development of one's creative abilities, it is necessary to form certain conditions, which can be attributed to the pedagogical support, and the ability to express themselves in the attempts of creativity, and the absence of fear of negative evaluation of their work. In addition, engaging in theatre and performance creates the conditions for the acquisition of productive and successful socialization skills.

The data obtained indicate that the level of social maturity has a direct correlation with age. It was found that girls are more likely to move from the previous to the next level of social maturity. It was found that with age, the ability to social creativity develops, which may be due to the greater interest of high school students in interpersonal communication. Gained results showed the need for the creative and communicative potentials development of the individual rather than the development of socialization. The empirical analysis indicates that social creativity develops faster than social maturity and socialization of adolescents. A difference was found between indicators of speed and flexibility of thinking of adolescents. This may indicate that it is easier to quickly find the necessary answers and respond to the situation than generate new ideas, produce new options for solving problems.

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