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, – . . . , T. Amabile, . . . , M. Csikszentmihalyi,

. . . , . . . , . . . , . . . , . . . ,  
. . . , . . . , . . . , . . . , . . . ,  
. . . , . . . , K. Sternberg, E. Torrance, . . . ., –

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2002257).

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( ... ),  
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 (« «+» » ( + ) , «  
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 », «16- » (16-PF) , 105 ,  
 « - » ( ) ) .

: - , - , 2-  
 , ,  
 ANOVA,  
 MANOVA, Post Hoc test,

SPSS v10.07, Statistica 6.0, Excel 7.0.

591 : 49 - , 105  
 111 - , 106 , 69  
 , 53 -  
 «  
 » ( ) , 98  
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 » ( ) . 8 , 383.  
 - 19 8 .



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1.2.

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114  
 21 (362 58  
 ), - 210 (11 ), - 8 (21  
 ) -2 (2 ).

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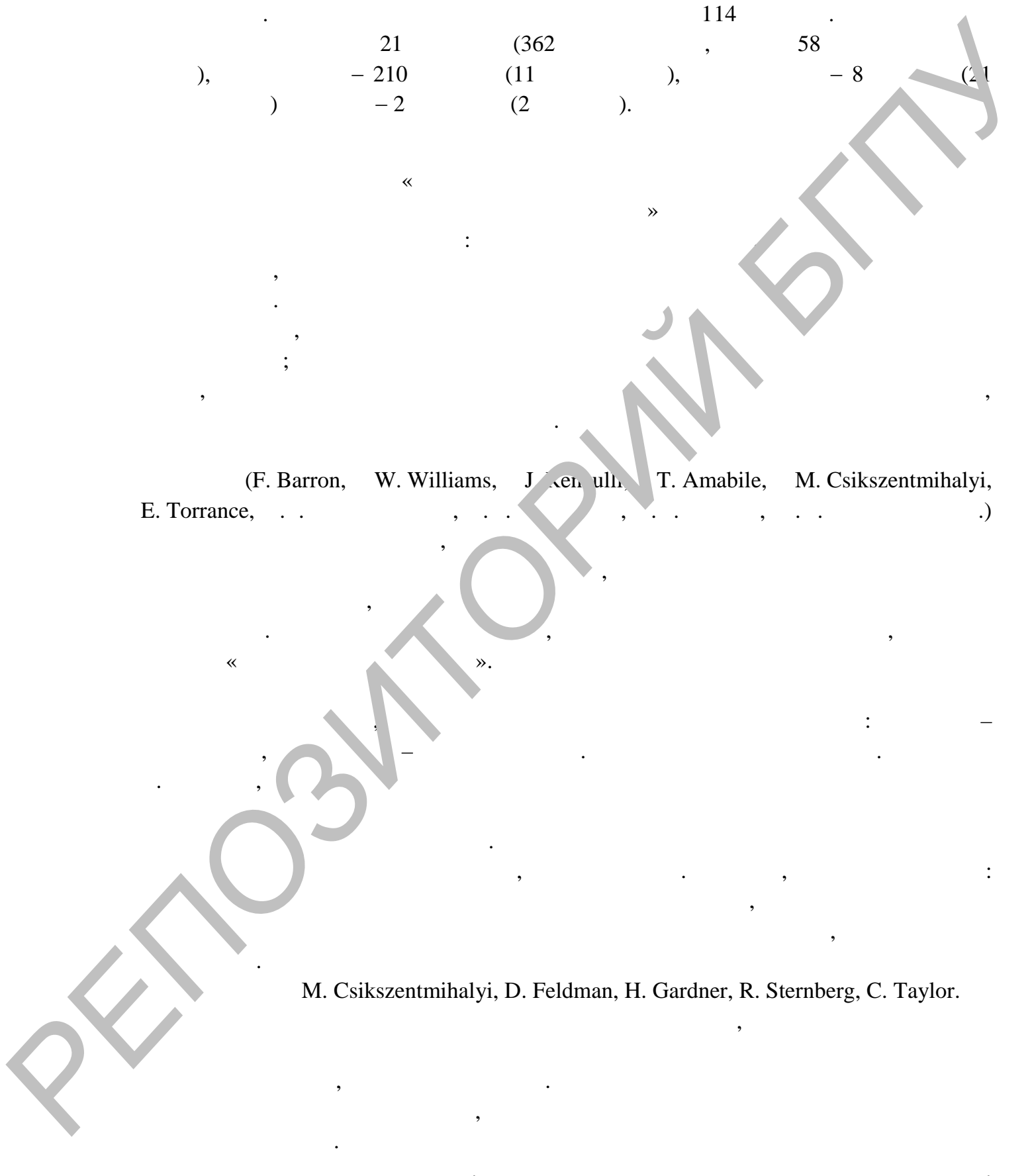
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(F. Barron, W. Williams, J. Kennerly, T. Amabile, M. Csikszentmihalyi, E. Torrance, . . . )

M. Csikszentmihalyi, D. Feldman, H. Gardner, R. Sternberg, C. Taylor.





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(r=0,760; <0,01)

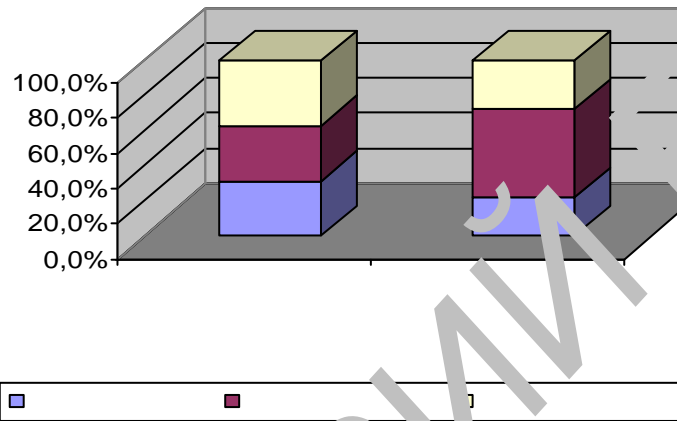
(r=0,520; <0,01)

(r=0,80; <0,01)

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$$\chi^2 = 13,128, df=2, p=0,001.$$

.1.



.1.

	(%)		
	18,6	48,8	32,6
	34,8	46,7	18,5
	24,0	42,0	34,0
	20,9	41,8	37,4
	33,3	35,0	31,7
	9,7	58,1	32,3
	23,0	49,2	27,9
	24,2	45,8	30,1

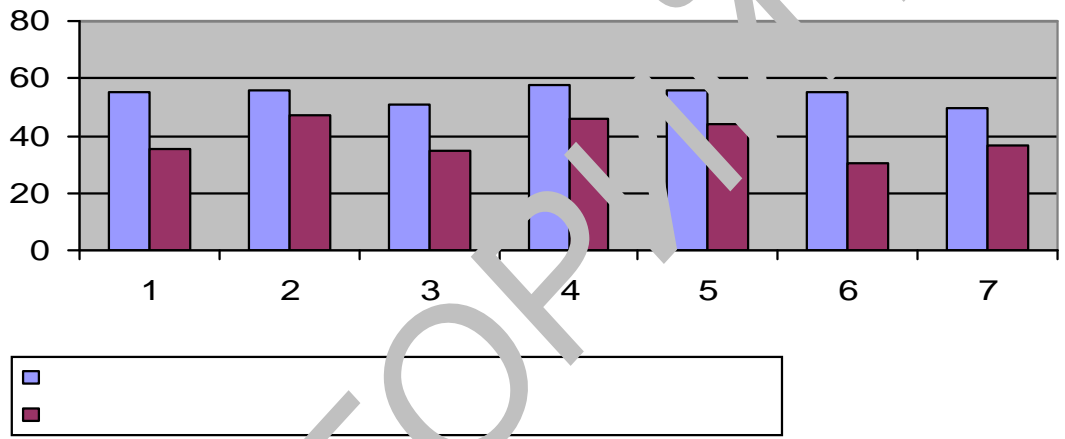
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( <0,05).

( <0,01).

(<sup>2</sup>= 106,019, =12, <0,001).

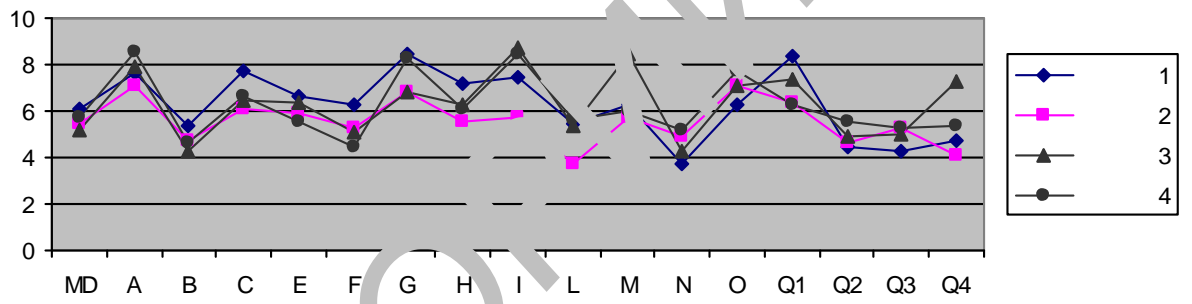
(34,6%), (9,1%), (60,2%), (39%), (9,3%), (48,8%), (10,2%), (10,5%), (10,4%), ( <0,05).



.2.

: 1 - , 2 -  
3 - , 4 -  
5 - , 6 -  
, 7 -

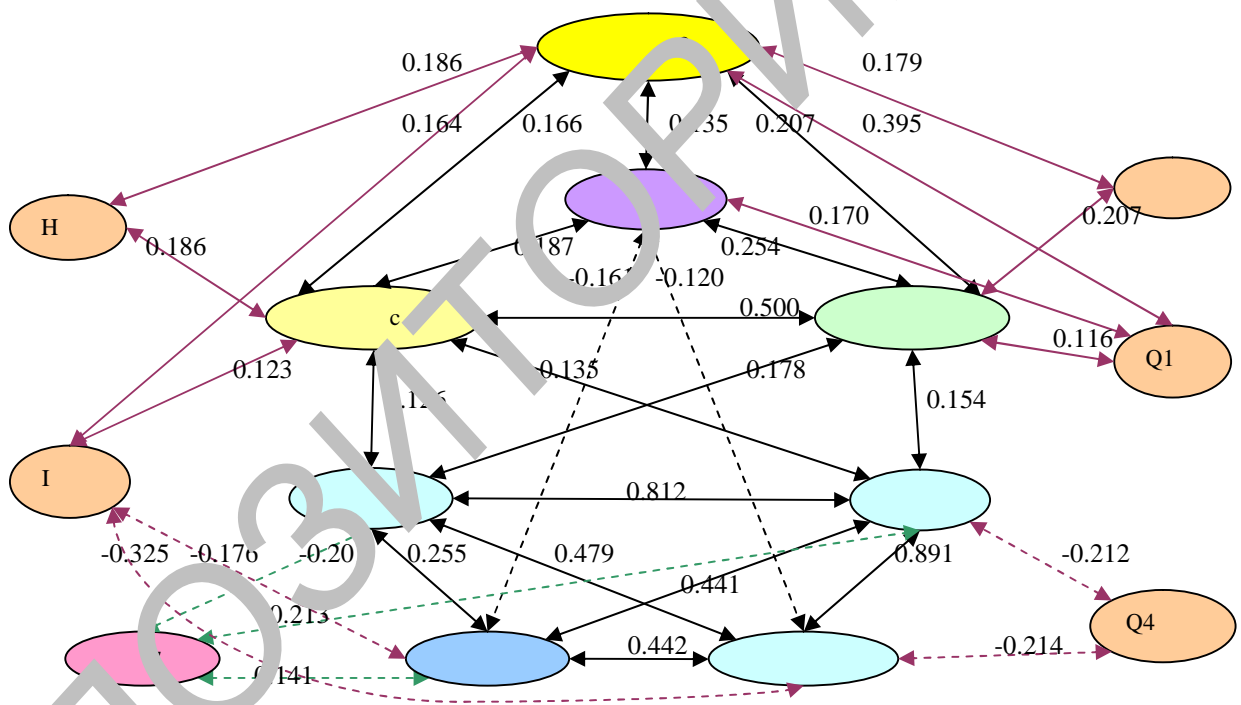
F, I, M, Q4, (p<0,05) (



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7 - « », I - « », Q1 - « », Q4 - « » 16-

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[6].

3.

[3: 1]

[14].

[6].

[4].

[5].

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4].

[2;

[1; 2; 6; 9; 10].

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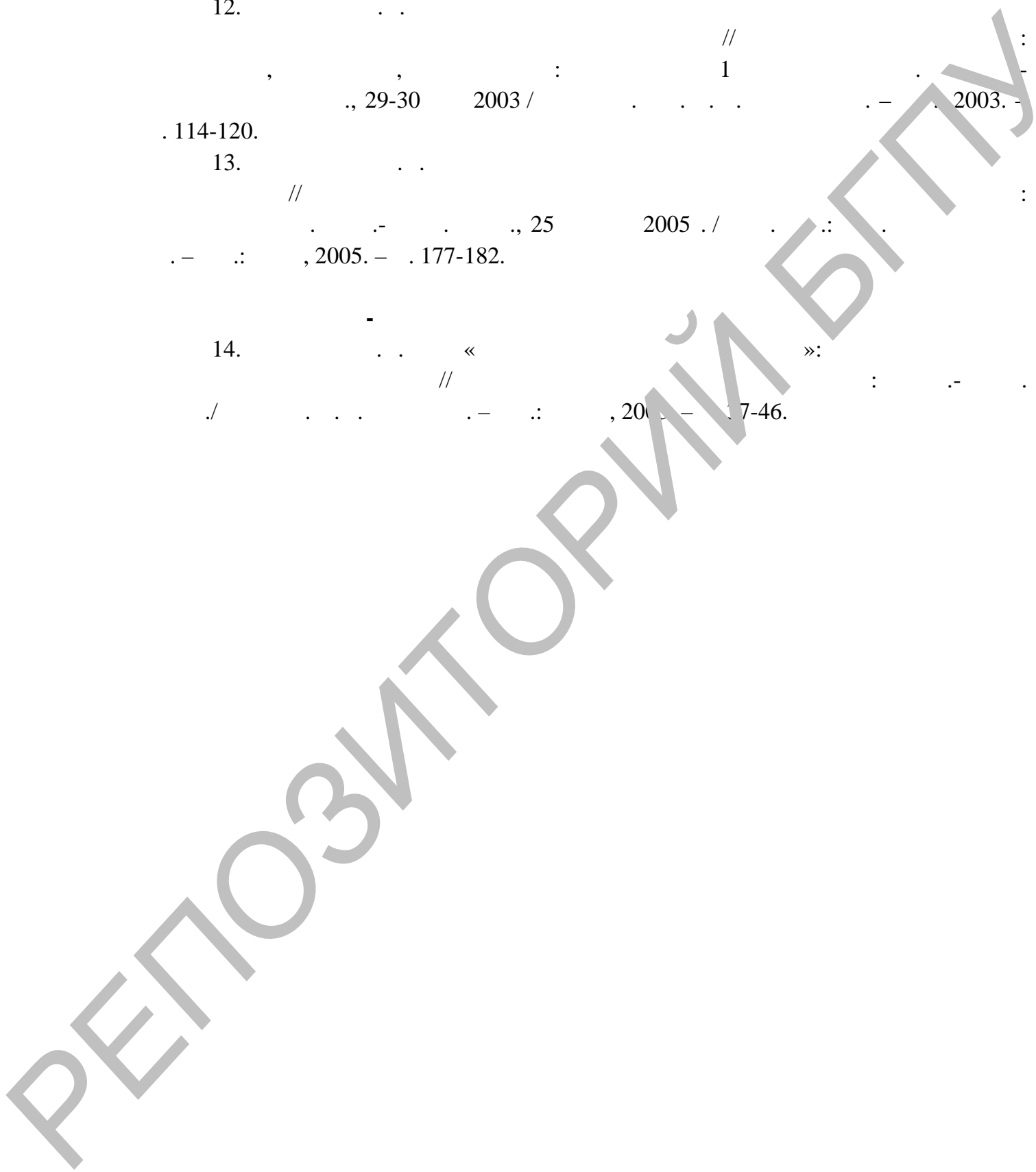
1. . . . . //
2. : . . . . : 2 .- .: , 2002. - .2. - .62-65
1. . . . . — 2005. 3 (45). - .52-54. //
3. . . . . //
4. . . . .6, / . . . . . — .: - 2005. - 189-198.
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6. . — 3 (45). - 2005. - . 49-51 // , 1. . . . .
7. . / . . . . . : . . . . . — . . . . .
1998. - .99-101.
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9. . . . . . //
10. // . . . . . ( 70- . . . . . ) . . . . . , 22-23 2003 / . . . . . , . . . . . , 2003. - .189-191.
11. . . . . //

18. : : 2 . . . , 17  
2003 / . . . , - ., 2003. - . 181 -183.  
12. . .

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, 29-30 2003 / . . . . - 2003. -  
. 114-120.

13. . . :  
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. - . . . ., 25 2005 ./ . : .  
. - . : , 2005. - . 177-182.

14. . . « » :  
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./ . . . . - . : , 2005 - . 17-46.



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## RESUME

Yurochkina Tatsiana Sergeevna

### **The Interrelation of Creativity with Intellect and Personal Traits of High School Students of Various Types of Education**

**Key Words:** creativity, intellect, personality, creativity criteria, a creative personality, creative environment, educational context.

**The Object:** creativity interrelated with intellect and personal traits of high school students.

**The Subject:** specificity interrelation creativity with intellect and personal traits of high school students of various types of education.

**The Aim:** studying the variance of interrelation of creativity, personal traits and intellectual abilities of high school students depending on their specialty.

**The Methods:** theoretical analysis, stating experiment testing, quality and quantity analysis of the experimental data by means of mathematical statistics methods.

**The Scientific Novelty and Theoretical Importance.** The research reveals specialized norms for high school students for Torrance and Williams tests (Divergent Thinking Test and Creativity Personal Inquiry), Mednick test and Progressive Matrices Test. The internal and external validity of the above mentioned tests is figured out. The latter makes it possible to widen the range of creativity tests and Progressive Matrices Test usage. New data on creativity structure of high school students of various specialties is obtained. Gender specificity of creativity and intellect distribution is determined. The new empirical data on the variance of interrelation of creativity, personal traits and intellectual abilities of high school students depending on their specialty is obtained. The research proves that the confirmation of theoretical concept of creativity depends not only on the research methodology but on the probationers' specialty as well. Thus the research proves that the problem area, such as the content of education in our case, determines the structure of creativity. The new data on the interrelation of creativity, personal traits and intellectual abilities of high school students is obtained.

**The Practical Importance.** The research results widen the range of creativity tests usage with adults. They can thus be applied by career-guidance and occupational selection services. The results may be used for the purpose of creativity development programs creation and in order to improve high school education. The research results have been revealed within the framework of psychology university courses. They have been applied in educational psychologist's service.