

MODERN TENDENCIES AND WAYS OF PERSONAL CREATIVE DEVELOPMENT

One of the most common goals of the education systems throughout the world refers to the development of a creative personality, who could easily adapt to fast changes, modern society undergoes to. According to this fact **the main aim of the article** is to find out and research modern tendencies and ways of personal creative development in terms of some foreign countries. **The results of the done work** show the following. Nowadays there is no universally adopted definition of the term creativity, but three main approaches to interpret it were done: the elitist approach according to which pre-scientific reflections on geniuses (Becker) assumed that creativity is extremely rare and is a characteristic only for a few, humanistic one which found out distinctions between eminent and everyday creativity, and modern approach which claims that everyone not only has a potential to be creative, but also the requirement to function creatively. Most theorists agree that the creative process involves a number of components, which should be taken into consideration: imagination, originality (the ability to come up with ideas and products that are new and unusual), productivity (the ability to generate a variety of different ideas through divergent thinking), problem solving (application of knowledge and imagination to a given situation), the ability to produce an outcome of value and worth. Many researchers and teachers-innovators throughout the world try to work out new and effective ways of personal creative development. **In England** creativity has recently been granted official recognition as one of the overarching aims of the curriculum in schools. The curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives. Britain researcher affirm that the development of creativity should be started at around three to six years and realized through art, music, dance, role-play

and imaginative play. British professor Mellou suggests that children's creativity can be nurtured through educational settings in three respects: the creative environment (the encouragement of children's play), creative programs (especially arts-based ones) and creative teachers and ways of teaching that are key components in fostering creativity in young children. **In Italy** and in other countries of the world (Ukraine, Russia, Poland, Portugal) the system of the Montessori education becomes more and more popular. According to this system it is suggested that there are 3 types of creative personality (ectomorphs, mesomorphs, endomorphs) and each of this type has their own peculiarities and particular system of exercises and tasks. **In Spain** in 1900, realizing the need for educational support gifted children group teachers implemented the program "Star" aimed at children 4-16 years old. The program objectives (which are realized in the classroom by organizing groups and discuss issues, debate, creative resolution of problems requiring non-standard creative) stimulate creative thinking, scientific knowledge, the development of creative abilities of children in the fields of art and literature.

The research has proved that that each of the countries is interested in the development of creative capabilities of personality in order to develop and educate the person who will be capable to solve a variety of problems actively and creatively, and to be competitive in the world space.