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DEVELOPING TEACHERS' CREATIVITY THROUGH SELF-REGULATION METHODS

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The article explores how mindfulness meditation, as a psychological self-regulation method, can develop teachers' creative thinking. It reviews different perspectives on creativity and emphasizes the psychological and psychophysiological connections between mindfulness and creativity. The primary objective of the study was to investigate the effects of self-regulation methods on the growth of creativity of the teachers.

Research methods were testing and experiment. The results of the applied methods were analysed by correlation and paired sample t-test. The correlation analysis revealed significant relationships between various mindfulness components and criteria of creative thinking, as well as characteristics of a creative individual. The paired sample t-test results of the experimental training largely confirmed the identified correlations. Participants demonstrated considerable improvements in creative thinking and its criteria, such as flexibility, originality, elaboration, and creative speech. Both correlation and training results analysis showed, that increase in the nonjudging of inner experience, a factor of mindfulness, improved elaboration and increase in the nonreactivity to inner experience, a factor of mindfulness, improved complexity, individual characteristic of a creative individual.

In conclusion, the results of the theoretical and experimental research suggest that integrating mindfulness practices, particularly during the incubation and insight phases of the creative process, can effectively develop creative thinking, the emergence of insight and creative solutions among teachers.

The novelty of this scientific research is that the psychological and psychophysiological connections between creativity development and psychological self-regulation methods are presented. The data of the experimental research conducted based on such revealed connections makes

it possible to confirm that mindfulness meditation can be used in the process of creativity development.

Keywords: *Creative thinking, creativity, mindfulness meditation, teachers, teaching creatively.*

Introduction

In the conditions of uncertainty and constant changes typical for today's society, the creativity of a person helps to find new ways and to be flexible to quickly respond to changes. The educational system is one of those systems where the response to changes is especially slow. As a result, teachers and students are limited to traditional education, which does not provide students with the creativity skills to solve problems, make decisions, orient themselves in life and be productive. Here, the role of the teacher as a model of a creative person for students is great. The implication of teachers' creativity contributes to the increase of teachers' work efficiency on the one hand, and on the other hand it contributes to the development of students' creativity.

It should be noted that today in Armenia, at the legislative level, an important place is given to the manifestation of creativity and creative thinking of teachers and students. With the amendments of the decision of the Government of the Republic of Armenia, creative thinking was also included as an important standard and competence for students in the general education state standards.¹

And in the RA Law on Public Education, creative thinking and work are emphasized at different levels: state-director-teacher.²

Creativity researchers argue that even if a person is not creative, it is possible to develop creative thinking and the personal qualities necessary for creativity. They can be developed using various methods, including psychological self-regulation methods, particularly mindfulness meditation.

The goal of the research is to study the influence of psychological self-regulation methods on the development of teachers' creativity. The objectives of the study are:

- to study the interpretations and development features of creativity, as well as the nature and methods of psychological self-regulation.

¹Decision of the RA Government N 439-Ն, available at <https://www.arlis.am/documentview.aspx?docid=149792>, [08.04.2010].

² RA Law on General Education, <https://www.arlis.am/documentview.aspx?docid=173821>, [08.04.2010].

- to study the level of creative thinking of teachers, self-evaluation of the personal qualities of creativity, as well as the level of mindfulness of teachers.
- to study the influence of psychological mindfulness meditation in the process of developing teachers' creativity.

Based on the goal, we put forward the hypothesis of the research: mindfulness meditation as a self-regulation method, affecting the incubation and insight stages of the creative process, contributes to the development of originality, observation, creative thinking, as well as the qualities characteristic of a creative person, including curiosity, complex problem solving and risk-taking abilities.

Methodology: Research methods were survey and experiment. The results were analysed by correlation and paired sample t-test. The methods of diagnostics are the tests by F. Williams for creativity assessment and Five Facet Mindfulness Questionnaire (FFMQ) by Ruth Baer.[1]

The theoretical and practical significance of the research: The propositions presented and revealed as a result of the research will complement the approaches to creativity, creative thinking, and personal qualities of creativity. The studies on the creativity of teachers can be applied in educational institutions for promoting creative teaching. The study of, psychological and psychophysiological features of mindfulness meditation and creativity can contribute to the tendency of teachers to use mindfulness meditation as a means for the development of creativity. As for the practical significance of the research, the results and proposals of the research can be applied in the process of developing teachers' creativity and raising the level of mindfulness. The results of the research can be applied in the process of preparation and training of teachers.

Contemporary explorations within foreign and Armenian psychological scientific communities have extensively delved into the realm of creative thinking and its development. However, the application of psychological self-regulation methods for the development of creativity remains an area with comparatively limited research. This phenomenon is notably absent within Armenian scientific circles, whereas international scholarly literature accentuates the application of mindfulness meditation as a method of psychological self-regulation in developing personal creativity.

The approaches to the interpretation of creativity are quite different. At the same time, starting from different stages of the creative process and ending with the characteristic features of a creative person, various authors enrich the content of creativity with their studies, bringing the interpretation of creativity to a high level of elaboration.

If S. Mednick considers the ability to create distant associations to be creative, J. Guilford speaks of divergent and convergent thinking. E. De Bono considers the goal of creative thinking to get out of the flow of possible solutions to a problem. J.

Kaufman and J. Bayer consider creativity to be relative. Meanwhile, T. Lubart and R. Sternberg define clear standards that are necessary for a person to be creative. Russian scholars, namely E. Ilyin, T. Barysheva, and M. Kholodnoya, further supplement the construct of creativity by accentuating the necessity of qualities such as attention, metaphorical and symbolic thinking, special sensitivity of perception, intuition and forecasting abilities.

B. Jeffrey, A. Kraft and A. Cropley elaborate on the two perspectives put forward at the basis of theoretical research on teachers' creativity, creative teaching and teaching for creativity. Horn, Schmidt, A. Cropley and Craft present the qualities of a creative teacher, a specific list of behaviors that promotes creativity.

The description of the stages of incubation and insight of the creative process has been the subject of investigation by a cohort of scholars, including J. Davis, W. James, W. Zion, T. Ormerod, P. Langlin, R. Jones, K. Mushirun, T. Lubart, K. Sawyer, and L. A. Kitaev-Smik.

The stages of incubation and insight find empirical and theoretical support through the psychophysiological research of J. Kunios, E. Bowden, and M. Beeman.

J. Kabat-Zinn and Sh. Shapiro, referring to mindfulness, emphasize that it is necessary to pay attention purposefully or intentionally, in the present moment, without evaluating or criticizing, with openness, acceptance and love. Sh. Young and R. Bayer emphasize that it is necessary to focus attention on the flow. Mindfulness as a set of skills available to everyone is addressed by K. Germer and Sh. Young. D. Penman's mindfulness for creativity approach provides important theoretical and practical foundations for research.

Amidst these discourses, a notable gap persists in understanding the psychological and psychophysiological features and connections of mindfulness meditation and creativity development.

Results

- Psychological and psychophysiological connections of creativity and mindfulness meditation
- Creativity is a person's ability to create unusual thoughts, find original decisions, and depart from traditional schemes of thinking. [17]

As T. Lubart points out, there is no absolute standard by which we can evaluate creative output. [18] In practice, creativity is evaluated by social consensus. Meanwhile, D. Guilford and E. Torrance, representatives of the cognitive approach to creativity, have created a series of tests that make it possible to measure creativity of a person. According to John Bayer, creativity is the ability to create a new, original and unexpected, high-quality, and relevant, useful, problem-solving product. [14] Mednik's associative theory states that creative thinking is based on the associations formed between thoughts. The more distant the thoughts, the more creative the thinking. [9] According to Guilford, creativity is the combination of

divergent, convergent and evaluative mental operations. [6] Multifactorial approach to creativity (R. Sternberg and T. Lubart) presents personal aspect of creativity and states, that the basis of creativity is a combination of special personal factors: intelligence, knowledge, cognitive style, personality, motivation and environment. [18]

When discussing creativity in the work of teachers, two perspectives are put forward in the scientific literature (B. Jeffrey, A. Kraft and A. Cropley, Cremin): creative teaching and teaching for creativity. In the first case, the centre is the creative personal and professional abilities of the teacher, and in the second case, the centre is the development of the student's creativity by the teacher. [5]

There are 4 aspects in the study of creativity: creative process, result, person and environment. According to G. Wallas there are 4 stages of the creative process: preparation, incubation, illumination, verification. [15, pp. 95-9]

Preparation stage is "hard, conscious, systematic, fruitless analysis of the problem". During the incubation stage the thinker does not consciously think about the problem. The third stage is the appearance of "happy idea", as G. Wallas calls. During the stage of verification the validity of the idea is tested and the idea receives its final form.

We think that the 4-stage approach to the creative thinking can be used in order to have an influence on the unconscious processes during the stages of incubation and illumination by mindfulness meditation and to find out the opportunities of the creativity development.

American psychologist William James states that new thoughts are formed from the combination of existing thoughts. These connections are made during the incubation stage, which is an unguided, unconscious process where a person simply puts the problem aside to relax. [4] S. Smith notes that in the logical mode of thinking, a small number of nodes are strongly activated, and in the case of intuitive thinking, the activity is low, but the number of nodes is high. [17]

The study of psychophysiological mechanisms is presented based on Functional magnetic resonance imaging and Scalp electroencephalogram recordings done by Beeman J.M., Bowden E. M. and colleagues. [2] E. Bouden and M. Beeman suggest that one should activate remote, weak, unconscious semantic network of alternative information in order to find not obvious solutions for the problem. [4, p. 7] Based on the electroencephalography data (EEG), M. Beeman and J. Kounios found that, gamma brain waves become active 0.3 second prior to insight. And there is a sudden increase in alpha rhythm, a decrease in nervous activity in the the visual cortex in the right posterior parietal cortex 1.4-0.4 seconds before the insight based solution response. [2]

Research conducted by electroencephalography (EEG) method among novice and experienced meditators has shown that meditation, regardless of the type,

activates the gamma rhythm. Meanwhile, the alpha rhythms activate during the vipassana meditation. [3] [13]

This means that before insight, the brain tries to limit the visual deviation, thereby stimulating the creation of associations between distant semantic elements, enabling them to become conscious. In contrast, the decision based on the analysis is made in the background of neural activity in the visual cortex. In this case, the alpha rhythm activity is lower.

As for the role of mindfulness meditation in the process of developing creative thinking and personal qualities characteristic of a creative person, Danny Penman notes that mindfulness meditation contributes to the development of divergent thinking, the emergence of a creative idea or the realization of an insight, the courage to turn an idea into a result, and the development of personal qualities of creativity. [10, p. 23] According to S. Poghosyan and R. Aghuzumtsyan: “The expression of creativity depends on the interconnection among the barriers to creativity, indicators of creativity, and personal qualities of creativity.” [11] They found out that a high level of creativity is manifested when there are fewer barriers and a low level of creativity is manifested when there are creativity barriers such as lack of confidence and conformity to majority opinion.

Research done among employees working in the creative industry shows that mindfulness has a significant direct effect on work creativity. The research used tests to measure creativity and mindfulness, including Work creativity scale, Mindful Attention Awareness Scale. [7]

Meditation is used as a mean to achieve mindfulness or a conscious state. Mindfulness is also called sudden awareness, presence or consciousness. According to John Kabat-Zinn “mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally”. [8, p. 4] Sh. Shapiro and L. Carlson note that mindfulness is both a product and a process. The result is awareness, the process is mindful practice. [12, p. 556] The Basic Mindfulness System by Sh. Yang is a set of skills for processing sensory experience. [16] This approach was used as a basis for a scientific experiment.

Experimental research

The research sample. 102 teachers were included in the research sample. For conducting the research, we ensured the territorial, sex-age distribution. Such a research sample provides an opportunity to ensure the objectivity of creativity development opportunities with self-regulation methods.

Methodology: Research methods were survey and experiment. The results were analysed by correlation and paired sample t-test. The methods of diagnostics are the tests by F. Williams for creativity assessment and Five Facet Mindfulness Questionnaire (FFMQ) by Ruth Baer.[1] The participants read the

"Information and Consent Form" to participate in the research and signed their consent to participate in the research.

We conducted the research among 102 subjects, of which the results of 93 are valid.

Referring to the results of the research, we should note that the creative thinking of teachers is at an above average level ($M=75$). Although the teachers have fast ($M=11$) and original ($M=25$) thinking, the indicators of the observation of ideas ($M=12$) and the creative use of speech ($M=19$) are low. Among the characteristics of a creative person, curiosity ($M=14$) and risk-taking ($M=15$) are the most developed among teachers, which means that they tend to explore new thoughts and ideas, disobey others' opinions, set goals and strive to achieve them. The other two features, complexity ($M=13$) and imagination ($M=9$), are less developed and are at a below average level. The indicator of the imagination of teachers is especially low.

The mindfulness level of teachers is at an average level ($M=134$). Accordingly, it is relatively easy for them to be involved in the present, not to act automatically ($M=31$), to notice and follow their external and internal experience, such as feelings, emotions, thoughts ($M=27$) to point them out and describe them in words ($M=30$). For teachers, it is more difficult to accept inner experience without criticizing or suppressing it ($M=25$), and it is also difficult to stay focused and not to cling to thoughts ($M=21$).

As a result of the correlation analysis, it was found that there are correlations between different factors of mindfulness and different criteria of creative thinking, as well as between the characteristics of a creative person. In the case of observation, acceptance of inner experience without criticism, conscious action, description of experience, general awareness, teachers can offer original, non-standard ideas, observe and develop them, orient themselves in difficult situations, look for alternatives, take risks if necessary.

There are correlations between different factors of mindfulness and different criteria of creative thinking ($n=86$): Observing and Fluency, ($r=.228$, $p<0,01$), Originality ($r=.253$, $p<0,01$) and Creative thinking ($r=.212$, $p<0,01$). There is inverse correlation between Acting with Awareness and Fluency ($r=-.220$, $p<0,01$), and there is a correlation between Nonjudging and Elaboration ($r=.196$, $p<0,01$). There are correlations between different factors of mindfulness and the characteristics of a creative person ($n=86$): Describing and Curiosity ($r=.239$, $p<0,01$), Complexity ($r=.254$, $p<0,01$), Risk taking ($r=.239$, $p<0,01$) and Creativity self-evaluation ($r=.271$, $p<0,001$), between Acting with Awareness and Risk taking ($r=.247$, $p<0,01$), Nonreactivity and Complexity ($r=.193$, $p<0,1$), Mindfulness level and Curiosity ($r=.208$, $p<0,1$), Complexity ($r=.274$, $p<0,01$), Risk taking ($r=.252$, $p<0,01$) and Creativity self-evaluation ($r=.241$, $p<0,01$).

Experiment

In order to practically verify the hypothesis of the research, the data obtained by the survey and the correlations, we implemented experimental training for teachers. The purpose of the training was to develop the creativity of the teachers through mindfulness meditation. The training plan included mindfulness meditations translated from Danny Penman's monograph "Mindfulness for Creativity" [10], as well as exercises that test the participants' thinking fluency, flexibility, originality, elaboration, and imagination. The following meditations were included: Breath, Sounds and Thoughts, Flexibility, Insight.³ They are developed and aimed at the development of creativity. That is the reason why we have chosen the mentioned mindfulness meditations.

The training plan is designed for 2 days, 5 hours each day. The training was carried out in the offline format. During the period between the two days of training, the teachers practiced guided meditation at home. 12 teachers participated in the training. To participate in the training, participants who had expressed a desire to use mindfulness meditation as a method of self-regulation were selected. Invitations to join the experimental training were then sent to the selected participants. As a result, the participants' baseline data varied. They have different initial levels of consciousness and creativity. It should be noted that overall, the participants demonstrated average levels of both creativity and consciousness. However, the creative thinking scores of two teachers (94 out of 131), as well as the consciousness levels of two teachers (166 and 155 out of 194), were considered high. In total, 12 teachers participated in the experimental training. The training was conducted in two groups, using the same program for both.

The conducted training, mainly confirmed the correlations obtained between mindfulness and its factors on the one hand, creative thinking and its criteria on the other hand.

We analyzed the results obtained before and after training using paired samples Student's t-test. As a result of the training, the level of mindfulness significantly increased ($t = 2.88$, $p < 0.01$), as well as the mindfulness factors of nonjudging of inner experience ($t = 3.34$, $p < 0.001$) and nonreactivity to inner experience ($t = 3.36$, $p < 0.001$), which means that as a result, teachers try not to criticize their inner experience and not to cling to their thoughts, they let thoughts come and go (Table 1).

Table 1. Average scores and t-test of mindfulness and its factors before and after training.

³ Recordings of Mindfulness Meditations are available at this link, https://drive.google.com/drive/folders/1S3E5dVrp3gGEDLnovotrAylp6kGwZ_9T?usp=sharing.

	M-before	M-after	t
Observing (40)	28	29	1.78
Describing (40)	29	30	1.08
Acting with awareness (40)	30	30	-0.12
Nonjudging of inner experience (40)	26	29	3.34
Nonreactivity to inner experience (35)	21	24	3.36
Creative thinking (195)	133	141	2.88

The analysis of self-evaluation of personal qualities of creativity shows that only in the case of complexity there is a statistically significant difference ($t = 2.28$, $p < 0.01$), which means that as a result of the training, teachers improved their tendency to solve complex problems. Since the sample is small, we can also consider the improvement in the curiosity indicator as a marginal result ($t = 1.98$). The change in the indicators of self-evaluation of imagination, risk-taking, and creativity are not statistically significant, that is, teachers did not show significant changes in these dimensions (Table 2).

Table 2. Average scores and t-test of creativity self-evaluation before and after training.

	M-before	M-after	t
Curiosity (25)	14	18	1.98
Imagination (25)	11	12	0.19
Complexity (25)	15	17	2.28
Risk taking (25)	17	18	-0.42
Creativity self-evaluation (100)	57	64	1.29

As for the change in the criteria of creative thinking, a significant increase is observed in the levels of creative thinking ($t = 15.5$, $p < 0.001$), originality ($t = 5.16$, $p < 0.001$), elaboration ($t = 4.49$, $p < 0.001$), title ($t = 2.16$, $p < 0.05$) and flexibility ($t = 2.78$, $p < 0.01$). This means that as a result of the training, where mindfulness meditation was applied, the main criteria of creative thinking of teachers increased. There is no significant change only in the case of the fluency ($t = 1.52$) (Table 3).

Table 3. Average scores and t-test of creative thinking before and after training

	M-before	M-after	t
Fluency (12)	11	11	1.52
Flexibility (11)	8	9	2.78
Originality (36)	25	30	5.16
Elaboration (36)	12	16	4.49
Title (36)	19	20	2.16

Creative thinking (131)	75	85	15.5
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As a result of the retesting of the subjects of the control group, no significant changes were recorded between creative thinking, creativity qualities and level of consciousness. Insignificant changes were registered in the criteria of creative thinking. The results of some of them have decreased, while others have increased. In the same way, insignificant changes were also recorded as a result of summarizing the data of the level of consciousness and the qualities of creativity.

The study provides foundations that even a short mindfulness-based training can positively impact certain criteria of creative thinking, creativity-related traits, and mindfulness level among teachers. The significant improvement in originality, elaboration, flexibility, creative thinking, and mindfulness confirms our hypothesis. Future studies with larger, more diverse samples and long-term tracking may add value to this study.

Conclusion

Summarising the results of the theoretical and experimental research, we concluded that the hypothesis proposed by us was confirmed. The use of meditation in the stages of incubation and insight of the creative process contributes to the development of a person's creative thinking, the emergence of creative insight, and a creative solution. Meditation increases the level of originality, speed, observation, flexibility of thinking, creative thinking, as well as curiosity, complex problem-solving and risk-taking abilities.

In the case of observation, acceptance of internal experience without criticism, conscious action, description of experience, non-reactivity, mindfulness, teachers can offer unique, non-standard ideas, observe and develop them, approach problems with curiosity, orient themselves in difficult situations, look for alternatives, and take risks if necessary.

In the process of preparation and training of teachers, include a course that develops their creativity, during which mindfulness meditation can be used to increase the originality, flexibility, and elaboration of their thinking. Mindfulness meditation can be used to develop creativity of teachers; this will also increase their level of awareness.

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ՈՒՍՈՒՑԻՉՆԵՐԻ ՍՏԵՂԾԱԳՈՐԾԱԿԱՆՈՒԹՅԱՆ ԶԱՐԳԱՑՈՒՄԸ ԻՆՔՆԱԿԱՌԱՎԱՐՄԱՆ ՄԵԹՈԴՆԵՐԻ ՄԻՋՈՑՈՎ

Աստղիկ Գևորգյան (ՀՀ Պեդական կառավարման ակադեմիա, Երևան,
Հայաստան)

Հոդվածում ուսումնասիրվում է, թե մայնդֆուլնես մեդիտացիան, որպես հոգեբանական ինքնակարգավորման մեթոդ, ինչպես կարող է զարգացնել ուսուցիչների ստեղծարար մտածողությունը:

Ներկայացված են ստեղծարարության տարբեր մոտեցումները, ստեղծարարության և մայնդֆուլնեսի հոգեբանական և հոգեֆիզիոլոգիական կապերը: Հետազոտության գլխավոր նպատակն է ուսումնասիրել մայնդֆուլնես մեդիտացիայի՝ որպես հոգեբանական ինքնակարգավորման մեթոդի ազդեցությունը ուսուցիչների ստեղծարարության զարգացման վրա:

Հետազոտության համար որպես մեթոդներ ընտրվել են թեստավորումը և հոգեբանական գիտափորձը: Ստացված արդյունքները վերլուծելու համար կիրառվել են կորելացիան և Ստյուդենտի t չափանիշը կախյալ հետազոտական խմբերի համար: Կորելյացիոն վերլուծությունը ցույց է տվել նշանակալի կապ մայնդֆուլնեսի տարբեր գործոնների և ստեղծարար մտածողության չափանիշների ու ստեղծարարության անձնային որակների միջև: Գիտափորձի ժամանակ օգտագործված թեյնինգի արդյունքների Ստյուդենտի t չափանիշի հիման վրա կատարված վերլուծությունը հիմնականում հաստատում է հայտնաբերված կորելացիաները: Մասնակիցների ցուցանիշներում նկատվել է նշանակալի բարելավում ստեղծարար մտածողության և դրա չափանիշների, այդ թվում՝ ճկունության, յուրօրինակության, մշակվածության և անվանման ուղղությամբ: Թե կորելյացիան, թե թեյնինգի արդյունքների վերլուծությունը ցույց են տալիս, որ մայնդֆուլնեսի՝ ներքին փորձը չքննադատելու գործոնի զարգացումը բարելավել է մշակվածության ցուցանիշը, իսկ մայնդֆուլնեսի ոչ ռեակտիվության գործոնի զարգացումը բարելավել է ստեղծարարության անձնային որակներից բարդության որակը:

Տեսական և փորձարարական հետազոտության արդյունքում կարող ենք նշել, որ ստեղծարար գործընթացի և հատկապես դրա ինսայթի և ինկուբացիայի փուլերում մայնդֆուլնես պրակտիկաների ներդրումը կարող է արդյունավետորեն զարգացնել ուսուցիչների ստեղծարար մտածողությունը, ինսայթի առաջացումը և ստեղծարար լուծումներ գտնելը:

Այս գիտական հետազոտության նորարարությունն է ստեղծարարության զարգացման և հոգեբանական ինքնակարգավորման մեթոդների միջև հոգեբանական և հոգեֆիզիոլոգիական կապերի ուսումնասիրությունը: Այս կապերի հիման վրա կատարված փորձարարական հետազոտության արդյունքում կարող ենք հաստատել, որ մայնդֆուլնես մեդիտացիան կարող է կիրառվել ստեղծարարության զարգացման գործընթացում:

Հանգուցային բաներ՝ սրբեղծարար մտածողություն, սրբեղծարարություն, մայնդֆուլնես մեդիտացիա, ուսուցիչներ, սրբեղծարար ուսուցում:

РАЗВИТИЕ КРЕАТИВНОСТИ УЧИТЕЛЕЙ ЧЕРЕЗ МЕТОДЫ САМОРЕГУЛЯЦИИ

Աստիկ Դեւորջյան (Академия государственного управления РА, Ереван, Армения)

В статье рассматривается-как майндфулнес медитация как психологический метод саморегуляции может развивать творческое мышление учителей. В ней рассматриваются различные точки зрения на креативность и подчеркиваются психологические и психофизиологические связи между осознанностью и креативностью. Основной целью исследования было изучение влияния методов саморегуляции на рост креативности учителей.

Методами исследования были тестирование и эксперимент. Результаты примененных методов анализировались с помощью корреляции и парного выборочного t-теста. Корреляционный анализ выявил значимые связи между различными компонентами осознанности и критериями творческого мышления, а также характеристиками творческой личности. Результаты парного выборочного t-теста экспериментального обучения в значительной степени подтвердили выявленные корреляции. Участники продемонстрировали значительные улучшения в творческом мышлении и его критериях, таких как гибкость, оригинальность, проработанность и творческая речь. Как корреляционный, так и анализ результатов обучения показали, что увеличение осознания внутреннего опыта, фактора осознанности, улучшенной проработанности и увеличение неактивности к внутреннему опыту, фактора осознанности, улучшенной сложности, индивидуальной характеристики творческой личности. В заключение следует отметить, что результаты теоретического и экспериментального исследования свидетельствуют о том, что интеграция практик осознанности, особенно на этапах инкубации и инсайта творческого процесса, может эффективно развивать творческое мышление, возникновение инсайтов и креативных решений у педагогов. Новизна данного научного исследования заключается в том, что представлены психологические и психофизиологические связи между развитием креативности и методами психологической саморегуляции. Данные экспериментального исследования, проведенного на основе таких выявленных связей, позволяют подтвердить, что медитация осознанности может быть использована в процессе развития креативности.

Ключевые слова: творческое мышление, креативность, майндфулнес медитация, учителя, творческое обучение.

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