

DOI 10.26886/2520-7474.3(57)2023.3

UDC: 378.159.92:81`1

## CREATIVITY AS A KEY CHARACTERISTIC OF A SPECIALIST IN TOURISM

Oksana Huliak, PhD

<https://orcid.org/0000-0002-9924-6670>

e-mail: oksana.huliak@lnu.edu.ua

Ivan Franko National Lviv University, Lviv, Ukraine

*The art of thinking, taking creative decisions, creative attitude to the surrounding world, making creative choices – these are the socially valuable personal and professional skills of a specialist in the tourism industry, which must be developed in the process of his professional education, in particular foreign language training. The purpose of this study is to find out the essence and meaning of creativity as a factor of positive thinking and creative transformation of reality with the aim of its improvement, primarily in the aspect of harmonizing contradictions in the modern globalized world, as well as to emphasize the need for active, creative personality formation in the process of professional development. The relevance of the issues raised is obvious, given the role of the individual under the conditions of deepened technocratization of the information society, whose viability and security is primarily ensured by professional and humanistic potential. The work was performed using the analytical-synthetic method of researching the psychological-pedagogical conditions of the professional formation of the personality, regularities and didactic mechanisms of the development of socially valuable personal and professional qualities, the motivational sphere of a person, motivational forces and means of their regulation in the process of foreign language training. The result of the conducted research is a series of generalizations and conclusions regarding the creativity of the individual*

*as a result of the combination of rational-sensory and intuitive knowledge of objective reality, whose prerequisite, in our opinion, is the need for new experience, a new look at things, a new interpretation of established ideas in order to develop the ability of solving problems or performing problematic tasks. The obtained results serve as a contribution to the development of the humanistic tradition in pedagogy, designed to affirm the role of the individual in the cultural-historical context.*

**Key words:** *activity based approach, communicative behavior, creative attitude, foreign language training, intellectual and spiritual development, intuitive cognition, positive thinking.*

**Introduction.** As a result of deepening the contradictions of the globalized world, and the aggravation of the military-political confrontation between individual cultures there is a need for the revision of positive thinking, which strengthens the motivation for constructive dialogue and the ability to take effective actions in order to resolve these contradictions and thus harmonize social life. These impulses of effective actions generate creative energy, which contributes to the emergence of new ideas, new points of view, and meanings as a new reflection of reality in the process of its creative interpretation.

Actually, willingness for effective professional activity is a synthesis of acquired knowledge, abilities and skills in the process of educational training, correct attitude to professional duties and appropriate personal qualities that contribute to effective professional interaction. Under the conditions of digitalization and advanced informatization of modern society, the practical need to be collected, focused, motivated and creative is actualized, since the emphasis is shifted from a comfortable working environment to a comfortable performance, and the effectiveness of professional activity is measured by the level of control and creative approach to solving

professional tasks, and at the same time the factor of competitiveness and socio-cultural sustainability remains decisive.

The creative attitude to the world, the ability to creatively transform objective realities according to the laws of beauty and truth testify about the appropriate intellectual and spiritual development of the individual, and a relevant level of his consciousness and self-awareness. That is why the consciousness and self-awareness of an individual are often interpreted as the ability of the human spirit to understand itself, including the moral forms of its manifestation [10, p.14].

Psychological and pedagogical science assigns an extremely important role to the issue of personal development of young people. In their studies, leading Ukrainian scientists raise such topical theoretical problems as the ratio of the biological and social in a human, and taking into account this ratio in the educational process (S. Bondarenko, Yu. Malyovanyi, I. D. Bekh, I. A. Zyazyun, etc.); humanization and humanitarization of the process of socialization by the teacher (S. Honcharenko, A. Boyko, I. Martyniuk, Yu. Malyovaniy, V. Begei, G. Vashchenko, V. Galuzinsky); methods of personality socialization in the process of studying humanitarian subjects (I. Shoribura, V. Lebid, I. Yashchuk); development of value orientations of youth (I. Bekh, V. Butenko, V. Dryapika, I. Zyazyun, O. Moroz, V. Radul, O. Sukhomlynska, G. Shevchenko, etc.). According to the conviction of the famous Ukrainian scientist I. Bekh, "personally oriented education is the affirmation of a person as the highest value around which all other social priorities are based" [1, p. 37].

There are interesting findings about the formation of personality and stimulation of its spiritual development by such Western humanist educators as L. Kohlberg, K. Rogers, A. Maslow, B. Simon, and others. For example, B. Simon believes that education, as a powerful cultural factor, should be aimed at the fullest possible realization of the individual's potential abilities.

According to the scientist, to the extent that a person changes the surrounding world, the entire historical process should be considered educational, and education should be considered as a way of forming a person in society [8].

**The main objective of this study** is to highlight the essence and significance of the creativity of a modern specialist, in particular in the tourism industry, as a factor of positive thinking, which could harmonize contradictions in the modern globalized world. The research is aimed at justifying the value of an active and creative attitude to objective reality in the process of professional development of an individual, and improvement of his consciousness and self-awareness. The raised issues are topical in view of the need for strengthening the role of the individual under the conditions of deepened technocratization of the information society, whose viability and security is primarily ensured by professional and humanistic potential.

**The methodological basis** for considering these issues is the generalization of psychological and pedagogical science about the patterns of personality formation in the process of its cognitive activity, about the essence of cognition as a reflective and transforming activity of a person, about the role of language in cognition and mastering social and cultural experience, and about creativity as a general universal ability for creative activity, which to varying degrees is inherent in every person and is the cause and at the same time the effect of any activity.

**Presentation of the main research material.** In modern society, it is not the formal level of education, i. e. awareness, that is valued, but rather knowledge as the ability of creating something new, of creative activity in general, which can change personal or professional history for the better. It is clear that only acquired knowledge and developed skills may not be enough, especially at the beginning of professional activity, unless the specialist possesses such personal and professional qualities as creative

thinking, perseverance and willingness for permanent personal improvement. In this paradigm of values, in our opinion, what matters is creativity as the ability of an individual to generate new competitive ideas, new ways of thinking, new meanings, and new attitudes towards reality, which makes it possible to find perfect solutions.

Apparently, a creative attitude to all that surrounds you, the ability to creatively transform objective realities according to the laws of beauty and truth are the testimony of your intellectual and spiritual development.

It is well known that the problems that often arise before us can hardly be solved at the same level of thinking at which we experience them. Therefore, creativity is the ability to perceive a problem from a different angle, from a different perspective, which actually ensures the probability of its solution.

Creative thinking is largely innovative thinking that allows you to go beyond stereotypes and established concepts. This is a kind of renewal process based on natural laws that govern human growth and progress.

What is the root cause of creativity, what is the mechanism of creative thinking? It is obvious, that any action is determined by a certain motive or intention. A creative personality is primarily an active personality that adheres to the principle: action follows intention. Consequently, thinking and calculating for too long is about your inability to act.

It is extremely important for a person of action to learn to make quick decisions in difficult situations. For such a person, the art of thinking is the art of turning the mind into a reflex. In order to achieve the infallibility of bodily instinct in making complex decisions, a person in the process of observing and reflecting on the facts and phenomena of reality must learn to perceive the regularities of these natural or social processes. Only in this case, these observations, reflections and natural laws will be imprinted in

your consciousness, only under such conditions can your thoughts turn into infallible reflexes.

Mastering the art of thinking, a person develops the ability to intuitively perceive reality, which becomes the source of his creativity. At the same time, individual creativity as the ability to realize your spiritual potential contributes to the development of intuition, which is one of the forms of spiritual knowledge of reality. According to the famous American psychologist S. Grof, the traditional view of a person as a biomachine is outdated, under certain circumstances a person can function as a boundless field of consciousness, overcoming both the limits of the physical body and Newtonian space, cause-and-effect relationships. In his opinion, every person contains information about the whole world or about all life, therefore a person is potentially able to contact each of the parts of this multifaceted existence and is, in a certain sense, a complete cosmic structure [4, p. 31].

The presence of spiritual memory in a human mind enables guesswork, insight, based on previous experience, that is, intuition, which often acts as an impulse for creativity, since it is a method of direct reflection of reality, in which the conclusion is based mainly on a guess, feelings, sudden insight, etc. [9, 74]. Intuition (lat. *intuitio* from *intueor* – looking carefully) is also considered to be a process of direct acquisition of knowledge with the help of a holistic understanding of a problem situation without discursive derivation and proof [5, 149]. To the field of intuition, scientists attribute such phenomena as instantly finding the optimal solution to a task that for a long time was not amenable to logical efforts; almost subconscious, but timely avoidance of danger by a person; recognizing the behavior of individuals; correct prediction of the future development of events, etc.

Therefore, intuition is a spiritual activity of an individual that provides a full perception of reality on a spiritual level and therefore serves as a source of creativity and inspiration for artists and scientists. In our opinion, it is the

ability to intuitively perceive reality that is a prerequisite for a person's creativity, in particular, his or her creative thinking.

It is important to note that creativity as willingness to bring a creative basis to any work is an integral attribute of the spiritual health of an individual. It is universally acknowledged that at the mental and spiritual level, a person has the ability to strengthen his own health. That is why the education of a spiritually and mentally healthy person is, incidentally, the education of a physically healthy person. According to the famous American scientist, doctor G. Vithoukas, health is freedom from pain in the physical body, the condition of well-being; freedom from passion and negativity at the emotional level, which is expressed in a dynamic state of calmness and imperturbability; freedom from egoism in the mental realm, leading to complete union with truth. A healthy person combines the traits of love, wisdom, truth, and creativity" [quoted by: 11, p. 173].

Briefly speaking, it is obvious that the creative principle itself, and creativity as the ability to generate new ideas and ways of life is the driving force of a person's spiritual self-improvement, which is a path from the inside out in order to improve your self-awareness, which is the basis of spiritual health.

In addition, from the perspective of researchers of emotional intelligence, self-awareness means a deep understanding of your emotions, as well as strengths, limitations, values and motives. People with strong self-awareness are realists: they do not criticize themselves too harshly, but they are not blind to their flaws either. They are honest with themselves about themselves. Since the decisions of self-aware people coincide with their values, the activities they engage in fill them with enthusiasm and inspiration [2].

The notion of self-awareness is often described in terms of spiritual memory, or true essence of an individual, which, according to humanistic

psychologists, you must reveal, that is, perceive in the course of your life in order to realize your innate instincts, abilities, and talent. This ensures "healthy" and desirable personality development, which is more often associated with internal growth, rather than external formation [6]. However, external factors also play a role here. It is well known that the study of foreign languages is a powerful driver of the spiritual development of the personality, its "construction". In the process of foreign language training, future specialists acquire the necessary knowledge, skills and abilities of foreign language communication, along side mastering the appropriate professional competences, which improves their awareness and self-awareness.

In our opinion, the most recommended approaches to teaching foreign languages to future experts in tourism, given the above-mentioned educational goals, are communicative, personally oriented, activity oriented and collaborative ones. Providing conditions in the process of foreign language training that are close to situations of natural communication in a foreign language (communicative approach) allows you to actively use a collaborative approach, for example, at the levels of pair or group work (discussions in small groups, project work, preparation of presentations, etc.), as well as to optimize the use of an activity approach in order to ensure intensive interpersonal interaction and in this way implement the technology of interactive foreign language training, in particular case-study, method of "brainstorming", project method, etc.

Briefly speaking, it is essential that the activity oriented approach should become the basis for the cognitive and communicative interaction in the process of foreign language training. According to the famous Swiss psychologist J. Piaget, any development begins with action: an individual constructs and reconstructs his knowledge of the world as a result of interaction with the environment to which he belongs. Accordingly, his

thinking is a system of operations, whereby the operation is defined as an internal action, that is, an objective action transferred to the internal plan and performed mentally. The internal action is not concerned with real objects, but with images, symbols, and signs. In the process of joint activity, from the point of view of the famous psychologist, one's own perspective is reconciled with the perspective of others, which means taking decisions that meet the requirements of fair reciprocity [7].

In other words, mental (spiritual) development of a person, according to the activity concept of personality formation, is first of all the formation of his activity, consciousness and all the mental processes that "serve" them (cognitive, emotional and volitional ones, etc.).

The educational and cognitive activity of students majoring in tourism in the process of foreign language training, as already mentioned, focuses on mastering the professional competencies of the discipline "Foreign language", and the development of socially valuable personal and professional qualities, in particular, the creativity of a specialist in the tourism industry as the ability to assess the degree of reliability of information in various social environments, to understand the essence and sort out the problem, make an adequate decision in non-standard situations. It is professionally significant that you should be able to go beyond stereotypical associations, work with a wide target market, create productive proposals, critically evaluate your professional achievements in order to achieve the mastery in your professional activity.

Since tourism as a socio-cultural phenomenon is supposed to carry out a kind of therapeutic mission of restoring the integrity of a broken world by means of culture, a specialist in this field must possess the competence of intercultural communication, which consists of knowledge about the diversity of ideas and types of activities in the modern world; awareness of how these ideas and activities interact; understanding how ideas and activities relating

to your own culture can be viewed from a different, more objective point of view. This knowledge helps you to understand and interpret patterns of behavior different from your own manners in order to establish professional communication at the international level.

Thus, despite the differences in the national consciousness of the communicators, which is the main reason for misunderstanding in intercultural communication, the ability to tolerate different points of view, and the disposition to perceive different cultural attitudes in the general cultural context provide the conditions for the development of positive, "mentally healthy" thinking of specialists in the tourism industry, which is always creative thinking, aimed at a positive result.

Positive and creative thinking is usually facilitated by knowledge and skills of correct communicative behavior. This is especially true with the representatives of the tourism industry, since tourism, in particular, the hospitality sector, is a plane of human interaction that fulfills its tasks, while realizing a kind of therapeutic function of restoring both the social organism and the individual.

So, the system of communicative skills of an expert in tourism comprises: the ability to establish a contact in the process of intercourse, to be flexible, tactful and emotionally stable, to know verbal and non-verbal means of communication, to have a sense of humor, to know language etiquette, to argue one's point of view etc.

There are a number of communicative requirements for employees of the travel industry and hospitality. These are: a desire to communicate, to work with people, kindness, compassion, tolerance, the ability to analyze the behavior of both individuals around them and their own one, to understand their intentions and attitudes, the capacity for understanding the relationships of people, overcoming their disagreements and organizing their interaction, the capacity for empathy, for finding a common language with

different individuals, punctuality, self-discipline, knowledge of human psychology and others.

At the same time, it should be remembered that the main precondition for successful communication is the desire of its participants to communicate (willingness to cooperate); the lack of such cooperation, or insufficient interaction might cause conflicting communicative behavior.

**Conclusions.** The creative thinking of specialists in the tourism industry affirms the value of primary, autonomous human rights, provides a more holistic humanistic and relativistic position in the context of new challenges in the globalized world. The attitude towards a human being as the highest value, which is the essence of humanism and the core of humanistic pedagogy, is quite understandable: only man of all the diversity of biological species consciously improves his technical skills and abilities, strives for a deeper knowledge of the surrounding world, its transformation according to the laws of beauty and goodness.

In addition, the art of thinking for a representative of the travel industry means learning to create the most accurate possible image of objective reality based on his own small model of the world.

The skills of creative thinking of future experts in tourism are developed in the process of foreign language training, which is an integral component of their personal and professional development. Since language is not only a means to express ready-made thoughts but also create them, learning foreign languages becomes an instrument of cognition and creative transformation of reality, and in this way contributes to the formation of creative attitude towards objective reality, which is part of professional mastery of specialists in the field of tourism.

**References:**

1. Bekh, I. D. (2003). *Vykhovannia osobystosti: u 2-kh kn. Kn. 1:*

*Osobystisnooriientovanyi pidkhid: teoretyko-tekhnologichni zasady* [Personality education: in 2 books. Book 1: Person-oriented approach: theoretical and technological foundations]. Kyiv. Lybid. [in Ukrainian].

2. Goleman D., Boyatzis R., McKee A. (2013). *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Boston, Massachusetts: Harvard Business Review Press. [in English].

3. Grice, G. P. (1975). *Logic and conversation*. In P. Cole, J. L Morgan (Eds.), *Syntax and Semantics*. New York, USA. [in English].

4. Grof, S. (1988). *The Adventure of Self-Discovery*. Albany, N.Y.: State University New York Press. [in English].

5. Honcharenko, S. (1997). *Ukrainskyi pedahohichnyi slovnyk* [Ukrainian pedagogical dictionary]. Kyiv. Lybid. [in Ukrainian].

6. Maslow, A. (1954). *Motivation and Personality*. New York, USA. [in English].

7. Piaget, J. (1965). *The moral judgment of the child*. New York: The Free Press. [in English].

8. Simon, B. (1985). *Does Education Matter?* London: Lawrence and Wishart. [in English].

9. Voitko, V. I. (Ed.). (1982). *Psykhologichnyi slovnyk* [Psychological dictionary]. Kyiv. Vyshcha shkola. [in Ukrainian].

10. Vozniuk, N. M. (2005). *Etyko-pedahohichni osnovy formuvannia osobystosti: navchalnyi posibnyk* [Ethical and pedagogical foundations of personality formation: a textbook]. Kyiv. Tsentr navchalnoi literatury. [in Ukrainian].

11. Vyshnevskiy, O. I. (Ed.), Kobrii, O. M., Chepil, M. M. (2001). *Teoretychni osnovy pedahohiky: kurs lektsii* [Theoretical foundations of pedagogy: a course of lectures]. Drohobych. Vidrozhennia. [in Ukrainian].

Citation: Oksana Huliak (2023). CREATIVITY AS A KEY CHARACTERISTIC OF A SPECIALIST IN TOURISM. Frankfurt. TK Meganom LLC. Paradigm of knowledge. 3(57). doi: 10.26886/2520-7474.3(57)2023.3

---

Copyright Oksana Huliak ©. 2023. This is an openaccess article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) or licensor are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.