

- *intellectual and operational* - includes knowledge and skills on the content and means of developing her own emotional culture and emotional displays of affection child;
- *communicative* – determines the ability to express their emotions, attitudes, opinions and find the right style and tone of communication to create a harmonious psychological climate in the family;
- *emotional and volitional* – based on empathy, the ability to react on negative emotions and ability to emotional to movement, the ability to cause yourself emotionally required mood to communicate with the child.

Originality. The concept of "emotional culture" fits into the system of scientific terms of family education pedagogy. Mother's emotional culture can be viewed as a part of parents' psycho-pedagogical culture. Research in the field of family education focus on the formation of pedagogical culture of parents. Taking into consideration the personal, emotional level of interaction between parents and children in the family as opposed to interaction with other people in society, it requires deeper and more detailed study about the formation and development of parents and children's emotional sphere, psychological microclimate in the family in pedagogy of family education. These studies are conducted on the verge of psychology and family education pedagogy. The results of the study can be used to organize social and pedagogical education of parents in the creation of programs for training parents to conscious parenting, counseling parents on family education.

Conclusion. Investigation of emotional component of family education, emotional culture of parents as educators will contribute to solving both theoretical and practical problems in the field of family education pedagogy.

Keywords: family education pedagogy, process of family education, psycho-pedagogical culture of parents, emotional culture, emotional intellect.

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КРЕАТИВНОСТ НА СТУДЕНТИТЕ МАГИСТРИ НА ПРИМЕРА НА ВУМ-ВАРНА, БЪЛГАРИЯ

Анотация. Креативността е много важна черта в наше време. Тя касае не само учители, мениджъри, но най-вече служителите, студентите. Креативността е въвеждане на иновацията в компанията, на работното място, в класната стая. Целта на настоящата статия е да представи измерения на креативността, така също и да анализира креативността на студентите. За тази цел, изследване сред студентите магистри на ВУМ-Варна, България е проведено 50 магистри по бизнес администрация и магистри по туризъм са изследвани. Използваната методология е комбинация от теста на Джилдфорд и собствена авторова методика.

Ключови думи: креативност, дивергентно мислене, креативни студенти

Problem statement. Creativity nowadays is very needed as competence. It is very necessary quality in the new human related paradigm. The focus of the new paradigm is the human being with its interest, motivation, creativity, etc. The aim of the article is to present different dimensions of creativity as well as analyze the creativity of students. For this purpose, a study of master students on the example of VUM-Varna, Bulgaria has been conducted. 50 MBA and tourist master students have participated in it. The methodology is combination of Gillford test and author's methodology.

The purpose of the article. The article presents characteristics of creativity. The second task of the paper is not only to deal with theoretical approaches but most of all analyze how creative are master students. For this purpose, test of creativity have been introduced to them. The test consisted of three main parts. Study of creativity has been conducted among master students. 50 students at master level have been studied in the period November 2015 – November 2016.

Our main hypothesis is that creativity of teachers depends on teachers and is projected in their students.

Analysis of recent scientific research and publications. There are thousand of definitions on creativity. According to Whittaker, Patmore et al., 2009 "creativity is thinking out of the box". Creativity is a thinking and responding process that involves connecting with our previous experience, responding to stimuli (objects, symbols, ideas, people, situations), and generating at least one unique combination (Parnes 1963, stated in Isenberg & Jalongo, 1997) as cited by Aktamis et al. (Dencheva&Kamenova, 2016).

Creativity can be perceived in two types of thinking, according to Patmore, Whittataker, Watkins & Hessey (2009) as cited by Dencheva, 2016:

- **Visual thinking:** the intellectual ability to visualise a totally new situation. It is connected with the managerial ability to create of concept of the whole situation.
- **Problem Solving:** when solving a problem, we are striving for a goal but have no ready means of obtaining it. The problem solving thinking is the main attribute of managers, as managers are people who make decision all the time in their work. These two types of thinking are studied in students as they learn on obtaining problem solving skills. Most of the master students that take part in the survey were studying in Master program of Business Administration. It means they are either acting managers or prepare to become managers. In this regard they need to possess problem solving skills as well as conceptual skills that are two different parts of the creative thinking.

In the paper "Developing creativity in science, business, on the working place", we have introduced the importance of creativity. This paper is a prolongation and application of the model for measuring creativity, by applying the standards that we offered in the first paper. The studies how to apply the creativity at the working places are becoming more and more. If lecturers teach students how to be creative-learn them the specifics of creative process, the principles and mechanisms of creativity, then they can be creators in the office, in the laboratory, in the kitchen, everywhere (Dencheva, Kamenova, 2016).

The model we have created for creative competency on the working place includes the following elements is based on the model of Perkins as cited by Dencheva& Kamenova, 2016. We have accepted these elements and we applied them in the model of creative competency on the working place.

- Internal motivation. By internal motivation we mean how motivated and ambitious the teacher is. If they can apply new methods of teaching, provoking students with interesting tasks, bringing creativity in the class room, it is a result, a product of their internal motivation.
- Search for opportunities. It is the quality possessed by the most successful managers. They have the ability to find new markets, new applications of already existing and familiar product to customers.
- Mental agility. The creativity of lecturers and managers is connected with problem solving skills.
- Designer's thinking. By designer thinking we mean that teachers are innovators, they design their classes in a different non-traditional way. This can be achieved in involving students in higher extent either by interactive education or role game play.
- Objective ideas. Giving objective ideas is application of creativity by teacher, manager, etc. By giving objectives ideas, the teacher or manager is bringing the change for the school,

organization, etc. By change, Turskon& Appiah (2015) mean simply making things different through some form of modification. If a manager does not create or innovate, there is now way he can effect a change by making things better than they are. This will depend on the creative and innovative ideas of the manager effecting the change. Change should not be effected for is own sake (Dencheva, 2016).

- Managing the risk. The lecturer is the person not only to introduce new methods, new ideas, but also responsible, taking the risk of introducing them.

Measuring creativity is a complicated issue as there is not one criterion for doing it. Creativity research capitalizes on this agreement by using a consensual definition of creativity, which defines the creativity of a product as the averaged evaluation across a set of judges (Benedek et al., 2016).

In the tasks given to master students their divergent thinking is evaluated as this is one dimension of creativity. We gave them 20 minutes to produce new ways of using certain objects. For answers that are not creative, we do not give them any ratings.

We agree with Soh, 2016 telling that students learn to be creative is by imitating the behavior of their teachers. This is especially true of the younger children. When teachers behave creatively, the students are likely to emulate them and behave likewise. We have proven in the first part of the paper "Developing creativity in the science, education, on the working place" that creativity is very important quality for the teachers. The goal of the study was to probe the model for development of professional creativity on the working place with teachers in two seminars (by 2. (2014)) on the topic "Developing creativity in the effective school". The practical seminars took place in April, May 2016 with 26 teachers from Dobrich city and 29 teachers from Varna city (total number 55 of the respondents).

Presenting the main study material. In this paper we aim at studying the creativity of students on master level. We are testing the hypothesis that creativity of teachers is projected in their students. Three tasks have been distributed to them. The first task is motivational one. It aims studying their abstract thinking. In these regard the master students were given certain words. They have to make associations with verbs matching the nouns in a more creative way.

Task 1 Here you are given a certain words. For each of the following four nouns, write a verb, Be sure that you write a verb that is creative in some way. It can be any form a verb, such as "live, living, lived", etc. Try to spend no longer than five or six seconds on each word.

The nouns given to master level students were the following: - road; - drum; - soup; - soap.

Results: 20% of the students showed creativity in the choice of untraditional verbs matching with the specified nouns that were given to them. Some of them wrote different verbs and expressions that were not quite matching the nouns. For example' the verb to road given by students was connected with a famous song.

Task 1

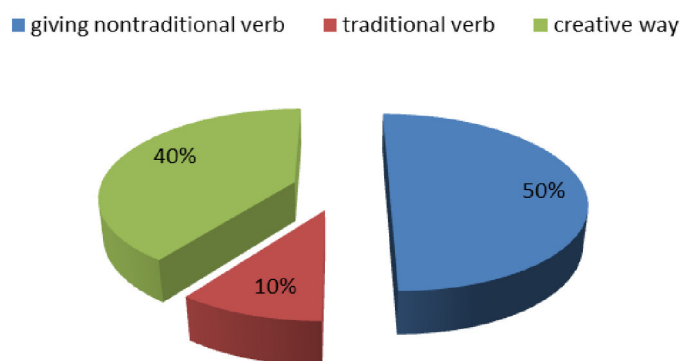


Figure 1: Verbs that match the given nouns

80% of the master students were quite traditional in the expressions provided. Most of the master students were giving journey, travel, pass, cross, explore as expressions matching ROAD.

At the same time the associations with soup are quite similar (cooking, smelling, sipping, blowing).

The noun SOAP provoked quite traditional associations in students like WASH, CLEAN, SMELL.

Only 15% of the students were creative in some way by connecting the word SOAP with party and SHINE.

Regarding the DRUM, the associations provoked are very traditional like BEAT, PLAY, ROCK,. Only 15% of the master students were creative by making different relationship with the drum as LEAD, MOVE.

The second task has been orienting task. The second task of the study was aimed at presenting how master students orient at using objects for different purposes. In this regard, the students were given the opportunity to tell how they are going to use certain objects in a more untraditional way. It as a task of bigger difficulty as it is showing not only the associative thinking but most of all originality in their perception of objects.

It is connected with a study of how students were going to use objects in a completely different way from the way they are used now. The words were the following: - plastic bottle; - newspaper; - caps of a bottle;

Table 1:

Task 2: Please tell how these objects can be used in another different from the traditional way they are used

Objects	Different way of use
Plastic bottle	Interesting decoration, mixer, cutting them and filling them with soup, then put it in the fridge, as a vase for flowers, vertical garden, jewelry stand, storage of coins, for drip irrigation system, feeder for birds
Newspaper	Hat, craft them a cover, use for a range collection, To dry shoes, wash window or glass surface, for a dress, read decoration, for origami purposes, to start a fire, to kill a fly, to cover presents, etc.
Caps of a bottle	Painting/ art on the wall, create a robot, for a carpet, to create necklace, collect for charity purposes, toy, to grow seedlings, hair bows, play a game

The third cognitive task was the most difficult. It has been training one. The master students were given the task to show their own logo. The task aims at working with three symbols. That is why it is the most difficult one. The logo should represent the student's personality. The logo should also confirm the right choice of the profession they have made.

The results were the following:

It took much time comparing to the previous two tasks. It took about 10 minutes in preparing the logo as well as presenting it to the audience of other master students.

The task is connected with the personality of students. It showed the extent to which they know themselves and are ready to share the information to other people. 3 of 50 students decided not to do the exercise may be due to their introversion.

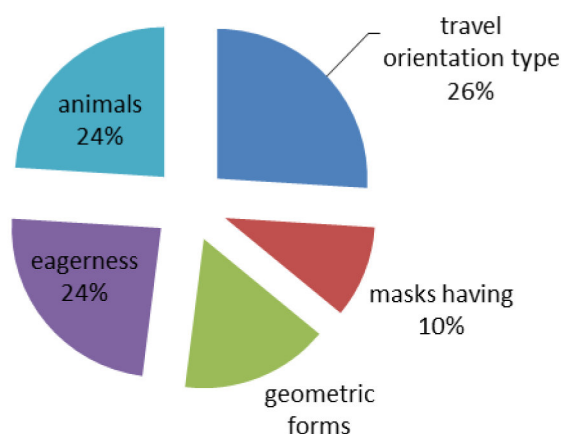


Figure 2: How you define your personality based on your logo presented?

The results are presented in the photos attached.



Most of the master students showed the part of the personality that the others already know about themselves. Some of the students expressed their travel orientation and adventurous type of personality (26%). The type shown is quite traditional and matching to the choice of career they have made (career in the hospitality).

For some master students it was more difficult to analyze themselves and most of all to show the inner self they have to the others. 10% of them presented themselves as having masks. According to us, it means they are afraid of revealing their true personality.

24% of them showed their eagerness as personality and impatience.

16% of the master students were using different geometric forms in presenting their personalities. We explain it with the fact they are quite organized. It is very good managerial skill being able to organize effectively time between different activities.

24% of them are using an animal in presenting themselves. Lion, bull are used as part of their logos. According to us, it shows their ambitions and pervasiveness in the choice of their career.

1% of the master students decided to present themselves with their capital letters. It did not show any originality as all the others know them in this way. The logo presented with capital letters is an attempt not to show any real feature of one's personality. We think that these people are quite conservative and do not let other people to come close to them. The logo presented with capital letters shows introversion of people. It is also a sign that these students are too closed and rarely let someone else get so close to them.

Conclusion and further study perspectives. The paper is focused on studying the creativity of students at master level. As a result of the study of 50 master students in MBA and International hospitality, we have concluded that creative lecturers are projected in creative students. Due to the educational technology used by creative lecturers, master students produce creative products in their education. We have applied the model of creative competences and

proved that creativity is a competence needed not only for teachers, managers, but also for students. We chose to study MBA students as they are good example of managers.

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CREATIVITY OF MASTER STUDENTS ON THE EXAMPLE OF VUM-VARNA, BULGARIA

Abstract. Introduction. The problem for developing creativity in the science, education and business, especially on the working place is derived from the specific modern social and cultural situation. The situation nowadays is characterized by the fast change of the traditional means of acquiring knowledge and by the transformation of the society.

Purpose. The paper presents characteristics of creativity. The second task of the paper is not only to deal with theoretical approaches but most of all analyze how creative are master students. For this purpose, test of creativity have been introduced to them. The test consisted of three main parts. Study of creativity has been conducted among master students. 50 students at master level have been studied in the period November 2015 – November 2016.

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Results. 20% of the students showed creativity in the choice of untraditional verbs matching with the specified nouns that were given to them. Some of them wrote different verbs and expressions that were not quite matching the nouns.

80% of the master students were quite traditional in the expressions provided.

The second task has been orienting task. The second task of the study was aimed at presenting how master students orient at using objects for different purposes. In this regard, the students were given the opportunity to tell how they are going to use certain objects in a more untraditional way. It is a task of bigger difficulty as it is showing not only the associative thinking but most of all originality in their perception of objects. Most of the master students showed the part of the personality that the others already know about themselves. Some of the students expressed their travel orientation and adventurous type of personality (26%). The type shown is quite traditional and matching to the choice of career they have made (career in the hospitality).

Originality. The article presents a new method of measuring creativity. The creativity of master students has not been examined by applying different methodology. This article is a prolongation of another paper of the same authors. In this paper application of the model for measuring creativity is conducted.

Conclusion. The paper is focused on studying the creativity of students at master level. As a result of the study of 50 master students in MBA and International hospitality, we have concluded that creative lecturers are projected in creative students. Due to the educational technology used by creative lecturers, master students produce creative products in their education. We have applied the model of creative competences and proved that creativity is a competence needed not only for teachers, managers, but also for students. We chose to study MBA students as they are good example of managers.

Keywords. Creativity; divergent thinking; creative students

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