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Empirical Research of a Creatively Oriented Personality's Formation of a Child of Senior Preschool Age

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Abstract: The purpose is a theoretical substantiation and empirical research of creatively oriented personality's formation of a child of senior preschool age. Five components of the structure of a creatively oriented personality are outlined: emotional-volitional, intellectual-creative, motivational, social-communicative and operational. It is noted that the respondents have the highest research and exploration activity. High and medium levels of cognitive interest were recorded in n = 71 (59.1%). It is established that a significant part of children do not properly form the experience of creative activity. The profile of creatively directed personality's formation of senior preschool age's child on key psychological semantic parameters of the researched components which relevantly reflected a subject of research is built. It is established that the most significant correlations are observed for such indicators as creative potential, creative thinking, emotional potential ($P \leq .05$; $P \leq .01$) and ($C \leq .05$; $C \leq .01$). A significant part of children do not have a properly formed experience of creative activity. These children have difficulties in solving new, atypical, non-standard situations, which are characteristic of creative activity, which negatively affects the formation of creative personality. It is generalized that the received results of research it is expedient to operationalize in educational and professional preparation of applicants of pedagogical specialties.

Keywords: *Child, education, creativity, development, intellectual-creative of component.*

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1. Introduction

The modern civilizational orientation to the development of successful nations and states focuses on the global problem of consolidating human potential. These issues are intensified by concerns of inclusion (Kovalenko, 2019), labor migration processes (Blynova et al., 2020e), children and youth's crime and harassment (Vallee, 2010), and an absence of suitable attention from parents who are extremely busy at work on a global scale. Such parents' employment intensity exacerbates the difficulty of providing a child with a carefree ordinary life. The pivotal component of human potential is the creative self-realization of individuals and the succession of generations. The rapid transformational processes, socio-cultural, political, and economic transformations of our time set before education the task of intensifying the process of personality formation as early as possible. We are talking about preschool and primary school age. We see the achievement of this goal in the creation of favorable conditions for the formation of preschool children's need for creative development, creative self-realization.

Modern pedagogical science and educational practice is characterized by an intensive search for new approaches to the activities of preschool education. The development of the Ukrainian state and European institutions places higher demands on preschool education institutions to form an active person who is not indifferent to creativity. The mission of a creative personality is to create something new: ideas, theories and the latest technologies, new directions of development of systems and methods of their management, ways out of non-standard situations. Thus, the use of creative potential for a person is the key to optimizing one's own life and a priority direction of modern development of pedagogical systems, activity of all types of educational institutions.

2. Literature review

At the same time, theoretical analysis gives grounds to state the facts of insufficient awareness at all stages of the organization and creation of educational, educational spaces for preschoolers. There is an urgent need for the systematic formation of a holistic creative personality of the pupil in contrast to the fragmentary development of his individual creative skills. At the same time, the theoretical and methodological principles of purposeful formation of the creative personality of a child of senior preschool age are undeveloped. It is substantiated that effective psychological and pedagogical

support requires scientific support and support of the child's natural desire for creativity (Semenov, 2017).

We consider creativity to be a philosophical category. It lays down the deepest meaning of human life, aimed at reproducing the culture of mankind. From these positions, creativity is an immanent personal essence, the driving force of life progress and the absolute manifestation of individual freedom in the right to god-like activity, i. e. to creation. Thus, the subject of creativity and its activities become the key to the development of society, as well as the development of the personal dimension.

The view of the American Psychologist E. Erikson (1974) is valuable in the semantic dimension of the researched problem. The scientist denied the thesis of the antagonism of personality (id) and society (superego). The researcher emphasized the biosocial nature and adaptive nature of human behavior. He considered that the loss of psychosocial identity inevitably led to the search for another. In this way, the difficulties experienced by the individual can lead to severe neurosis, in particular to the "loss of self", which is characteristic of creative individuals (Erikson, 1974).

E. Erikson (1974) drew attention to the fourth stage of development, which corresponds to the period of senior preschool and early primary school age. The conflict between creativity and the inferiority complex is a system-forming characteristic. During this period, the child for the first time sharpens interest in how things are arranged around and how he can master them. He advises to support the child in his desire to do crafts, to prepare food, to help bring each case to a logical conclusion, to praise and reward. This promotes the development of the child's creativity. Conversely, parents who see their children's art as the worst – they contribute to the development of feelings of inferiority (Erikson, 1974).

Creative orientation is a set of stable creative motives that determine the creative activity of the individual. This orientation combines: the desire for creativity, creative wishes, needs, interests, inclinations and aspirations. The key characteristics of a creatively oriented personality, according to our theoretical generalizations, are: the ability to create something new, unique and progressive; the presence of systemic social and creative human activity on the basis of creative abilities; formation of motivational and creative activity. Then the inner prerequisite for creativity, the core of the development of creative personality and its existence is creativity (Semenov, 2017).

The structure of a creatively oriented personality consists of: a system of stable motives for creative activity (actually creative orientation), creative experience and relevant individual-typological features: character,

temperament, abilities. As a result, the indicator and driving force of a creatively oriented personality is its creative activity. Creative personality is always associated with a particular individual and extrapolated as a characteristic of children of the appropriate age or a particular social group (Semenow, 2017).

According to the results of theoretical analysis of research by H. Bielienka (2011), N. Havrish (2004), O. Kocherga (2011), we can state that the senior preschool age is a period in the life of a child from five to six (seven) years. Its feature is the rapid development of mental processes, changes in the structure and content of children's activities. The leading need of the child is the need to communicate and realize their own creative activity. Plot-role play remains the leading activity, but cognitive interests motivate the child of senior preschool age to realization of the intellectual and physical possibilities in other, interesting and significant for him kinds of activity. It follows that preschool childhood, especially senior preschool age, is a period of life when there is an opportunity to develop potential creative abilities of the individual. This is a unique period when creativity can become a universal and natural way of human existence.

We have analyzed the most influential factors in the process of creative development of preschool children. We used the proposed A. Mudrik (2007) four-level hierarchical model of their classification: megafactors (space, planet, and world community), macrofactors (ethnicity, country, state), mesofactors (demographic conditions, belonging to a social group, class, and subculture) and microfactors (family, school, peer group) (Mudrik, 2007). Despite the fact that the researcher used them to estimate the processes of socialization, in our opinion, they are quite universal and can be used in any psychological and pedagogical research.

We come to the generalization that the formation of a creatively oriented personality of a child of senior preschool age is an open problem in scientific research. Creating a scientifically sound system of forming a creatively oriented personality of a child of senior preschool age is impossible without considering psychological and pedagogical factors.

Creativity as the most meaningful form of mental activity – is a universal ability that provides a variety of activities. Scientists recognize preschool age as favorable for the development of creativity because it is then that progressive changes occur in many areas, mental processes are improved (attention, memory, thinking, speech, imagination), and personal qualities are actively developed and, on their basis – abilities and inclinations (Halian et al., 2020b; Kolominsky, 2000; Vygotsky, 1991).

In our opinion, the factors of formation of the creative orientation of the personality of a child of senior preschool age are: innovative mode of operation of preschool education, which provides flexibility in planning and implementation of the educational process with a focus on individual capabilities and needs of students; innovative position of teachers ready to introduce the technology of forming a creative personality of the child; creation of a creative space of classes, the leading characteristics of which are subject-subject interaction, creating a situation of success, a sense of positive interdependence in the mixed age group of students, reflective and evaluative activity of children as a way of personal advancement in creative activity; interaction with the families of pupils to ensure continuity in the implementation of educational tasks.

Considering into account the above factors, related, patterns and principles of organization of the educational process aimed at forming the creative orientation of the personality of senior preschool children, prepared a theoretical platform for determining important factors and favorable pedagogical conditions for pedagogical tasks.

The purpose is a theoretical substantiation and empirical research of the formation of creatively oriented personality of a child of senior preschool age.

We assume that an empirical research of the semantic parameters of the formation of creatively oriented personality of a child of senior preschool age will allow to draw significant conclusions, which will have practical value and can be operationalized in the educational process of preschool education; also, the received empirical results will be expedient to apply during preparation of candidates of pedagogical specialties.

3. Methodology and methods

Methodological starting points of the empirical research of the formation of creatively oriented personality of a child of senior preschool age is an algorithm that combines several step-by-step stages with the use of a large list of psychodiagnostic tools. When selecting psychodiagnostic tools, the main requirement is considered – the relevant reflection of the subject of research. The fact that the applied methodology has been tested in the process of studying the parameters of emotional intelligence (Halian et al., 2020a; Shevchenko et al., 2020), adaptation processes (Blynova et al., 2020a; 2020b; Kononenko et al., 2020), innovative pedagogical activities (Halian, 2019; Petrović & Dimitrijević, 2020; Shkabarina et al., 2020; Tsiuniak et al., 2020), as well as in the study of educational processes and motivational

states of respondents of different ages (Blynova et al., 2020c; 2020d; Fizeshi, 2020; Popovych et al., 2020) is of fundamental scientific importance. The outlined scientific study is fully or partially related to the research of the formation of the creative personality of a child of senior preschool age.

Participants

The research was held from September 2019 to May 2020 among children of senior groups who attended preschool education: preschool educational institution of Lutsk City Council № 5 "Piznayko" (Lutsk, Ukraine), Lutsk City Council Preschool Education Institution № 10 "Volynyanochka" (Lutsk, Ukraine), preschool education institution of Lutsk City Council № 17 "Kobzarik" (Lutsk, Ukraine), a total of 120 people. To reflect the relevant empirical picture of the state and features of the formation of creatively oriented personality of a child of senior preschool age, 12 teachers of these institutions were involved, who provided psychological and pedagogical support of the diagnostic process. The research involved 112 parents. The mean sample age was 5.6 years (SD = .81). The preschool facilities were randomly chosen for the intent of conducting the research Such procedure allowed to obtain actual indexes of the phenomena with high credibility and the acceptable value of deviation under the study.

Instruments

The used tools were conditionally made up of two blocks.

Theoretical block: analysis, synthesis of sources on the research problem, comparison, systematization, generalization of theoretical and empirical data on the functioning of the pedagogical process in preschool education, achievements of psychological and pedagogical literature on the development of scientific and categorical research apparatus; study and generalization of the experience of preschool education institutions' teachers.

Empirical block: surveys (interviews, questionnaires), discussions, testing, the method of incomplete sentences, problem solving, analysis of the products of the subjects of the educational process; modeling the situation of stimulating creative search; included and indirect observation to study the real state of formation of creatively oriented personality of a child of senior preschool age.

Procedures

Empirical research of the formation of creatively oriented personality of the pupil in the preschool institution was implemented in four stages.

Stage I – preparation for the research. At this stage, the current problems of pedagogy were analyzed, and methodological tools were selected, which allowed to explore the semantic parameters of creatively oriented personality formation of a child of senior preschool age. Two blocks of psychodiagnostic tools were used: theoretical and empirical. Thus, a diagnostic research was substantiated, which allows to obtain information about the creatively oriented personality of a child of senior preschool age.

Stage II – a pilot research was held. This stage is important and relevant for an objective understanding of the situation and outlining the likely results of future research.

Stage III – collection of empirical data. The research involved children, teachers, and parents of children. The total number of subjects (children) is 120 people. Of these, 49 were males, making 40.83% and 71 were females, respectively 59.17%. Empirical cross-sections were performed in compliance with ethical requirements for research. Diagnosis was performed according to selected methods. As a result of the held diagnostics the data which allowed drawing a conclusion about the investigated phenomenon were received.

Stage IV – processing and analysis of research results. At this stage, a qualitative and quantitative analysis of the results of the research according to the methods mentioned above.

The research is conducted according to ethical standards of Helsinki declaration (WMA, 2013). The research was carried out in compliance with a psychologist's ethics code and ethical criteria for conducting empirical research. The Research Ethics Committee also gave us preliminary clearance to organize and perform "Empirical Research on the Formation of a Creatively Oriented Personality in a Child of Senior Preschool Age" (REC). All research participants were informed about the conditions of participation in the study including the confidentiality of data collection. Children, parents, and educators freely participated in the empirical research and were informed that they may discontinue it at any moment with no negative repercussions. The legitimacy and reliability of the collected empirical data were assured by high-quality organization, information availability, voluntary involvement in the research, and confidentiality of all empirical data.

Statistical Analysis

Computer programs are used for statistical processing of the received data: "SPSS" v. 21.0 and "MS Office Excel 2010". It was defined arithmetic mean value of parameters (*M*) and mean-square deviation (*SD*). To establish the statistical significance of changes in the formation's levels of the creatively oriented personality of a senior preschool age's child, the statistical criterion of K. Pearson's homogeneity was used. To assess the influence of various factors on the formation of creatively oriented personality of a child of senior preschool age, the coefficients of mutual conjugation of K. Pearson and O. Chuprov were used (Semenov, 2017). Differences between values of parameters at level $p \leq .05$ and $p \leq .01$ considered statistically significant.

4. Results and discussion

Let's move on to highlight the results of the research, interpretation of the data and discussion. According to the logic of the empirical picture of the research, we will reveal the empirical results on the components of the structure of the creatively oriented personality.

Components of emotional and volitional origin. Modern science has proven that personality is revealed through emotional readiness for creative activity. Readiness is the resultant manifestation of self-creation. Indicators of the emotional-volitional component are emotional potential, volitional potential, and arbitrariness. The sample is divided into the following levels of manifestation: high, medium, low. The arithmetic mean (*M*) and the distribution by level of respondents are given in Tabl. 1.

Table 1. *Indicators of the emotional and volitional component's formation of the respondents by the arithmetic mean and the distribution by levels*

Scale	Level								
	High			Medium			Low		
	M	n	%	M	n	%	M	n	%
Emotional potential	22.0	22	18.3	14.0	27	22.5	9.0	71	59.2
Volitional potential	25.0	14	11.7	16.0	32	26.7	11.0	74	61.6
Arbitrariness	21.0	9	7.5	13.0	19	15.8	7.0	92	76.7

Emotional and volitional component	24.0	15	12.5	12.0	26	21.7	10.0	79	65.8

Note: M – arithmetic mean; n – number of respondents; % – number is represented in a percentage.
Source: Authors' own conception

Analysis of the data presented in the table shows that the emotional potential of most of the studied children (n=71; 59.2%) is formed at a low level, while such children in creative activities rarely showed and experienced positive emotions: interest, joy, satisfaction. They were characterized by frequent mood contrasts, negative emotional reactions, crying, manifestations of negativism, frustration with accompanying failures, low lability. These children very rarely showed openness to the emotions experienced by other children and adults.

As for the rest (n=47; 41.0%) of the studied children, we do not have any special warning about the state of formation of their emotional potential. Modality, range of intensity, duration, depth of emotional experiences of this group is quite rich, wide, which is a positive prerequisite for the formation of a creative personality.

In general, based on the generalization of the diagnosed indicators of the levels of children's formation of emotional and volitional potential and their arbitrariness can be stated: for the vast majority of preschool children (n=79; 65.8%) is characterized by a low level of formation of the emotional and volitional component of the creatively oriented personality. Given that the emotional-volitional component is an indicator of subjective well-being, harmony of development, acceptance-rejection of the adult world and its place in it and that emotions signal the state of development of other substructures in the structure of creative personality. The obtained results are connected with empirical studies on the association between emotional awareness and achievement in interpersonal interactions of children in kindergartens. Positive connections, according to the experts, enhance the development of emotional awareness and increase their performance (Torres et al., 2015).

Components of intellectual and creative origin. Researching the level of formation of the intellectual and creative component of the creatively oriented personality of a senior preschool age's child, we diagnosed the level of formation of children's value system, creative potential and creative thinking, the results of which are presented in Tabl. 2.

Table 2. *Indicators of intellectual and creative component's formation of respondents by arithmetic mean and distribution by levels*

Scale	Level								
	High			Medium			Low		
	M	n	%	M	n	%	M	n	%
Value system	21.0	19	15.8	14.0	34	28.3	7.0	67	55.9
Creative potential	24.0	25	20.8	19.0	30	25.0	10.0	65	54.2
Creative thinking	20.0	15	14.7	15.0	33	27.5	6.0	72	57.8
Intellectual and creative component	23.0	21	17.5	16.0	33	27.5	9.0	66	55.0

Note: M – arithmetic mean; n – number of respondents; % – the number is presented in percentage.
Source: Authors' own conception

The results of diagnostics of the formation's level of terminal and instrumental values of pupils of preschool educational institutions show that children in general have formed terminal values at the level of understanding their content. In the system of instrumental values, the situation is somewhat different. Less expressed in the structure of value orientations of senior preschool children is the degree of implementation of children's values in life and the level of manifestation of their regulatory mechanisms. The greatest role in the functioning of regulatory mechanisms of children's behavior is played by such terminal values as "family", "friendship" and instrumental values "independence", "curiosity", "creativity" and others. According to the results of the research, the most significant, emotionally filled values that met the needs of senior preschool children are such as "family", "friendship" and "creativity". We state that for most children a certain level of manifestation of terminal values is combined with the corresponding level of manifestation of instrumental values.

Among the studied children (n=53; 44.1%) there are those whose system of values is generally formed. Knowledge and assessments of terminal and instrumental values are characterized by different depth; children demonstrate different degrees of implementation of values and the situational level of manifestation of their regulatory mechanisms.

The generalization of the diagnostics' results of the value system, creative potential and creative thinking made it possible to make an integrative assessment of the intellectual and creative component's formation of the creatively oriented personality of a senior preschool age's child. The traditional practice of upbringing and development of children personality (the sixth year of life) in the conditions of preschool education institution does not provide sufficient efficiency in terms of formation of intellectual and creative component of creatively directed personality of a senior preschool age's child, as more than half of the studied children (n=67; 55.9%) found insufficient for the effective implementation of creative activity levels of the system of terminal and instrumental values' formation, creative potential and creative thinking. This condition, of course, is unfavorable for the development of children's creativity, focus on research and creative activities and requires correction of the upbringing of senior preschool children in preschool education.

Component of motivation. Researching the formation level of the motivational component of the creatively oriented personality of a senior preschool age's child, we were faced with the task of establishing the degree of motivation's formation for achievement and the level of development of cognitive interest. The results are presented in Tabl. 3.

Table 3. *Indicators of the motivational component's formation of respondents by arithmetic mean and distribution by levels*

Scale	Level								
	High			Medium			Low		
	M	n	%	M	n	%	M	n	%
Motivation of achievements	20.0	21	17.5	13.0	22	18.3	8.0	77	64.2
Cognitive interest	25.0	34	28.3	20.0	37	30.8	11.0	49	40.9
Motivational component	21.0	27	22.5	16.0	29	24.2	7.0	64	53.3

Note: M – arithmetic mean; n – number of respondents; % – the number is presented in percentage.
Source: Authors' own conception

Filed in Tabl. 3 the data give grounds to claim that only (n=21; 17.5%) of the respondents have a high level of achievement motivation. In

(n=22; 18.3%) a sufficient level of motivation for achievement in creative activity was recorded. At the same time, the majority of children (n=77; 64.2%) are characterized by a low level of achievement motivation.

High indicators of cognitive interest of preschool children confirm the findings of psychologists and educators, who proved that at the age of six the child's consciousness undergoes important changes, the result of which is the final predominance of the desire to explore the world (Bielienka, 2011; Semenov, 2017). This is a very important established fact, which determines the level of knowledge, depth of interest, motivation for research and development of research skills, which, of course, is very important for the formation of creative personality. Our findings are consistent with the research exploring the issue of tolerance of a teacher's uncertainty (Halian et al., 2020c).

Component of social interaction. Diagnosing the state of the social-communicative component's formation of the creatively oriented personality of children, we were faced with the task of establishing the level of development of communicative abilities, social competence, and creative activity of preschool children. The results of the diagnosis of formation's levels of the social-communicative component are presented in Tabl. 4.

Table 4. *Indicators of the social-communicative component's formation of the respondents by arithmetic mean and distribution by levels*

Scale	Level								
	High			Medium			Low		
	M	n	%	M	n	%	M	n	%
Communication skills	22.0	22	18.3	14.0	27	22.5	8.0	71	59.2
Social competence	22.0	15	14.7	14.0	33	27.5	7.0	72	57.8
Creative activity	22.0	27	22.5	15.0	29	24.2	8.0	64	53.3
Socio-communicative component	22.0	21	17.5	16.0	33	27.5	8.0	66	55.0

Note: M – arithmetic mean; n – number of respondents; % – the number is presented in percentage.
Source: Authors' own conception

The majority of the studied (n=71; 56.4%) are characterized by a low level of development of communicative abilities. This can be seen in the fact that the motives for their communication with adults and peers in the process of creative activity are unstable. Such children find it difficult to make contacts, interact with other people, do not show initiative in communication, and have a low level of ways to build speech in dialogue and monologue. At a low level they can dose emotional acts of communication of different modalities, to construct the image of "Self" based on the coordination of their own and others' ideas about themselves, to design adequate means of communication and implement them in practice. Among the studied in n=27; 22.5% recorded a medium and n=22; 18.3% high levels of development of communicative abilities.

Children of senior preschool age separate characteristics of social competence which are already formed, they can be seen in the subject-practical, socio-moral, cognitive-creative, and value-emotional activity: initiative, activity in communication and use of socially acceptable ways of communication; knowledge and observance of moral and ethical norms and rules in relations with the environment. This level of social competence does not create any obstacles in the process of forming a creatively oriented personality of a child of senior preschool age. At the same time, most respondents (n=66; 55.0%) are children with low social competence. This negatively affects the state of formation of creatively oriented personality and requires adjustments in the activities of the preschool institution.

Component of operation. In developing the system of forming a creatively oriented personality of a child of senior preschool age as indicators of the operational component, we singled out the creative competencies of preschool children and the experience of their creative activity. Diagnosis of the formation's levels of these indicators is presented in Tabl. 5.

Table 5. *Mean Iindicators of respondents' component of operation development by distribution by levels*

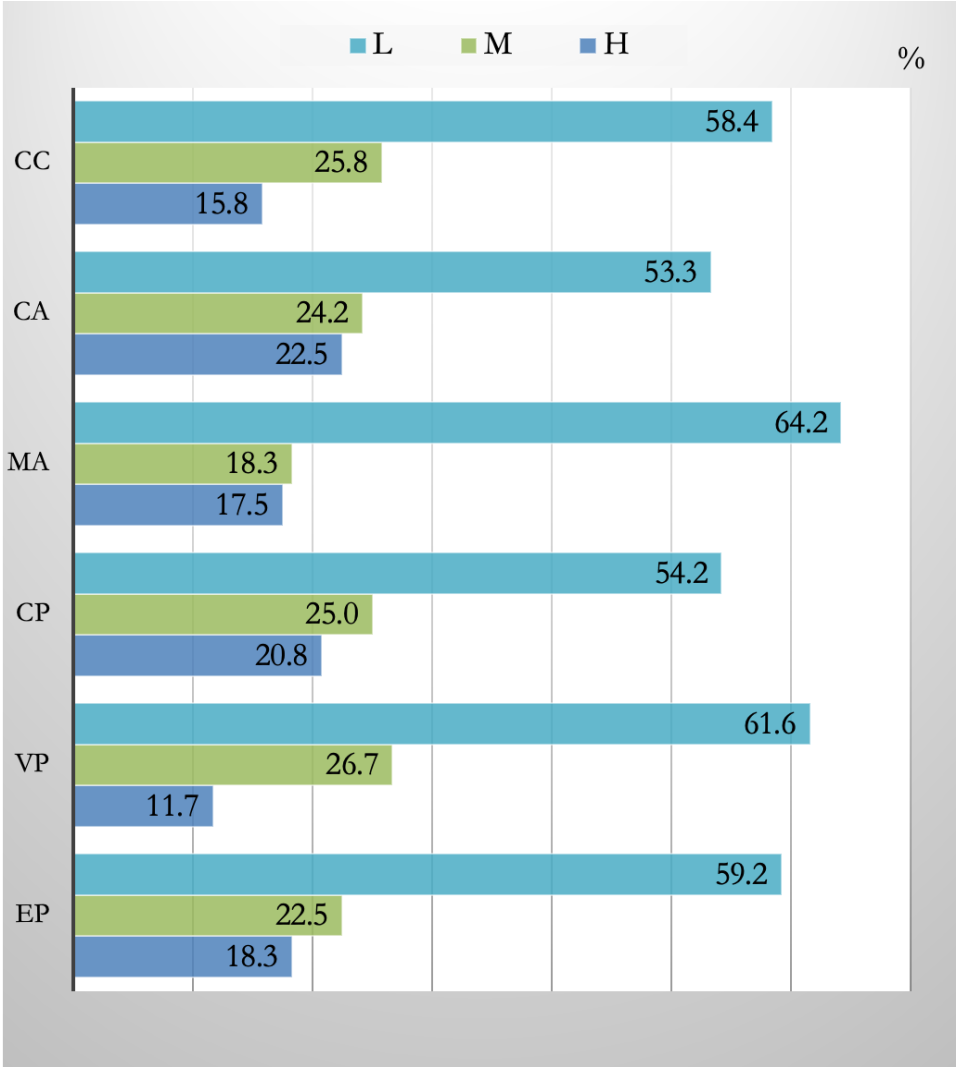
Scale	Level								
	High			Medium			Low		
	M	n	%	M	n	%	M	n	%
Creative competencies	20.0	19	15.8	13.0	31	25.8	8.0	70	58.4
Experience of	25.0	10	8.3	20.0	33	27.5	11.0	77	64.2

creative activity									
Operating component	21.0	16	13.3	16.0	32	26.7	7.0	72	60.0

Note: M – arithmetic mean; n – number of respondents; % – the number is presented in percentage.
Source: Authors' own conception

The majority (n=70; 58.4%) of the respondents have a low level of development of creative competencies. Respondents with medium level can generate ideas, hypothesize, fantasize, build associative series, see contradictions, transfer knowledge and skills to new situations, and make their own independent judgments about the estimation of different situations of creative activity. Only a small number of children (n=19; 15.8%) showed a high level of development of creative competencies. We claim that the current state of their formation is unsatisfactory in the context of the formation of a creatively oriented personality.

The profile of creatively directed personality's formation of children of senior preschool age on key psychological semantic parameters of researched components is constructed. The selected parameters relevantly reflect the subject of the research of the creatively oriented personality's formation of the child of senior preschool age (Fig. 1).



Note: H – high level; M – medium level; L – low level; EP – Emotional potential; VP – volitional potential; CP – creative potential; MA – motivation for achievements; CA – creative activity; CC – creative competencies.

Fig. 1. *Profile of the creatively oriented personality's formation of senior preschool children*
Source: Authors' own conception

The procedure of correlation analysis was carried out, which allowed establishing the relationships between the studied parameters of the creative orientation of the respondents. This allows us to move from the statement

of facts to explain and predict the process of development of creative personality of senior preschool children in time and space, and therefore to the effective management of this process (see Table 6). It should be noted that the coefficients of mutual conjugation of K. Pearson and O. Chuprov were used to obtain reliable data on the presence of correlations.

Table 6. *Estimated values of correlation coefficients*

Scale	Correlation coefficient		The nature of the connection (P≤.05; P≤.01), (C≤.05; C≤.01)
	P (Pearson)	C (Chuprov)	
Components of emotional and volitional origin			
Volitional potential	.473	.310	Direct weak
Emotional potential	.779	.719	Direct strong
Arbitrariness	.499	.332	Direct weak
Components of intellectual and creative origin			
Value system	.467	.305	Direct weak
Creative potential	.795	.756	Direct strong
Creative thinking	.780	.721	Direct strong
Component of motivation			
Cognitive interest	.465	.303	Direct weak
Motivation of achievements	.487	.322	Direct weak
Component of social interaction			
Communication skills	.658	.504	Direct moderate
Social competence	.481	.371	Direct weak
Creative activity	.687	.546	Direct moderate
Component of operation			
Creative competencies	.472	.309	Direct weak
Experience of creative activity	.498	.331	Direct weak

Source: Authors' own conception

Based on the presented data in Tabl. 6, we state that there are direct correlations between the selected indicators of the creative personality's structure of the senior preschool child and the formation of this phenomenon of the child in general, although the nature of these connections can be seen in a unique way.

5. Discussion

In the framework of our research, we emphasize the importance of connections between kindergarten children, educators, and parents. It was found that interactions with educators were seen as more essential in the junior group than in the senior group. In the older group, interactions with peers became more important. This research emphasized the significance of parent and instructor rankings (Degotardi et al., 2013). The growth of educators' communication skills and empathetic capacities are personality and professional development variables (Halian et al., 2020b). Most indicators are characterized by a direct weak connection, in the case of communication skills and creative activity it can be classified as a direct moderate. This indicates that changes in the level of formation of these indicators will lead to weak and moderate trends in the growth of levels of formation of creatively oriented personality. Among all the indicators we have identified in the structure of the creatively oriented personality of a child of senior preschool age, the most significant correlations are observed for such indicators as creative potential, creative thinking, emotional potential ($P \leq .05$; $P \leq .01$) and ($C \leq .05$; $C \leq .01$). Therefore, we can assume that changes in these indicators in the direction of growth will lead to coordinated changes, the emergence of stable trends in the formation of the creative personality of the child of senior preschool age in general. In view of this, it is necessary to take a more purposeful approach to the development of these qualities in the context of a creative personality's formation of senior preschool age's child.

The obtained data do not contradict the analyzed studies on the impact of the awareness of emotions and content features of the relationships between children in a kindergarten (Torres et al., 2015), the practice of social development based on a community (Vallee, 2010), determination of the dependence of emotional components of the attitude of children in a senior preschool age towards significant people (Kovalenko, 2019). Our research reveals the essence of the problem of the development of creative personality of a child of senior preschool age.

6. Limitations of the Research

We should point out that "Empirical Research on the Formation of a Creatively Oriented Personality in a Child of Senior Preschool Age" has certain limitations. We offered a local sample of preschool facilities in Ukraine that reflected the area environment. We also included the results and discussions because there aren't many similar studies in the worldwide

scientific literature, which adds to the importance of our research. We drew detailed findings in order to focus on key parts of the research, as it required rigorous theoretical substantiation and empirical investigation of the topic.

7. Conclusions

1. Theoretical analysis of the problem of creatively oriented personality's formation of a child of senior preschool age is carried out. Five components of the structure of a creatively oriented personality are outlined: emotional-volitional, intellectual-creative, motivational, social-communicative and operational.

2. It is established that in the divisions of senior preschool children by levels there is a general trend – for most children is characterized by a low level of formation of individual components and creative personality in general.

3. High research, search activity, sensitivity, sensitivity to new stimuli, new situation, ability to discover something new in the usual, selectivity for a new subject of study, excessive activity and intellectual initiative are the most brightly seen in children. In n=71; 59.1% recorded high and medium levels of cognitive interest. It is established that the most significant correlations are observed for such indicators as creative potential, creative thinking, emotional potential ($P \leq .05$; $P \leq .01$) and ($C \leq .05$; $C \leq .01$).

4. A significant part of children do not have a properly formed experience of creative activity. These children have difficulties in solving new, atypical, non-standard situations, which are characteristic of creative activity, which negatively affects the formation of creative personality.

5. The profile of the creatively directed personality's formation of children of senior preschool age on key psychological semantic parameters of the researched components which relevantly reflected a subject of research is built.

6. It is expedient to operationalize the received results of research in educational and professional preparation of applicants of pedagogical specialties.

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