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## PHILOSOPHY OF PERSONALITY IN THE CULTURE OF CREATIVITY: CREATIVITY AS A PATH TO LIFE CREATIVITY

The article explores the philosophy of personality in the context of a culture of creativity, where creativity is considered a fundamental factor that contributes to the life-creativity of the individual - the process of active formation and understanding of one's own life in conditions of constant change. The relevance of this topic is due to the demands placed on a person by the constant change of the environment, which requires flexibility, the ability for innovative thinking, and deep internal development from the individual. The importance of creativity is emphasized not only as a problem-solving skill, but also as an internal process that enriches the personality, determines its ability to self-knowledge and cultural self-expression.

The aim of the article is to reveal the meaning of creativity as the main means of self-creation of the individual within the framework of the culture of creativity. The proposed working hypothesis states that creativity is not only a tool for creating new ideas or objects, but also a profound way of being that gives a person the opportunity to realize themselves through the creative act. The article also examines philosophical approaches to the problem of creativity, in particular the concepts of such thinkers as I. Kant, G. Hegel, and M. Berdyaev, who consider creativity to be an important component of individual freedom and the path to her self-realization. Additionally, modern psychological and cultural studies are analyzed, which help clarify the mechanisms of creative activity and its role in personal development (A. Maslow, M. Runko and others).

Particular attention is paid to the concept of "culture of creativity", which is a space that ensures the development of creative life, providing the opportunity for self-realization through the expression of aesthetic, humanistic and ethical values. Creativity in this context appears as a process that not only shapes individuality, but also creates conditions for deep interaction with others, contributing to the development of new forms of cultural expression. The author argues that creativity should be integrated into all spheres of human existence – from education to intercultural dialogue – as an important resource for the development of not only the individual, but also society as a whole, which can contribute to harmonious development and mutual understanding between people of different cultures and worldviews.

The conclusions outline the prospects for further research aimed at integrating philosophical, psychological and pedagogical approaches to the formation of a creative personality in the context of modern global challenges.

**Ключові слова:** *philosophy of personality, creativity, culture of creativity, life creativity, self-realization, self-knowledge, philosophy of creativity.*

In the modern world, where innovation and adaptability have become the main requirements for a person, creativity acquires the status of a key factor in life creativity. It not only contributes to professional success but also determines the depth of personal development and the ability to self-realization. At the same time, there is a need to understand creativity as a philosophical category that reflects the inner essence of a person, their ability for transformation and cultural self-expression.

Creativity is not only a tool for achieving external results, but also an internal process of self-knowledge and self-improvement, which, through the culture of creativity, shapes the life-creativity of an individual.

In the context of global changes, in particular, in conditions of war and social transformations, the question arises about new ways of adaptation and self-realization of the individual. Creativity, as the ability to think and act unconventionally, becomes an important resource for overcoming crises and building a new meaning of life. Understanding its

philosophical foundations allows for a deeper understanding of the mechanisms of personal development and cultural identity.

The study proposes an integration of philosophical, psychological, and cultural approaches to creativity, emphasizing its role as a path to life-making. Particular attention is paid to the analysis of modern theories that consider creativity as a process of self-determination and cultural expression.

*The purpose of the study is* to reveal the philosophical meaning of creativity as a path to the creative life of an individual in the context of a culture of creativity.

*The objectives of the study are:*

- analysis of philosophical concepts of creativity and their role in the development of the individual;
- research into the relationship between creativity and self-realization in a cultural context;
- identification of mechanisms of influence of the culture of creativity on the formation of creative life;
- consideration of modern approaches to the development of creativity in the context of social changes.

In the modern world, creativity acts not only as one of the main factors of innovation, but also as a key component of personal development and self-realization. In philosophy, creativity, in particular, has traditionally been considered an important component of human existence, allowing a person to understand their place in the world and express themselves in a cultural context. This study will examine the philosophical, psychological, and cultural significance of creativity, its role in the self-realization of the individual and the development of life creativity.

Creativity as a philosophical category was the subject of research by philosophers of the era of antiquity, German thinkers such as I. Kant and G. Hegel, domestic philosophers G. Skovoroda, M. Berdyaev, etc. In modern science, issues of creativity are considered in psychology (A. Maslow, M. Runko), cultural studies, and pedagogy. However, the integrative approach to creativity as a path to life-making is underdeveloped, which emphasizes the relevance of this study.

From a philosophical point of view, creativity was revealed in ancient philosophy, where creativity was associated with the principles of creative thinking, capable of opening new horizons of knowledge and self-knowledge. In Greek philosophy, creativity meant the manifestation of divine intelligence or inspiration that inspired a person to creative activity. Socrates, Plato, and Aristotle noted the importance of reason and logical thinking, which indicates the creative potential of man in understanding the world.

Socrates emphasized the importance of the dialectical method as the basis of creativity. He believed that through dialogue and discussion of ideas, one can not only find new truths but also develop the creative abilities of the individual. Creativity, in his opinion, arises as a result of the search for and discovery of truth, which contributes to the inner development of a person and her ability to self-knowledge. Therefore, for Socrates, creativity is connected with the process of self-knowledge and moral improvement.

In Greek philosophy, creativity was often interpreted as a manifestation of divine inspiration. This inspiration, according to Plato, was a source of intuitive knowledge that goes beyond ordinary experience and leads a person to the knowledge of higher truths. Plato, in his dialogue "Timaeus", noted that the world that we perceive is only a reflection of higher, ideal forms. Creativity in this context appears as a person's ability, through her inspiration and thinking, to approach these ideal forms, expressing them in the real world through art and science.

Aristotle placed creativity at the service of human rational and logical abilities. For him, creativity was part of a natural process that occurs as a result of the interaction of reason and sensory perceptions, as a result of which the individual creates new knowledge, ideas, and objects.

Aristotle noted that creativity arises when a person acts on the basis of natural laws and reason, which allows her to find new ways of studying nature and society [Holm-Hadulla, 2023].

In German classical philosophy, creativity began to be considered not only as a tool of cognition, but also as a path to self-understanding and self-realization. One of the most significant representatives who addressed this topic was Immanuel Kant. In his aesthetic teachings, I. Kant considered creativity as an activity that is the result of harmony between reason and sensory perception. He believed that creative activity is an important way of self-expression of the individual, through which he can go beyond everyday limitations and achieve freedom in his actions and feelings. That is why, for I. Kant, creative expression of the individual is a kind of act of moral freedom, which allows a person to realize his aesthetic and spiritual aspirations.

Creativity, according to I. Kant, is a tool for understanding not only the external world, but also the deepest aspects of human nature. He believed that true creativity always contains an element of subjective choice, which is not limited only to a person's intellectual or technical capabilities, but is a deeply emotional and intuitive act that expresses the freedom of the individual. This idea was extremely important for the development of subsequent theories of creativity in philosophy.

Georg Wilhelm Friedrich Hegel, developing Kant's ideas, emphasized creativity as an important element in the development of the human spirit. For Hegel, creativity was a process that takes place through conflicts and contradictions, which are characteristic of the development of the spirit. In his concept of spiritual development, creativity appears as a manifestation of the internal development of consciousness, which through the creative act brings the individual to a new level of self-knowledge and self-understanding. This process, according to G. Hegel, is not only intellectual, but also emotional, where each act of creativity allows a person to become more deeply aware of himself in the context of the world.

G. Hegel believed that creativity is a form of manifestation of freedom, because through it an individual can change the world around him, acting as an active agent of change. Creativity in his philosophy becomes an important means of developing individuality and realizing human potential. It helps to bring consciousness to a new level of development, where the individual begins to realize her role in the great process of history and culture [Holm-Hadulla, 2013].

Also, the problem of creativity was considered by one of the most influential philosophers of the 20th century, Mykola Berdyaev, who focused on its spiritual dimension. He believed that creativity is not only a means of creating new objects or ideas, but also a deep internal act that takes a person beyond the material world. For M. Berdyaev, creativity is a path to self-realization through the development of the spiritual potential of the individual. He emphasized that creativity is an act of freedom that allows a person to discover the highest spiritual possibilities within himself and touch the divine.

In the context of M. Berdyaev, creativity appears as an act of alienation from everyday limitations, which gives a person the opportunity to reach a new level of existence. Creativity, according to M. Berdyaev, is one of the ways to complete self-realization of the individual, which helps a person not only to understand himself, but also to determine his place in the world through his ability to change this world. For M. Berdyaev, creativity is an important aspect of personal freedom and self-knowledge, because only through it can one go beyond material limitations and achieve true spiritual self-realization [Bogachev, 2022].

Thus, philosophical reflections on creativity in different eras contributed to a deep understanding of creativity as a component of human essence. From antiquity to classical and modern philosophy, creativity remained an important category that determines the paths of human self-realization, his ability to internal development and interaction with the world around him. Through creativity, a person not only expresses their freedom, but also changes themselves, as well as the world around them, achieving a deeper understanding and harmony in their existence.

The connection between creativity and self-realization of the individual becomes especially relevant in psychological theories that define creativity as one of the most important

means of achieving psychological well-being and fullness of life, the process of self-expression and revealing the inner potential of the individual. Creativity not only serves to create new objects, ideas or solutions, but also is the basis for the formation of personal identity, which allows a person to achieve deep satisfaction from life and full self-expression. In this context, the meaning of creativity is revealed through the ability of a person to realize their potential and reach a new level of development.

The prominent psychologist Abraham Maslow developed the theory of the hierarchy of needs and emphasized the importance of creativity as a component of self-realization - the culmination of human psychological development.

A. Maslow believed that only after satisfying basic needs can a person achieve self-actualization – the highest level of development, when an individual fully reveals his or her potential through creativity, intellectual achievements, and emotional development. Self-actualization, as a concept of A. Maslow, includes the process of constant self-knowledge, the disclosure of one's own talents and the ability to creative activity. The connection between creativity and self-actualization of the individual is key in psychological theories that define creativity as an important means of achieving psychological well-being, inner harmony and fullness of life [Franklin, 2023].

A. Maslow described self-actualization as a process that includes not only creativity, but also intellectual achievements, emotional development and a deep awareness of one's capabilities. For him, self-actualization is the path to achieving inner harmony, when a person fully reveals his talents and capabilities, contributing not only to his own development, but also to the development of society. Therefore, creativity, according to Maslow, is an integral part of this process, which ensures the realization of human potential at all levels: physical, emotional, intellectual and social. [Starynska, 2020].

A. Maslow noted that creativity, associated with self-realization, is a self-sufficient process that allows a person to be in a state of constant internal development and search for new ways of expressing their personality. Creativity in this context is not limited to traditional forms of art, but extends to all areas of life, including professional activities, science, social interaction and personal relationships [Sheibani, 2024].

The famous American psychologist Mark Runko, studying the issue of self-realization in the context of creativity, emphasized that creativity and self-realization are closely interconnected processes. He emphasized that creativity allows a person not only to achieve their personal goals but also to release their inner potential, which, in turn, leads to harmony with themselves and the world around them.

M. Runko believed that creativity is not just a way of expressing emotions or creating objects of art, but a powerful tool for cognition and the development of the personality itself. He described self-realization as a constant process of self-improvement, in which creativity is the main mechanism for achieving internal balance and discovering new facets of the personality [Runko, 2004, pp. 657-687].

According to M. Runk, creativity is the highest form of individual self-realization, since it allows a person to go beyond standard social roles and stereotypes, to reveal their true desires and aspirations. Creativity, in his opinion, allows an individual to rethink their place in the world, which is an important stage in the process of self-understanding and self-knowledge. Creativity, which manifests itself through active self-expression, helps a person become a holistic personality, capable of interacting with other people and the world around them [Runko, 2004, pp. 657-687].

Thus, creativity is a key element in the process of self-realization, since through creativity a person not only expresses his individuality, but also achieves a high level of psychological well-being and harmony. As the works of A. Maslow and M. Runka show, creativity is not only a path to self-actualization, but also the basis for the development of the inner potential of the individual, which allows a person to achieve true self-realization. Creativity appears as an important mechanism that helps a person reveal their talents, creating new opportunities for their development and interaction with the world around them.

The term “culture of creativity” becomes important when considering how creativity is integrated into social and cultural contexts. A culture of creativity encompasses all aspects of human life, where creativity is not only a tool for self-expression but also a necessary condition for development. In a cultural environment, creativity becomes not only a way of individual self-realization but also a social factor that contributes to the development of society as a whole.

In this context, it is important to consider the role of art, education, and social institutions in shaping the environment for the development of creative potential. According to Richard Band, a culture of creativity is the process through which a society creates and supports space for personal expression and cultural innovation. Creativity, thus, can be considered as a universal tool for personal self-realization, contributing to the development of not only intellectual and emotional abilities, but also spiritual, moral and social potential. Through creativity, a person has the opportunity to go beyond the usual patterns of thinking and behavior, opening up new horizons of self-expression and achieving harmony with the environment.

Creativity becomes an important resource for achieving inner integrity, as it allows a person to realize themselves not only as a separate individual, but also as part of a broader socio-cultural context. This is reflected in creative achievements that not only change the individual's personal life but also have a positive impact on society and the environment.

According to the theory of psychologist Carl Rogers, self-actualization is the achievement by a person of his “true self” through the development of his abilities and talents. K. Rogers emphasized that creativity helps a person adapt to changes in his life, increases his ability to express himself and brings internal satisfaction. This process is accompanied by the ability to overcome the difficulties and challenges of life, opening up new development opportunities [Leung, 2010].

In the modern world, the development of creativity is becoming one of the most relevant topics, as rapid social, technological, and cultural changes require a person to have the ability to adapt to new realities and find innovative solutions in conditions of uncertainty. Modern methods of developing creativity focus on the integration of various approaches and technologies that allow you to expand the boundaries of traditional thinking and stimulate innovative problem-solving. One of the main directions is the use of cognitive-behavioral strategies that help individuals change limiting beliefs and stereotypes about creativity. Such approaches focus on developing cognitive processes that help improve problem-solving skills and stimulate the ability to think critically. Cognitive-behavioral therapy includes practices that allow a person to change their behavior and attitude towards creative processes, which contribute to the development of creativity and flexibility of thinking.

Neuropsychological strategies, particularly research into the effects of neuroplasticity on creativity, are also gaining importance. They focus on how the development of the brain and neural connections can support or enhance creative abilities. For example, neuropsychologists have found that certain types of training can help develop memory, attention, and imagination—key components of the creative process. Techniques that affect the growth and strengthening of neural networks help improve cognitive flexibility and the ability to generate new ideas.

At the same time, modern research is turning to approaches aimed at expanding the boundaries of conventional thinking. This includes techniques to stimulate “open” or “divergent” thinking, which allows a person to generate many different solutions without being limited to one conventional idea or strategy. One such approach is the brainstorming method, which involves the free exchange of ideas without immediate criticism, allowing for the generation of many possible solutions [Shebani, 2024].

In the educational process, innovative methods that contribute to the development of the creative abilities of pupils and students are gaining special importance. Traditional approaches to learning, based on routine memorization of facts and mechanical repetition, are gradually changing to interactive methods that contribute to the development of critical thinking and creative independence. One such approach is project-based learning, which allows students to work on real-world tasks in a team, make decisions, and develop collaboration and creative

problem-solving skills. The project-based approach in education promotes the development of practical skills, including the ability to apply knowledge in new and unexpected situations, which is important for the development of creativity.

New technologies, such as programming and digital technologies, also play a special role in education, providing students with new opportunities for self-expression and the implementation of creative ideas. Programming and creating digital products are powerful tools for developing not only technical but also creative abilities. They allow students to realize their ideas through the creation of interactive programs, games, applications and other digital products, which stimulates not only technical, but also artistic and engineering creativity. Learning programming and working with digital technologies creates a favorable environment for the development of creative thinking and solving complex problems [Richards, 2007]

Art, as an important part of creative culture, continues to play a key role in stimulating creative potential. Creative disciplines such as painting, music, theater, and literature open up new opportunities for self-expression and exploration of the world through emotions, images, and symbols. They also contribute to the development of emotional intelligence, which is an integral part of the creative process, as it allows a person to more deeply understand their feelings, reactions and interactions with other people [Gabora, 2011].

In the modern context, an important component of art is digital media, which provides unprecedented opportunities for expression and creative realization. Digital art, the use of virtual reality, augmented reality, as well as the creation of interactive multimedia projects, have become new directions for self-expression in contemporary art. These new forms allow people to explore and create new visual and audio experiences, using technology to shape creative ideas [Dewey, 1934].

Social platforms, including Instagram, YouTube, and TikTok, have also become important tools for self-expression and creativity. People can reach out to a large audience to share their creative projects, receive feedback, and hone their skills. These platforms combine elements of art, technology, and social interaction, providing new opportunities for creative expression and personal development.

Thus, modern approaches to the development of creativity encompass a wide range of methods and practices that combine cognitive, neuropsychological, and pedagogical approaches. The integration of these approaches allows not only to stimulate the creative potential of the individual, but also to increase her ability to adapt to modern social and technological changes. Modern educational methods, including project-based activities and the use of digital technologies, as well as artistic practices that support diverse forms of self-expression, are becoming key tools for developing creativity. Thus, the development of creativity is an important aspect of personal and social development in a rapidly changing world.

Thus, creativity appears not only as a technical or aesthetic activity, but as an important part of human life creation. It is an important resource for self-realization, personal development, and adaptation to changes occurring in the modern world. Creativity is integrated into various aspects of human activity from philosophy to culture and is an important element in the formation of not only individual but also social changes. Through the development of creative potential, a person not only develops his individuality, but also contributes to the creation of a new, more harmonious and creative society. Therefore,

- creativity is an essential element of the philosophy of the individual, which determines his ability to self-realization and cultural self-expression;
- the culture of creativity creates conditions for the development of life creativity, contributing to the formation of the meaning of life and adaptation to change;
- modern approaches to the development of creativity should take into account the integrative nature of personal development, combining philosophical, psychological and cultural aspects.

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## **ФІЛОСОФІЯ ОСОБИСТОСТІ В КУЛЬТУРІ ТВОРЧОСТІ: КРЕАТИВНІСТЬ ЯК ШЛЯХ ДО ЖИТТЄВОЇ ТВОРЧОСТІ**

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## АНОТАЦІЯ

У статті досліджується філософія особистості в контексті культури творчості, де креативність розглядається як основоположний чинник, що сприяє життєтворчості особистості – процесу активного формування та осмислення власного життя в умовах постійних змін. Актуальність цієї теми зумовлена вимогами, які ставить перед людиною постійна зміна середовища, що вимагає від особистості гнучкості, здатності до інноваційного мислення та глибокого внутрішнього розвитку. Підкреслюється важливість креативності не лише як навички вирішення проблем, але й як внутрішнього процесу, що збагачує особистість, визначає її здатність до самопізнання та культурного самовираження.

Метою статті є розкриття значення креативності як основного засобу самотворення особистості в рамках культури творчості. Запропонована робоча гіпотеза стверджує, що креативність є не тільки інструментом для створення нових ідей чи об'єктів, а й глибоким способом буття, що дає людині можливість реалізувати себе через творчий акт. У статті також досліджено філософські підходи до проблеми креативності, зокрема концепції таких мислителів, як І. Кант, Г. Гегель, М. Бердяєв, які вважають творчість важливою складовою свободи особистості і шляху до її самореалізації. Додатково аналізуються сучасні психологічні та культурологічні дослідження, що допомагають уточнити механізми творчої діяльності та її роль в особистісному розвитку (А. Маслоу, М. Рунко та інші).

Особливу увагу приділено концепту «культура творчості», що є простором, який забезпечує розвиток життєтворчості, забезпечуючи можливість самореалізації через вираження естетичних, гуманістичних і етичних цінностей. Креативність у цьому контексті постає як процес, що не лише формує індивідуальність, а й створює умови для глибокої взаємодії з іншими, сприяючи розвитку нових форм культурного самовираження. Автор доводить, що креативність має бути інтегрована у всі сфери людського існування – від освіти до міжкультурного діалогу, — як важливий ресурс розвитку не лише особистості, а й суспільства в цілому, що здатне сприяти гармонійному розвитку і взаєморозумінню між людьми різних культур і світоглядів.

У висновках окреслюються перспективи подальших досліджень, спрямованих на інтеграцію філософських, психологічних та педагогічних підходів до формування креативної особистості в умовах сучасних глобальних викликів.

**Ключові слова:** *філософія особистості, креативність, культура творчості, життєтворчість, самореалізація, самопізнання, філософія творчості.*

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