

## CULTURE OF LIFE CREATIVITY AS A PHENOMENON OF PERSONAL BEING IN THE MODERN WORLD

The article examines the culture of life-creation as a phenomenon of personal existence in the context of globalization and civilizational transformations of the modern world, covering the socio-cultural, economic, spiritual-value and technological spheres. The relevance of the study is due to the growing need of modern man for conscious self-creation, reflective understanding of his own life experience, and the formation of an individual life strategy in conditions of postmodern uncertainty, fragmentation of meanings, and changes in axiological guidelines.

The focus of scientific attention is on the problem of the culture of life creativity, which is interpreted as an integrative characteristic of the personality and combines value-ideological, activity-creative, and reflexive-semantic components. The author emphasizes that the modern humanitarian paradigm – in philosophy, psychology, and pedagogy – requires a rethinking of creativity not only as a professional or artistic competence, but as a universal way of being human, aimed at a harmonious combination of freedom, responsibility, and self-realization.

The purpose of the study is to theoretically substantiate the culture of life-creativity as a holistic phenomenon that forms the basis for self-determination, moral and value choices, and the construction of life meaning. The methodological basis of the article is formed by cultural, phenomenological, person-centered and psychological approaches, which ensure the interdisciplinary nature of the analysis. In the process of research, the leading scientific concepts of life creation were generalized, and a conceptual and categorical basis was formed for further empirical explorations.

The result of the study was the identification of key components of the culture of life creativity as: the ability to make value choices, reflect on life, self-determination, as well as the ability to create meaning and transform the environment. The importance of creating educational and social conditions for stimulating the life-creating activity of the individual is emphasized.

The conclusions substantiate that the formation of a culture of life-creating should become a priority direction of modern educational, psychological and socio-cultural policy. Prospects for further research are seen in the creation of diagnostic tools for measuring the level of a person's life-creating culture, as well as in the development of programs for the development of life-creating potential in the educational environment, professional training, and personal growth practices.

**Ключові слова:** *culture of life creativity, personal existence, life self-determination, reflection of values, life trajectory, personal development.*

In the modern dynamic world, characterized by significant changes in social, cultural and technological conditions, the issue of the culture of life creativity as a form of active existence of the individual acquires special importance. The concept of "life creativity" refers not only to creativity in the classical sense (creation of new products, ideas, or works) but also to life choices, reflection, self-actualization, and the formation of meanings and values that can transform a person and their environment. The concept of "life creativity" refers not only to creativity in the classical sense (creation of new products, ideas, or works) but also to life choices, reflection, self-actualization, and the formation of meanings and values that can transform a person and their environment. This phenomenological plane of personal existence becomes especially relevant in the conditions of postmodernity and globalization, when traditional life trajectories change, there is a need for a personal sense, a representation of oneself as a subject of life, and not just an object of social processes.

Changing civilizational paradigms, increasing information influence, a crisis of identity and moral guidelines actualize the need to form inner meanings and spiritual supports of a person

[Bauman, 2000]. The problem is that in modern research, despite the attention to creativity and personal development, the concept of a culture of creative life as a holistic phenomenon of being, encompassing the culturally valuable, socially active, and personally reflective spheres, has not been sufficiently developed.

The relevance of the study is due to several factors.

Firstly, in the cultural and social space of the 21st century, the importance of creativity is growing more and more clearly, not only as a product of art or science, but as a lifestyle and value – “creativity” is becoming the norm of life and a requirement of the time. In this context, research shows that culture shapes creativity and vice versa [Shao et al., 2019].

Secondly, at the personal level, there is a need for life creativity – for meaning-making, self-reflection, autonomy, self-determination, which is directly related to the quality of life, well-being and psychological well-being [Kaufman, 2015].

Thirdly, today's socio-cultural reality is characterized as an environment of increased uncertainty, change, crises, and opportunities, which places a demand on the cultural competence of the individual – the ability to actively create one's life field, rather than passively react. In modern pedagogy and psychology, there is an increasing emphasis on the development of a “culture of life-creativity” as one of the guidelines for educational and social policy [Alekseeva, 2017].

Thus, there is a need for in-depth research into the phenomenon of the culture of life-creation – its structure, mechanisms, conditions of emergence, and functions in the life of the individual.

*The purpose* of the study is to theoretically understand the culture of life creativity as a phenomenon of personal existence in the modern world – in particular, to highlight its main characteristics, determinants, as well as to highlight its significance for personal development and life self-determination.

*Research objectives include:*

1. Analysis of scientific approaches to creativity, life-creation and personal existence in modern literature.
2. Definition of the conceptual and categorical basis of the “culture of life-creation” and its components.
3. Highlighting the socio-cultural and psychological conditions for the development of a culture of creative individuality.
4. Outlining the practical implications of the development of a culture of creative individuality in educational, professional and social contexts.
5. Formulation of prospects for further research on the significance of the culture of life creativity as a resource of personal existence and the prospects for its development.

In the scientific field, the topic of creativity, life-creation, and personal existence is actively explored from various perspectives. For example, Y. Shao, C. Zhang, J. Zhou, T. Gu, Y. Yuan in “How Does Culture Shape Creativity? A Mini-Review” revealed how culture influences creativity. In particular, they note that creativity is “rooted” in culture, but its definition and manifestations vary depending on the cultural context. They note that different cultures perceive creative processes differently (for example, in “Collective” and “Individualistic” cultures) [Shao et al., 2019]. This suggests that personal life-creation cannot be explored outside of a cultural context.

From a psychological perspective in research “Delving into the role of creativity on meaning in life: A multiple mediation model” it is highlighted that creativity contributes to the search for the meaning of life and positive affect as mediators of this relationship [Jiantao Han..., 2023], which proves the existence of an important psychological function of life-creation.

Alekseeva L.L.'s research within the educational paradigm focuses on the cultural and creative development of students, emphasizing that “culture and creativity of the individual” are closely related and are formed through educational processes [Alekseeva, 2017].

In “The Value of Art for Life: Critical Reflections on Creativity and the Art of Living Well” the authors consider creativity as a moral imperative of modernity. According to the researchers, a person should consider his life as a “creative project” that includes self-transformation, self-realization, and an artistic attitude towards life [Marsden, 2025].

The study “Creative Life Orientations in Socially Diverse Groups: Research Review” (European Review) presents an approach according to which creative life orientation is understood as a way of life - active participation in creating one's own living environment, the ability to act consciously, reflectively and value-based [Cudowska, 2023].

The above studies create a theoretical basis for the development of the concept of “life-creating culture”, but at the same time there is a gap in the study of the life-creating culture as a holistic phenomenon of personal existence that integrates the culturally valuable, socially active and reflective planes.

In the context of global transformations of the modern world, covering all spheres of human existence – from economics and politics to culture and spirituality – the problem of the culture of life-creativity as a phenomenon of personal development becomes particularly relevant. This phenomenon is understood as a person's ability to consciously construct their own life, giving it meaning, value certainty, and harmony with the surrounding world [Кремень, 2011, c. 24-25].

The culture of creative life is a complex spiritual and cultural phenomenon that combines moral-ethical, aesthetic, cognitive and existential dimensions of human existence. Its essence lies in the harmonious combination of creative freedom of the individual with the awareness of responsibility towards oneself, society and the world. According to M. Berdyaev, true creativity is a manifestation of a person's spiritual freedom, capable of overcoming external limitations through internal self-creation. In this sense, the culture of life creativity serves as the basis for the formation of an individual system of values, which determines the semantic structure of human existence.

The culture of life creativity encompasses the spiritual and moral, cognitive and activity aspects of personal existence. It is formed through a person's understanding of his own life experience, reflection on his actions, as well as the ability to self-development and self-realization [Bex, 2021]. Such culture is not a static entity - it is dynamic, dependent on social contexts, cultural traditions and technological changes [Зязюн, 2008, c. 132].

At the center of the culture of life-creation is the individual as the subject of his own life. Unlike externally imposed models of behavior, life-creation involves an active position of a person in choosing goals, methods of activity and forms of interaction with others [Савченко, 2007, c. 1-5]. This requires a developed sense of responsibility, freedom of choice, and spiritual maturity.

In a global dimension, the culture of life-making appears as a form of spiritual resistance to the technocratic tendencies of modernity. It ensures harmony between the individual and the social, the material and the spiritual, the past and the future. Thus, life-making becomes a way of being for a person who strives for integrity, harmony and meaning [Кремень, 2011, c. 28].

Life creativity is defined as a person's ability to design, comprehend, and implement their own life as a creative process that is individual, value-based, and morally directed [Bex, 2003]. It integrates the experience of self-knowledge, spiritual formation, and social interaction, creating a space in which a person becomes the subject of his own existence, and not just a product of external circumstances. Thus, life creativity is not just a characteristic of individual activity, but a form of spiritual self-determination, which involves a combination of rational, emotional, and moral principles.

The psychological aspect of life creativity is revealed by K. Rogers, who views it as the process of becoming a “self-actualized personality”, open to experience, internally holistic and capable of authentic choice [Rogers, 1980]. This understanding emphasizes the dynamic nature of human nature, its tendency towards development and self-realization.

At the same time, V. Frankl emphasizes the role of the search for meaning as the driving force of human life, viewing life creation as the realization of the “will to meaning” that goes beyond egocentrism [Frankl, 2006]. Thus, life-creation can be interpreted as an internal mechanism of existential choice that determines the integrity of human existence.

From the standpoint of the Ukrainian philosophical tradition, the idea of life creation has deep roots in the teachings of H. Skovoroda about “related work”, where true happiness and harmony of a person with himself are achieved through the creation of life in accordance with his inner calling [Сковорода, 1973]. Skovoroda's concept of spiritual freedom is based on the belief that every person is called to reveal his “inner world” through activities that correspond to his nature. This approach is harmoniously consistent with modern humanistic models of personality development, which emphasize self-knowledge, self-realization, and creative autonomy.

In the modern information society, characterized by rapid technological change, information overload, and declining stability of social structures, the culture of creative living is gaining even greater importance [Toffler, 2002]. It becomes a means of preserving personal autonomy, counteracting alienation and mass culture. A person who possesses a culture of life creativity is able not only to adapt to changes but also to transform them into a resource for their own growth, creating conditions for harmonious interaction with the world.

Education plays a special role in the formation of a culture of creative life, since it creates conditions for the formation of value and semantic orientations of the individual. The educational process should be aimed not only at the acquisition of knowledge, but also at the development of the ability to self-knowledge, critical thinking, and creative self-expression [Сисоєва, 2015, c. 101-102].

According to modern research, the development of a culture of creative living requires the integration of education, spiritual and moral upbringing, and psychological support of the individual. The education of the future should be aimed not only at the acquisition of knowledge, but also at the formation of the ability to live meaningfully, creatively, and responsibly. This approach corresponds to the concept of “education for sustainable development”, within which a person acts as an active subject of self-creation and a bearer of cultural meanings.

Therefore, the culture of life-creation is a phenomenon that reflects the deep essence of human existence - the desire for spiritual self-creation, self-realization, and understanding of one's own existence. It ensures the integrity of the personality, helps a person not to get lost in the flow of modern challenges, and forms the ability to live creatively, responsibly, and meaningfully. Thus, the development of a culture of creative living can be considered one of the leading tasks of modern philosophy, psychology, and pedagogy, aimed at affirming humanistic ideals and spiritual freedom of the individual.

The analysis conducted gives grounds to assert that the culture of life-creativity constitutes a multidimensional category of personal existence, which includes the following components: value-based worldview orientation (values of life-creativity, self-determination, sense-making) [Shao et al., 2019]; active creative component (active life position, choice of life projects, realization of potential, transformation of the environment) [Marsden, 2023]; reflexive-realization sphere (reflection on life, self-awareness, life construction and self-formation) [Alekseeva, 2017]. Research shows that a culture of creative living is closely linked to creativity as a psychological characteristic of personality [Cudowska, 2023], as well as with the search for meaning in life and well-being [Jiantao Han, etc., 2023]. It is also important to note that its development largely depends on the cultural and social environment: educational conditions, social support, cultural capital, opportunities for creative self-expression [Shao et al., 2019; Alekseeva, 2017].

The results of these studies allow us to draw the following important conclusions that support the concept of a culture of life-creativity as a holistic phenomenon of personal existence:

- The culture of life-creativity functions not only at the level of activity or product, but also at the level of orientation, values, and attitude to life – that is, it corresponds to the results regarding life-creativity orientations [Cudowska, 2023].

- It requires a favorable socio-cultural environment (multiculturalism, flexible cultural norms) – according to research, were culture influences creativity [Shao et al., 2019].
- It is related to the internal psychological resources of the individual – for example, creative self-efficacy, reflection, and the ability for self-determination.
- There is a gap between the presence of potential or desire (some studies show a high declaration of creative life orientation) and actual practice – which indicates the need not only to research, but also to develop tools for forming such a culture.

The newly discovered approach consists in considering the culture of life creativity as an integrated phenomenon of personal existence, encompassing value, creative and reflective aspects.

Prospects for further research include the development of a model of cultural and active formation of a life-creating personality, empirical study of factors (for example, cultural capital, educational environment, social support) and mechanisms (reflection, action, self-formation) of this culture, as well as the creation of programs for the formation of a culture of life creativity in the educational process and social practices.

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## КУЛЬТУРА ЖИТТЕВОРЧОСТІ ЯК ФЕНОМЕН ОСОБИСТОГО БУТТЯ У СУЧАСНОМУ СВІТІ

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### АНОТАЦІЯ

У статті розглядається культура життєтворчості як феномен особистісного буття у контексті глобалізаційних і цивілізаційних трансформацій сучасного світу, що охоплюють соціокультурну, економічну, духовно-ціннісну та технологічну сфери. Актуальність дослідження зумовлена зростаючою потребою сучасної людини в усвідомленому самотворенні, рефлексивному осмисленні власного життєвого досвіду і формуванні індивідуальної стратегії життєдіяльності в умовах постмодерної невизначеності, фрагментації смислів і зміни аксіологічних орієнтирів.

У центрі наукової уваги перебуває проблема культури життєтворчості, що інтерпретується як інтегративна характеристика особистості і поєднує ціннісно-світоглядну, діяльнісно-творчу й рефлексивно-смислову складові. Підкреслюється, що сучасна гуманітарна парадигма – у філософії, психології, педагогіці – потребує переосмислення творчості не лише як професійної або мистецької компетенції, а як універсального способу буття людини, спрямованого на гармонійне поєднання свободи, відповідальності й самореалізації.

Метою дослідження є теоретичне обґрунтування культури життєтворчості як цілісного феномену, що формує підґрунт для самодетермінації, морально-ціннісного вибору і конструювання життєвого смислу. Методологічну основу статті становлять культурологічний, феноменологічний, особистісно-центраний і психологічний підходи, що забезпечують міждисциплінарний характер аналізу. У процесі дослідження здійснено узагальнення провідних наукових концепцій життєтворчості, сформовано понятійно-категоріальну базу для подальших емпіричних розвідок.

Результатом дослідження стало виділення ключових складових культури життєтворчості як от: здатності до ціннісного вибору, рефлексії над життям, самодетермінації, а також здатності до смислотворення й трансформації середовища. Підкреслено значущість створення освітніх і соціальних умов для стимулювання життєтворчої активності особистості.

У висновках обґрунтовано, що формування культури життєтворчості має стати пріоритетним напрямом сучасної освітньої, психологічної і соціокультурної політики.

Перспективи подальших досліджень вбачаються у створенні діагностичних інструментів для вимірювання рівня життєтворчої культури особистості, а також у розробленні програм розвитку життєтворчого потенціалу в освітньому середовищі, професійній підготовці та практиках особистісного зростання.

**Ключові слова:** культура життєтворчості, особистісне буття, життєва самодетермінація, рефлексія цінності, життєва трасекторія, особистісний розвиток.

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