

Research on Creativity in the Project and Innovative Activities of a Psychologist

Дослідження креативності у проектно-інноваційній діяльності психолога

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ABSTRACT

The purpose of the article. *The study aims to analyze creativity as an integrative component of a psychologist's project-innovation activity.*

Methods of the research. *In order to accomplish the proposed tasks, the following scientific research methods were used: theoretical analysis, generalization, conceptual provisions, comparison, systematization, interview, and questionnaire.*

The results of the research. *The creative approach in the professional activity of a psychologist is described by us as the ability to generate new ideas in*

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the context of various types of activities. It is based on creative activity, super-situationality, the ability to think associatively and broadly, the ability to see extraordinary logical connections between certain aspects of activity. The creative potential of a person is considered as an integrative property that characterizes the ability to creative self-realization and is manifested in talent and giftedness. These components are necessary for the performance of various types of psychologist's activities.

In the practice of psychologist's work, different types of project innovative activities are observed: a) professional startup projects; b) problem-oriented activity; c) organizational and managerial actions; d) creative innovative practice; e) research projects; e) social and volunteer projects. Professional startup projects are important for psychological professionals as a primary basis of professional activity aimed at finding a new professional niche. Problem-oriented activity is important in dealing with psychological problems of clients. Organizational and management projects are to develop new strategies for working with colleagues within the framework of supervisory activities and the implementation of support programs. Creative and innovative practice is implemented in the context of new professional activities. Scientific research is focused on a creative approach to experiments. Social and volunteer projects help to creatively combine professional practice with social initiatives.

To find out the levels of creativity in professional psychologists the questionnaire "Creativity in Different Types of Activities" was developed to determine the levels of creativity in professional activities, which allowed determining the peculiarities of this quality in psychological profile specialists.

Conclusions. *Having summarized the main points on the study of psychologists' creativity, we noted that higher rates of creativity were established by the "Problem-oriented activity", "Creative innovative practice" criteria. At the same time, the most difficult for creative self-realization were "Professional startup projects"; "Organizational and Management Projects; and Research Projects. This is manifested in startup projects, interaction with clients and colleagues within the framework of organizational, managerial and research projects. With this in mind, we express our conviction that the work in this area requires increased attention.*

Key words: *psychologist, creativity, creative activity, project innovative activity, organizational and management project, research project, social and research project, social and volunteer project.*

Introduction

Creativity is a key aspect for making innovative decisions in psychological science and practice. It is potentially an important source of professional innovation and the realization of progressive ideas. The creative approach is the key to scientific discoveries in the field of psychology. It helps specialists to solve psychological problems in non-standard ways, quickly adapt to new situations, develop effective methods to stimulate intellectual activity. Creativity is important for the formation of professional startups, the realization of creative ideas, and the introduction of innovative psychotechnologies in professional activities. The creative approach is equally important for ensuring psychological well-being – creative activity has a positive effect on emotional state, reduces stress and increases self-confidence.

The study of creativity allows us to identify the main areas of studying this problem in the context of professional psychological activity.

Developing the essential characteristics of the concept of creativity in scientific research (Павленко, 2016), one can define five main approaches to it: a) study of creativity as a general ability to create; b) studying it as a personality trait; c) focusing on the ability of a person to go beyond a given situation; d) study of the process of manifestation of one's own individuality; e) consideration of creativity as a characteristic of professional activity.

While complementing this classification, we emphasize creativity as the ability to generate new ideas in the context of various types of activity. In the psychological sphere, this includes the development of new technologies, the creation of original psychological programs, the formation of marketing strategies in the field of psychology, the generation of new products, the production of innovative ideas in the field of applied psychological practices, the search for non-standard solutions to psychosocial problems, the implementation of social projects, the deployment of new forms of communication. These areas of creativity

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are based on creative activity, the ability to go beyond the boundaries of a specific situation, the ability to think associatively and broadly, the skill of seeing hidden connections between objects, and the courage to take risks.

Creativity as the ability to generate new ideas has been studied by many researchers in various fields of psychology (Kuznetsova, Kozachukb, Kachynskab, Zhuravlovb, Zhuravlovab, & Rakovets, 2023; Онуфрієва, & Антюхова, 2021).

The central place in this issue is given to intelligence. It allows you to be successful in any profession. According to R.J. Sternberg, successful intelligence means the ability to think in three different ways: analytically, creatively, and practically (Sternberg, 2003).

One of the first psychologists to study creativity as a scientific issue was Joe Paul Guilford. He developed a model of the structure of intelligence, in which he paid considerable attention to divergent thinking (Guilford, 1982).

The author described it as a key feature of creativity, which is the search for diverse solutions. Divergent thinking means the ability to generate as many ways to solve a problem as possible in order to identify the one that has the highest probability of success in creative activity. Divergent abilities in this model have their own evolving development trajectory due to flexibility, originality, increased intensity, and the ability to analyze situations in detail.

In other studies of creativity, the key resource for innovation is convergent thinking. If divergence is the ability to find many possible solutions (Guilford, 1982), convergent thinking is the ability to look at a problem from different angles to find the only correct solution. Both divergent and convergent thinking are important for creativity. Finding the right solution to a problem requires analyzing different solutions and determining the most effective one (Дубодєлова, Лісовська, & Бандрівський, 2015).

Within psychological research, the following concepts are important for creativity: the concept of lateral thinking, which

is based on the ability to generate new ideas. The developer of this concept is the British psychologist and inventor Edward de Bono, a British psychologist and inventor. In his research, he abandons the realistic approach developing a new product and focuses on generating innovative ideas without the right to criticize them. The author emphasizes that it is criticism and the fear of making a wrong step that hinder the development of an innovative creative product (De Bono, 2015).

The methods he proposed to encourage creativity are the Plus-Minus-Interesting (PMI) and Six Thinking Hats techniques. The PMI technique consists in determining the positive-negative evaluative potential of the product and, on its basis, working out those aspects of the problem that are interesting from the point of view of the product's innovation, that is, determining those functions in which the product's hidden potential is embedded. This allows us to identify those aspects of the problem that are usually overlooked. The Six Thinking Hats technique is used to consider the problem from six positions. Wearing each of the hats, a specialist can consider the problem from different points of view: white hat – analytical approach, red – emotional attitude to the problem, black – critical thinking, yellow – optimistic approach, green – creative thinking, blue – thinking for the future. This technique helps generate new ideas and approaches (De Bono, 2015).

Motivational approaches play a crucial role in the quest to generate new ideas, approaches play a crucial role. In view of this, a number of studies (Петришин, 2013; Amabile, & Kramer, 2011; Pavlyk, & Radzimovska, 2023) suggest that an important condition for creative professional activity is the unity of motivation, cognitive abilities and creative characteristics of the individual.

Thus, from the point of view of L.Y. Petryshyn, the system of motives is basic to the system of motives that determines the strategies of professional activity (Петришин, 2013). The leading internal factor of creativity is the effective management of

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the process of forming positive creative motivation and the desire to satisfy the need for professional self-realization. Scientific research (Pavlyk, & Radzimovska, 2023) emphasizes that for the directed formation of creativity it may be useful to combine professional qualities with the functions of a tutor, facilitator and moderator. These functions combine the roles of a personal mentor who helps to choose the direction of psychological activity taking into account one's desires and needs (tutoring); allows a group of people to work together more effectively taking into account common goals (facilitation); and at the same time adhere to established norms (moderating). The leading role in the development of creativity is played by motivationally directed creative self-realization and a positive emotional state, supported by optimism and good mood (Pavlyk, & Radzimovska, 2023).

American researcher T. Amabile is known for her work on the impact of motivation on creativity. In her opinion, creativity is a motivational phenomenon that combines the desire and needs to solve one's problems. Creativity means progress using small victories, to ignite joy and the desire to achieve results. The author has developed a three-component model of creativity, which includes expert evaluation, intrinsic motivation, and creative processes. She explains how to activate progress by using clear goals and catalyst events that directly contribute to the project, and interpersonal interactions where people draw incentives for encouragement. T. Amabile attaches great importance to developing ways to eliminate obstacles to progress, such as meaningless tasks and toxic relationships (Amabile, & Kramer, 2011).

Analyzing the process of engaging in creative activity, the authors (Gu, Dijksterhuis, & Ritter, 2019) focus on the significant role of inspiration, which causes motivation to create. It is seen as a motivational resource, that inspires and supports the creative process. Respondents can get this inspiration by observing the work of others, for example. In addition, researchers

identify indicators of creative productivity, including focusing on fluency, flexibility, uniqueness, and infrequency, diligence (elaboration), openness to experiences, and tolerance of ambiguity. These indicators describe the ability to generate new creative products (Gu, Dijksterhuis, & Ritter, 2019).

In modern Ukrainian scientific research that explores the problem of creativity, it is worth noting the concept of realizing the creative potential suggested by V. Moliako. He emphasized the novelty and originality of the product, which in terms of its content characteristics differs significantly from other products designed for this purpose. The creative potential of a personality is considered by the author as an integrative characteristic of a personality that describes the ability to creative self-realization and self-development.

It has its own authentic structure, in particular: a) interest, curiosity, inclinations that manifest themselves in preferences for something; b) speed of assimilation of new information, qualitative mastery of new competencies; c) perseverance and hard work; d) ability to implement original strategies and find a way out of non-standard situations. The highest form of a person's creative abilities is talent as a natural ability to implement creative strategies and skills of a highly gifted person (Моляко, 2008).

The increasing role of creativity in the activities of a psychologist requires a comprehensive study of its potential indicators. In psychological research (Cherry, 2022) a number of characteristics are comprehensively analyzed, including originality, functionality, openness, conscientiousness, extraversion resourcefulness, openness to experience, energy, creative intelligence, discipline. Each dimension represents traits that characterize certain aspects of a psychologist's activity. Creativity in psychological activity is associated with greater openness to new experiences, testing new ideas in different types of psychological activities, communication with different people and working out different points of view on existing problems.

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Psychologists are, without a doubt, representatives of a creative profession, so they are able to look at things in a new way. They are active, sociable, and have a lot of creative energy but they are also disciplined in their work and take responsibility for each client.

The purpose of the article

The purpose of our study is to analyze creativity as an integrative component of a psychologist's project-innovation activity. The main tasks of the study are: theoretical analysis of the formation of different types of thinking necessary for the development and management of psychological projects; determining the ability of psychologists to generate new, original ideas for solving professional problems; empirical study of creativity as a basis for creating individual strategies of interaction with clients, which contributes to more effective psychological support.

These tasks are important for professional development and ensuring competitiveness of psychologists in the modern world.

Research methods and techniques

The solution of the research objectives is facilitated by the use of a number of theoretical and empirical research methods. Among them there are theoretical methods which include the analysis of creativity as a psychological category; generalization of the conceptual provisions of the study of creative activity and creativity; comparison of approaches and systematization of the main provisions of project and innovation activities; empirical: conversation, questionnaire on the topic "Creativity in different types of activities" and statistical methods : mathematical calculation of tabular data, graphical processing of research results.

Results and their discussion

Today, the areas of professional psychological activities are aimed at implementing creative strategies in working with clients. They are characterized as project-constructive actions of a psychologist focused on the implementation of professional projects. In the context of psychological activity, project and

innovation activities provide solving vital problems through goal setting, planning, and phased implementation of projects. A psychologist collects information in this way, identifies the problem, and evaluates it, develops a conceptual scheme of work, and chooses approaches that will help achieve the desired results.

In psychological practice, there are several types of projects: a) professional startup projects as business ideas aimed at creating new psychological services aimed at creating new psychological services that meet the modern needs; b) problem-oriented projects aimed at providing social and psychological services and assistance in overcoming psychological problems; c) organizational and managerial projects, which consist of developing strategies for working with the team and implementing corporate support programs; d) creative innovative projects that involve a free and non-traditional approach to professional activity; e) research and development projects aimed at developing strategies for the development of the company's projects aimed at developing hypotheses, planning relevant scientific and psychological research, and conducting experiments; f) social and volunteer projects to create social initiatives designed to help vulnerable populations.

Each of these projects is based on creativity as a professional quality associated with the implementation of a creative approach in professional activities. To understand the scale of creativity, we pay due attention to the "Four (four) – creativity (C)" model described in foreign studies, which outlines four different types: "Mini-C" - mini-creative, which encompasses personally significant ideas known only to oneself; "Little-C" – small creativity, which involves flexible solving of everyday problems and adaptation to a changing environment; "Pro-C" – professional creativity, which is implemented in professional activities among specialists who develop innovative ideas in their field of knowledge; "Big-C" – outstanding creativity, which describes the embodiment of trail-blazing ideas that change the world and revolutionize a specific industry (Cherry, 2022).

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In the structure of creativity the researcher (Ілляхова, 2019) identifies a number of qualities, which she divides into six clusters: epistemological; communicative; creative; projective-managerial; informational-digital and a cluster that takes into account the specifics of professional and personal development. We have divided these qualities by the types of activity of a psychologist. In particular, in working with clients, the ability to solve problem issues, the tendency to analyze, synthesize and combine these intellectual processes, criticality of the mind, the use of different approaches in solving psychological problems and non-standard situations (Гончарук, & Онуфрієва, 2018) are important. Activity, imagination, creativity, and a sense of novelty are useful in organizing psychological classes, so there are ingenuity, inspiration, and fantasy (Моляко, 2008; Шандрук, 2016). Emotional, imaginative, and communicative qualities: empathy in communication, associativity, sensitivity to contradictions, ability to motivate clients to purposeful progress, the ability to emotional response, intuition, emotional uplift, freedom of thoughts and feelings, ability to see the familiar in the unfamiliar, overcoming stereotypes, creating conditions for psychological safety play a vital role during a psychological counseling session (Шандрук, 2016). In scientific research and project activities, an understanding of the scientific problem is important, the same is true of the ability to formulate hypotheses, construct new versions, risk-taking, identity, self-confidence, and the ability to transfer experience, ability to predict (Дубодєлова, Лісовська, & Бандрівський, 2015; Ілляхова, 2019).

Taking into account the data of the theoretical study, we developed the questionnaire “Creativity in different types of activities”. During the survey respondents had to confirm (answer “yes”; score 1 point) or refute (answer “no”; score 0 points) the proposed statements: A high level of creativity in each area was rated at 7-8 points; sufficient – 5-6 points; average – 3-4 points; low – 1-2 points. The absence of creativity was defined as 0 points (see Table 1).

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Table 1

**Characteristics of creativity in different types
of psychological activity**

Types of professional activities	High	Adequate	Medium	Low
Professional startup projects	5.2%	22.6%	47.0%	25.2%
Problem-oriented activities	17.4%	41.7%	38.3%	2.6%
Organizational and management projects	11.3%	32.2%	46.1%	10.4%
Creative innovation practice	16.5%	37.4%	36.5%	9.6%
Research projects	9.6%	31.3%	46.0%	13.1%
Social and volunteer projects	12.2%	33.1%	45.1%	9.6%

Professional startup projects. Questionnaire text: 1) I am able to generate new ideas; 2) my professional activity is based on a startup project I have developed 3) I have had experience in developing creative startups; 4) to avoid competition, I focus on an untapped market; 5) I am willing to take risks to achieve results; 6) I actively form a client base; 7) I talk about my product (services) in social networks; 8) I have my own account to promote my professional services.

The results of the survey on the Professional Startup Projects criterion revealed the following: a high level of creativity in 5.2% of respondents; a sufficient level – in 32.2%; medium – 37.4%; low – 25.2%.

Problem-oriented activity. The text of the questionnaire: 1) I have creative professional experience of working with a problem; 2) I provide my clients with unique services; 3) I always create a flexible schedule for my clients; 4) in my work, I focus on innovative technologies; 5) I am committed to excellent and extraordinary service, as I see my clients as my top priority; 6) I use my imagination to make my classes interesting; 7) I don't go in one direction, but look for different for diverse opportunities to showcase my knowledge and abilities in a high quality way; 8) I offer alternative solutions for the client to solve their personal problems.

According to the “Problem-oriented activity” criterion, the following was found: a high level of creativity in 14.8% of the respondents; a sufficient level – in 38.3%; medium – 44.3%; low – 2.6%.

Organizational and management projects. The text of the questionnaire: 1) I am able to provide productive conditions for the realization of my professional services (product); 2) creativity is not spontaneous, it always involves effective planning; 3) I prefer to select the right people and create a team of like-minded people; 4) I am constantly in control because creativity requires clear control; 5) I have already developed a creative project management information system; 6) I trust others in my creative work 7) I take personal responsibility for making innovative decisions; 8) in organizational work, I focus on human resources and teamwork.

A level of creativity serves as a plausible indicator for organizational and managerial activities. Thus, 9.6% of employees have a high level of creativity; 31.3% have a sufficient level; 46.0% have a medium level; and 13.1% have a low level.

Creative innovative practice. Questionnaire text: 1) I always strive to improve the quality of my services (product) as much as possible, so I often offer interesting creative ideas; 2) I know how to see the problem from the other side and offer solutions that have not been used before; 3) when looking for innovative ideas, I conduct brainstorming; 4) I have already developed my own innovative technologies; 5) I apply the latest technological solutions to increase the efficiency of my activities; 6) I often use an unconventional approach to solving problems; 7) I pay attention to creative design that interests consumers due to its novelty and aesthetic appeal; 8) I integrate digital tools, artificial intelligence to improve the final result.

According to the data related to this criterion, it was found that a high level of creativity was found in 12.2% of respondents; a sufficient level in 34.8%; medium in 43.4%; and low in 9.6%.

Research projects. Questionnaire text: 1) I am ready to test new ideas, even if there is a risk of failure; 2) I always open the door to new opportunities, constantly replenish my knowledge and expand my worldview, which contributes to its growth; 3) I formulate new hypotheses, looking for new ways to explain phenomena; 4) I have already introduced a number of methodological innovations; 5) I often use an interdisciplinary approach to combine knowledge from different fields of knowledge to offer innovative solutions; 6) I have developed new technologies that have practical value in everyday life; 7) by conducting experiments, I create or adapt unique research methods that allow me to study the problem deeply; 8) I attend scientific conferences, seminars, trainings in order to expand my professional horizons.

The "Research projects" criterion demonstrated a high level of creativity in 11.3% of respondents; sufficient in 32.2%; average in 46.1%; and low in 10.4%.

Social and volunteer projects. Questionnaire text: 1) I am always ready to support social initiatives; 2) I often offer unconventional ideas to help and support socially vulnerable segments of the population; 3) I have proposed creative approaches to attracting donation resources in our organization (art auctions, sports marathons, online challenges on social networks, etc.); 4) I often support environmental initiatives; 5) In my opinion, it is important to create interesting content for social networks that draws attention to social problems; 6) To engage the community, it is important to organize creative event formats (presentations, art installations, thematic festivals, etc.); 7) Volunteers often come up with unique events to raise important social topics (flash mobs, etc.); 8) It is important for volunteer projects to create positive emotions and use cultural codes that correspond to the cultural characteristics of the target audience.

A high level of creativity was revealed in 12.2% of individuals; a sufficient level – in 33.1%; an average level – in 45.1%; and a low level – in 9.6%.

Indicators of creativity are important for self-actualization in professional activity, as they are the basis for innovation and change. Differential varieties in creativity indicators can be seen in Fig. 1.

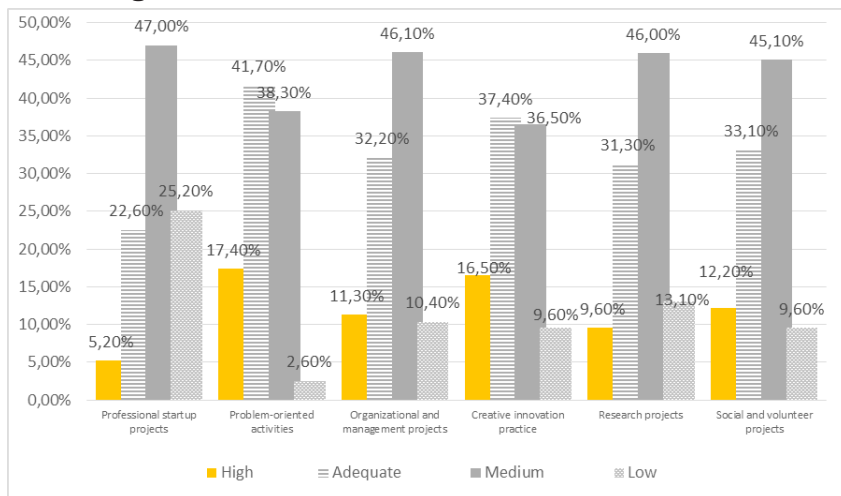


Fig. 1. Differential varieties of creativity indicators by different types of psychological activity

As we can see, the highest creativity scores were determined by the “Problem-oriented activity” criteria (17.4% high; 41.7% sufficient level); “Creative innovative practice” (16.5% high; 37.4% sufficient level). They characterize the daily activities of psychologists related to work with a psychological problem, direct organization of psychological classes and projects. These types of psychological activities are accessible and familiar to professionals. At the same time, the most challenging for creative self-realization were “Professional startup projects” (47.0% of medium; 25.2% of low level), “Organizational and management projects” (46.1% of medium; 10.4% of low level); “Research projects” (46.0% of medium; 13.1% of low level). They are not always used in practice (for example, professional

startup projects are developed only at the initial stage of professional career development), so their creative implementation has lower indicators.

Conclusion

Thus, creativity has a multifaceted nature. It is characterized by creative and unique approach to various activities:

Primary project activities (startup projects) in the professional field. A creative psychologist begins his or her professional activity by studying specific consumer problems in their chosen professional field; they generate ideas, develop creative ideas, develop creative start-ups, aim to quickly implement innovations. They are focused on the untapped market and strive to improve the quality of psychological services, offer interesting ideas, develop a viable product, and gradually form a viable product and gradually build a platform for its implementation. A creative psychologist strives to provide clients with unique services. He or she strives to change society, open the door to new opportunities and is ready to take risks.

Interaction with colleagues (organizational and management projects). A creative psychologist selects the right people, creates a team of like-minded people, actively works in a team, takes responsibility for making innovative decisions.

Work with clients (problem-oriented activity; social and volunteer projects). A creative psychologist actively forms a client base, discusses their product base, talks about their product (services) on social media, creates accounts to promote psychological services. He/she creates a flexible schedule for clients, shares with them the knowledge gained over the years of study and provides his/her impeccable experience. They are focused on excellent service, as they see their customers as a top priority and implement volunteer projects.

Implementation of daily professional activities (creative and innovative practice; problem-oriented activity; research and development research projects). A creative psychologist is

passionate about his/her work, derives pleasure from the process of their own professional activity, looking for the positive, even when things are tense. He or she actively seeks innovative ideas, conducts brainstorming, develops their own innovative technologies, applies the latest technological solutions to improve the effectiveness of classes and psychological counseling. He/she conducts classes in an interesting way, provides useful information to the client during psychological counseling, and is looking for diverse opportunities to demonstrate his/her knowledge and abilities in a high-quality manner, and to find alternative solutions for the client in solving their psychological problems. A creative psychologist can be flexible and ready to adapt to new conditions. He/she is constantly updating his/her knowledge and broadening his/her outlook, which contributes to their growth and success. They attend conferences, seminars, and trainings, and implement research projects to broaden their professional horizons.

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Гончарук Наталія. Дослідження креативності у проектно-інноваційній діяльності психолога

Мета. Проаналізувати креативність як інтегративну складову проектно-інноваційної діяльності психолога.

Методи дослідження. Для реалізації поставлених завдань використано комплекс методів наукового дослідження: теоретичний аналіз, узагальнення концептуальних положень, порівняння, систематизація, бесіда, анкетування.

Результати дослідження. Креативний підхід у професійній діяльності психолога описано нами як здатність генерувати нові ідеї у контексті різних видів діяльності. Він базується на творчій активності, надситуативності, вмінні мислити асоціативно та широко, здатності бачити неординарні логічні зв'язки між окремими аспектами діяльності. Креативний потенціал особистості розглядається як інтегративна властивість, яка характеризує здатність до творчої самореалізації та проявляється у талановитості й обдарованості. Ці складові необхідні для виконання різних видів діяльності психолога.

У практиці роботи психолога виокремлено різні види проектно-інноваційної діяльності: а) професійні стартап-проекти; б) проблемоорієнтована активність; в) організаційно-управлінські дії; г) творча інноваційна практика; д) науково-дослідницькі проекти; е) соціально-волонтерські проекти. Професійні стартап-проекти важливі для фахівців психологічного профілю як базова первинна основа професійної діяльності, спрямована на пошук нової професійної ніші. Проблемаорієнтована активність важлива у роботі з психологічними проблемами клієнтів. Організаційно-управлінські проекти полягають у розробленні нових стратегій роботи з колегами у межах супервізійної діяльності та реалізації програм підтримки. Творча інноваційна практика втілюється у контексті нових професійних активностей. Наукові дослідження скеровані на креативний підхід до експериментів. Соціально-волонтерсь-

кі проєкти допомагають творчо поєднувати професійну практику з соціальними ініціативами.

Для з'ясування рівнів сформованості креативності у професійній діяльності було розроблено анкету «Креативність у різних видах діяльності», яка дала змогу визначити особливості прояву цієї якості у фахівців психологічного профілю.

Висновки. Узагальнюючи основні позиції щодо дослідження креативності фахівців-психологів, було відзначено більш високі показники креативності за критеріями «Проблемоорієнтована активність», «Творча інноваційна практика». Водночас, найбільш складними для творчої самореалізації виявились «Професійні стартап-проєкти»; «Організаційно-управлінські проєкти»; «Науково-дослідницькі проєкти». Це проявляється у стартап-проєктуванні, під час взаємодії з клієнтами і колегами у межах організаційно-управлінських та наукових проєктів. Зважаючи на це, робота у цьому спрямуванні потребує посиленої уваги.

Ключові слова: психолог, креативність, творча діяльність, проєктно-інноваційна діяльність, організаційно-управлінський проєкт, науково-дослідницький проєкт, соціально-волонтерський проєкт.

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