

INTERPERSONAL LEVEL OF MANIFESTATION OF INNOVATIVE QUALITIES OF PERSONALITY

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Abstract: The article presents the results of an empirical study of the interpersonal level of manifestation of innovative personality traits. To test the hypothesis that at the interpersonal level innovation is manifested in certain communicative qualities of the individual (communicative tolerance, interactive competence, developed personal resource of interpersonal interaction), the analysis of research results consisted of three successive steps. The first is to find out the general trends in innovation in today's youth. The second is establishing the nature of the relationship between innovation and the communicative qualities of the individual. Third, a comparison of research groups with high and low levels of innovation. As a result of the study, it was found that highly innovative individuals have a more developed personal resource for effective interpersonal interaction than those whose innovation is low. It is mainly provided by emotional maturity, emotional intelligence, empathy, resilience to stress, optimism, as well as self-confidence, the ability to make independent decisions, to defend their point of view.

Keywords: Innovative Qualities, Interpersonal Interaction, Personality, Communicative Qualities.

1 Introduction

An important aspect of socionic professions is interpersonal interaction, the effectiveness of which depends on many factors. One of them may be the interpersonal level of manifestation of innovative qualities as a personal resource of effective interpersonal interaction. The research topic is relevant in both theoretical and empirical aspects and the results can help improve the training of future professionals.

The psychological content of innovative qualities of personality is determined by the content of innovative activity. In the specialized literature, innovation is considered as an activity of the individual aimed at creating new original products, i.e. innovation. The success of this activity largely depends on the characteristics of the individual, i.e. on the innovative qualities of the individual. Researchers are investigating these properties, identifying among them the leading ones. In particular, the generalized characteristic of the subject - innovation is taken into account. It is the ability of the individual to provide perception, possible inheritance and implementation of new and original ideas on a cognitive and possibly behavioral level. There is no unambiguous answer to this question, as there are various personality traits that are relevant to the success of the individual in innovation. Sitnik S. (2018).

A prerequisite for successful interaction is the individual characteristics of the participants in the interaction. This is the case, for example, with group problem solving. This summarizes the cognitive experiences in group work. To increase the reliability of interpersonal interaction, the distribution of forces and resources is also important, which is expressed by taking into account the innovative qualities of those who participate in the interaction.

Much attention of psychologists is paid to the analysis of the innovative potential of modern teachers. Korneschuk V. (2019). The typological approach in the study of the structure of the innovative potential of the personality of Kopustin V. (2019), as well as in the aspect of the development of the innovative potential of the personality of modern students Koptseva N., Sitnikova A., Kolesnik M. (2021) is actively studied. The generalization of these and other studies shows that despite the high attention to knowledge of the innovative potential of the individual, there is still much unclear empirical data on the peculiarities of the formation of personal components of interpersonal interaction in people with different levels of innovation. In this regard, the aim of the article was to determine the communicative qualities that correspond to a high level of personal innovation. Objectives of the study: 1. To theoretically substantiate the features of the manifestation of innovative personality traits in interpersonal interaction. 2. To establish the nature of the relationship between innovative and communicative qualities of the individual. 3. Identify the features of the manifestation of communicative qualities of the individual depending on the level of innovation of the individual.

2 The initial presuppositions

To determine the communicative qualities that correspond to the high level of innovation of the individual, an empirical study was conducted, which used the methods "Scale of self-assessment of innovative qualities of the individual" (N.M. Lebedeva, A.N. Tatarko), "Test of communicative tolerance". Boyko), "Test of perceptual-interactive competence" (N.P. Fetiskin), "Test of assessment of communicative skills" (A.O. Karelin) and the author's method "Diagnosis of the main components of interpersonal interaction". Sitnik S., (2020). The sample consisted of 114 students of the South Ukrainian National Pedagogical University named after K.D. Ushynsky aged 18-22 years.

To test the hypothesis that at the interpersonal level innovation is manifested in certain communicative qualities of the individual (communicative tolerance, interactive competence, developed personal resource of interpersonal interaction), the analysis of research results consisted of three successive steps. The first is to find out the general trends in innovation in today's youth. Second, establishing the nature of the relationship between innovation and the communicative qualities of the individual. Third, a comparison of research groups with high and low levels of innovation.

3 Methods

The results of the study showed that most students can be characterized as having a moderate ability to ensure the perception and implementation of original ideas. This is evidenced by the average value (M) of the corresponding indicator "innovation" in the sample, which is equal to 2.3 points, the value of fashion (Mo = 2.4) and the median distribution of it (Me = 2.3), as well as the fact that the majority of the results of the subjects are concentrated within the average level (76.3%), the low level corresponds to 15.8% of the results, only 7.9% of the answers indicate high innovation of the subjects.

Also from the test results it was found that some innovative qualities have an average level of manifestation in most of the studied. According to the indicator of creativity, i.e. readiness to accept and create fundamentally new ideas, ability to solve problems in non-traditional ways, only 9.6% of students showed a high level of manifestation, while the rest can be characterized as uncreative (0.9%) or moderate creative (89.5%). The values of the parameters of the center of distribution of the indicator are also within the average level of manifestation (Me = Mo = 2; M

= 2.6). Similar data were obtained for the indicator "risk for success", where only 13.2% of respondents have a high level of manifestation, 3.5% - low, and 83.3% - as those who are moderately willing to invest psychological and material resources in innovation, and is able to feel comfortable in an unstable environment. It should be noted that the average risk aptitude for success is slightly higher than observed in the previous indicator ($M = 2.7$), and the values of other parameters of the distribution center reach the upper limit of the average level ($Me = Mo = 3$). Estimates of the indicator "future orientation" are the lowest of the other components of the innovative personality of the subjects. And although more than half of the students (57.9%) correspond to the average level of manifestation, a fairly large proportion of respondents (32.5%) do not believe that change can lead to positive results. And only 9.6% of students are convinced that change is the way to success, tend to actively seek new opportunities, are not afraid to make mistakes, ready to respond constructively to them.

These data are slightly lower than the results of research V.V. Korneschuk, who showed that the vast majority of teachers involved in diagnosing have a high level of innovation (78%), and 22% testified to a medium level of innovation. There were no teachers with a low level of innovation". Korneschuk V. (2019). Although the author concludes that there is no relationship between the level of innovation and the presence (absence) of a degree, experience of teaching, comparing our results with the above suggests that the professional development of the individual is the basis on which to develop innovative personality traits.

Thus, according to the analysis of individual data and primary statistics, most respondents have a moderate ability to perceive and implement original ideas, unable to solve problems in unconventional ways, feel uncomfortable in an unstable environment and do not believe that change can lead to positive results. Only about 10% of students have a high manifestation of innovative personality traits.

4 Results and discussion

The results of the correlation analysis showed the presence of statistically significant links between the indicator of innovation and communicative tolerance, developed communication skills, social activity and the formed personal resource of interpersonal interaction.

The data shown in the figure show that direct statistically significant relationships were found with indicators that characterize emotional ($p < 0.01$), volitional structural and personal characteristics of interpersonal interaction ($p < 0.05$), the total personal resource that provides it ($p < 0.05$), as well as social activity. Negative relationships were recorded with indicators that characterize the development of communicative skills ($p < 0.05$), communicative tolerance ($p < 0.01$) and the scale on which it was diagnosed: rejection, misunderstanding of individuality ($p < 0.01$), use of oneself as a standard in the evaluation of people ($p < 0.01$), categoricalness, conservatism in their evaluation ($p < 0.01$), inability to hide or smooth out unpleasant feelings ($p < 0.01$), the desire to rework, re-educate the partner ($p < 0.01$).

These results partly coincide with the results of O.V. Kuznetsova's research, which demonstrated the importance of the attitude of the individual to himself as a person, which has significant opportunities, abilities and skills necessary to achieve the goal. "Belief in their own strength, the idea of self-efficacy strengthens the orientation of the individual to innovative transformations. These qualities allow you to more confidently take risks, to change towards the new and unknown. This path is hindered by increased emotional sensitivity, excitability, vulnerability, propensity for empathic feelings, excessive enthusiasm and interest in the profession, the focus on job satisfaction. The complex of these traits directs a person to self-expression in activities, creativity, relationships with others". Kuznetsova O. (2015).

As we can see, the results of correlation analysis showed that the innovation of the individual is significantly related to the nature of communicative activity in interpersonal interaction, which is provided by a general focus on interaction, development of specific emotional and volitional qualities of personality, communication skills, tolerance, partner failure. to restrain unpleasant impressions about people, invaluable, flexible, adaptive attitude to them.

This gave rise to a qualitative analysis of the communicative qualities of the innovative personality, which was carried out by comparing the groups of respondents with high (9 people) and low (18 people) levels of innovation.

The average values of the indicators obtained by Boyko's method in these groups show that their participants can be considered as those who differ greatly in communicative tolerance.

The data presented in the histogram show that all indicators in the group with highly developed innovative qualities are lower than in the group with low innovation, and if the difference between the average values of the categorical indicator in people's assessments is only 0.61 points, the inability to smooth out unpleasant feelings - 1.44 points, according to the indicator of the desire to fit under oneself - 1.39 points, then on the other scales it is greater. Thus, according to the indicator of rejection, misunderstanding of individuality - 3.34 points, according to the indicator of using oneself as a standard in the evaluation of people - 2.05 points, according to the desire to rework, re-educate a partner - 2.72 points. To check how statistically significant these differences are, we performed a corresponding analysis using Student's t-test, the results of which showed that the difference between the groups was statistically significant at $p < 0.01$ in terms of rejection, misunderstanding of individuality ($t = 3.34$) and the desire to rework, re-educate the partner ($t = 2.89$), as well as at the level of $p < 0.05$ in terms of using yourself as a benchmark in the evaluation of people ($t = 2.13$).

That is, respondents with a high level of innovation are more likely to accept and understand the individual characteristics of others, do not perceive their own behavior, way of thinking, personal qualities as a criterion, role model, do not seek to re-educate, change partners according to their own beliefs.

Similarly, data on the general indicator of communicative tolerance are presented, where in the group of people with high innovation, the average value is lower by 11.55 points than in the group of subjects with low innovation, and this difference is significant because the calculated $t = 2.55$ at $p < 0.05$.

Comparing the data on perceptual-interactive competence in these groups of subjects, we emphasize that the average values of the indicator of social autonomy, they do not differ.

In terms of social adaptability, the group of respondents with a high level of innovation showed results that are slightly higher than the group of people with a low level of innovation (by 0.78 points). At the same time, it is more significant to exceed the severity of social activity (by 3.11 points) in the highly innovative group, and this difference was statistically significant because the value of the t-test ($t = 2.61$) exceeds the t-critical for $p < 0.05$. These data indicate a greater focus of highly innovative personality on constructive social activities, which aims to benefit people, increase public goods, development of society. Regarding the average values in terms of communication skills in groups, they confirm that their formation is higher in highly innovative students. This is evidenced by a much lower average value of the corresponding indicator in the group of subjects with high innovation ($M = 27.78$) compared with the group of low-innovation students ($M = 45.56$), which can be considered statistically significant ($t = 2.32$; $p < 0.05$).

Regarding the indicators that characterize the formation of motivational, emotional, volitional and cognitive qualities that make up the personal resource of effective interpersonal

interaction, we note that the compared groups differ almost in the severity of motivational and cognitive structural and personal characteristics of interpersonal interaction.

As shown in the histogram, there are some differences in other structural and personal characteristics. Thus, the average scores in the group of subjects with high innovation are higher in terms of emotional - by 5.06 points ($t = 2.29$; $p < 0.05$) and volitional qualities - by 3.45 points ($t = 2.24$; $p < 0.05$). Accordingly, in this group the scores are on average higher and on the general indicator of the personal basis of interpersonal interaction - by 6.26 points ($t = 2.22$; $p < 0.05$).

Thus, highly innovative individuals have a more developed personal resource for effective interpersonal interaction than those whose innovation is low. It is mainly provided by emotional maturity, emotional intelligence, empathy, resilience to stress, optimism, as well as self-confidence, the ability to make independent decisions, to defend their point of view.

Such data is confirmed by the conclusions made by O.V. Disa, who among the psychological factors that contribute to the positive perception of change by employees of organizations includes "creativity, risk for success, future orientation, ingenuity, confidence, and among the psychological characteristics that are resistant to change, found rigidity, excessive pragmatism, concern for their security, conservative views, practicality and self-doubt". Disa O. (2020).

5 Conclusion

Thus, the study allowed us to conclude:

First, it is shown, as a result of analysis of individual data and primary statistics, that most students have a moderate ability to perceive and implement original ideas, are not ready to solve problems in unconventional ways, in an unstable environment do not feel comfortable and do not think that change can lead to positive results.

Secondly, it was established in the process of correlation analysis that personality innovation is associated with social activity, communicative tolerance, tolerance of partners' shortcomings, invaluable, flexible attitude to them, the level of communication skills and personal resource of interpersonal interaction.

Third, qualitative analysis revealed that highly innovative students, compared to those with low levels of innovation, are more likely to accept and understand the individual characteristics of others, do not perceive their own behavior, way of thinking, personal qualities as a criterion, a model for imitation, do not seek to re-educate during the interaction, change partners according to their own beliefs. They are characterized by a greater focus on constructive social activities for the benefit of people, for the increase of public goods, the development of society. They are characterized by higher development of communication skills, have a more extensive personal resource of effective interpersonal interaction, as they are characterized by emotional maturity, emotional intelligence, empathy, self-confidence, independence, perseverance and self-control.

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