



## PSYCHOLOGICAL MECHANISMS OF SELF-DEVELOPMENT IN THE CONTEXT OF EDUCATIONAL ACTIVITY

### MECANISMOS PSICOLÓGICOS DEL AUTODESARROLLO EN EL CONTEXTO DE LA ACTIVIDAD EDUCATIVA

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#### ABSTRACT

This article investigates the educational conditions under which unconscious psychological determinants contribute to the creative development of personality. It aims to elucidate how educational activity, when structured around both conscious learning and unconscious internal processes, fosters the formation of a self-aware, creative learner capable of self-regulation and transformation. The study is grounded in an integrative methodological framework combining cultural-historical, subject-oriented, contextual, and non-classical psychological approaches. Through theoretical analysis, it develops a structural-conceptual model that links educational environments with the dynamics between consciousness and the unconscious, focusing on how these interactions influence the learner's personal and creative growth. The research identifies the psychological mechanism of self-awareness as central to the learner's transition from an object of instruction to a subject of educational activity. The internalization of educational experiences activates unconscious predictors – such as archetypes, fixed attitudes, and emotional-cognitive functions – which shape the “I”-image and determine creative initiative. The educational process, viewed as a culturally mediated system, serves as a developmental space where learners gradually integrate unconscious content into conscious self-construction. Education, when oriented toward the development of the whole personality, must address not only rational-cognitive skills but also the symbolic, emotional, and unconscious layers of the learner's psyche. The study proposes a shift in educational practice – from content transmission to facilitating inner psychological development – as a foundation for fostering creative, self-determined individuals.

#### Keywords:

Creative development in education, unconscious determinants, self-awareness, subject of educational activity, educational psychology.

#### RESUMEN

Este artículo investiga las condiciones educativas en las que los determinantes psicológicos inconscientes contribuyen al desarrollo creativo de la personalidad. Su objetivo es dilucidar cómo la actividad educativa, al estructurarse en torno al aprendizaje consciente y a los procesos internos inconscientes, fomenta la formación de un estudiante creativo y autoconsciente, capaz de autorregularse y transformarse. El estudio se basa en un marco metodológico integrador que combina enfoques psicológicos histórico-culturales, temáticos, contextuales y no clásicos. Mediante un análisis teórico, se desarrolla un modelo estructural-conceptual que vincula los entornos educativos con la dinámica entre la conciencia y el inconsciente, centrándose en cómo estas interacciones influyen en el crecimiento personal y creativo del estudiante. La investigación identifica el mecanismo psicológico de la autoconciencia como fundamental para la transición del estudiante de objeto de instrucción a sujeto de actividad educativa. La internalización de las experiencias educativas activa predictores inconscientes —como arquetipos, actitudes fijas y funciones emocionales y cognitivas— que configuran la imagen del “yo” y determinan la iniciativa creativa. El proceso educativo, visto como un sistema mediado culturalmente, sirve como espacio de desarrollo donde los estudiantes integran gradualmente el contenido inconsciente en la autoconstrucción consciente. La educación, al orientarse al desarrollo integral de la personalidad, debe abordar no solo las habilidades



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racionales-cognitivas, sino también las capas simbólicas, emocionales e inconscientes de la psique del estudiante. El estudio propone un cambio en la práctica educativa —de la transmisión de contenido a la facilitación del desarrollo psicológico interno— como base para fomentar individuos creativos y autodeterminados.

#### Palabras clave:

Desarrollo creativo en educación, determinantes inconscientes, autoconciencia, sujeto de la actividad educativa, psicología educativa.

#### INTRODUCTION

In the context of the education of the subject of activity, creativity is a socially significant factor in the formation and development of personality. The creative development of personality is determined by many factors, including conscious and unconscious psychological predictors. Unconscious psychological determinants in the development of the subject of activity include instincts, archetypes, and unacknowledged attitudes, which, indirectly through consciousness and behavior, can serve as a source of activity. Their dynamics, based on psychic energy, can direct the development of the psyche toward creative activity. The role of unconscious images and unacknowledged fixed attitudes in the creative development of personality as the subject of educational activity remains insufficiently studied.

Creativity, understood as the creation of new cultural and material values, results in a product that did not previously exist in science, art, cinema, painting, etc. Different types of creativity are distinguished: scientific, technical, artistic, musical, literary, and pedagogical creativity, each with its own subtypes (Ilyin, 2012).

To date, there is a lack of scientific works on the study of the unconscious in relation to the creative development of personality. A review and analysis of the works of psychology classics reveals several directions that offer a glimpse into the mysteries of the inner, unconscious world and their role in human development. Glotova (1992), wrote that one of the most important psychological-pedagogical sciences is the problem of developing and improving various creative technologies, which represent historically developed ways of human creative relationship with the surrounding world and with themselves. "The mechanisms of creative activity and the mechanisms of self-development of a person as an individual develop in the history of society, are encoded in the symbolic formations of culture, and are decoded by subsequent generations of people, who elevate these mechanisms to a new level and re-objectify them in books, works of art, scientific publications, etc." (Glotova, 1992, p. 57). As noted in her research by Pufal-Struzik (2003), many researchers working in the field

of creativity psychology most often define separate characteristics of the creative personality and its activities as the object of study: its abilities (talent) and the personal traits determining its development, such as character, temperament, motivational qualities; the creative process itself; and the product of creative activity (Kwan et al., 2022; Prisniakova et al., 2023; Revishvili & Tsereteli, 2024; Parasiei Hoher et al., 2024).

The identification of the motivational features of students at different levels of higher education to participate in research activities was the aim of the research, in which the authors summarize the results of studies addressing the problems of engaging students in research activities, as well as the results of a 2023 study on student motivation using the example of the Russian State Pedagogical University named after A. I. Herzen, with the proposal of an innovative model for training highly qualified research and pedagogical personnel (Pisareva et al., 2024). A model for organizing the educational practice "Scientific Research Work" for students in pedagogical fields was developed by Bezusova & Richter (2022). 1. Choice of the research topic, defining the main methodological characteristics of the study. 2. Diagnostic material for assessing the effectiveness of scientific research work (defining criteria, indicators, levels of evaluation, selection of diagnostic methods). 3. Participation in scientific and practical work of the higher educational institution (conferences, scientific seminars, forums, etc.). 4. Design of experimental work (program of the formative experiment, short-term educational practice program). 5. Work in the scientific library, compiling an annotated bibliography. 6. Preparation of a scientific article on the research topic (Bezusova & Richter, 2022). Bogachev et al. (2023), believes that imagination is always the foundation of creative activity. She demonstrates through regular sessions that classes in applied physical culture contribute to the development of creative thinking and imagination.

In the article by Burdurlu (2024), the specificity and peculiarities of the creative process in science and art (music) are analyzed. Musical creativity is considered by the author in the context of B. Mandelbrot's fractal theory, from the standpoint of the interaction of conscious and unconscious factors. Practical examples show that creative activity in the field of music is characterized by elements of fractality: self-similarity, disorder, irregularity of form, scale invariance, collage, and simultaneity.

The degree of deviation from stereotypes is considered by researchers as a criterion of creativity. Life and perception of the world are seen as a creative act. As scholars believe, modern culture and education suffer from a lack of creativity, and the price for this will be "not only poor adaptation of individuals and group tensions but also the complete destruction of all nations". Knafo (2012), analyzes

concepts studying the role of unconscious motivation and unconscious representations in the formation of the content of consciousness and the development of creative activity in people. Physiological, psychophysiological, and neuropsychological concepts of the unconscious are revealed, and an analysis of different forms of unconscious influence and the transmission of experiences, motives, and values during communication and perception of works of culture is provided.

The significant role of unconscious images and representations in scientific and artistic creativity is proven (Knafo, 2012). Creative human activity is based not only on consciousness. Consciousness implies the awareness of not only the external world but also of oneself, one's sensations, images, representations, and feelings (Kolesov, 2017).

Druzhinin (2007), notes that many researchers reduce the problem of human abilities to the problem of the creative personality: there are no special creative abilities, but rather a personality with certain motivations and traits. At the core of creativity lies a global irrational motivation of human alienation from the world, directed by the tendency to overcome and functioning in the manner of "positive feedback": the creative product only stimulates the process, turning it into a chase for the horizon. Creativity is the life of the unconscious. Its mechanism is the interaction of the active, dominant unconscious with the passive (receptive), subdominant consciousness.

Each person is unique and does not fit within the boundaries of classification; nevertheless, the general direction of this classification should be acknowledged as correct in the process of self-awareness and self-development, as well as in the organization of team work. This theory, based on the fundamental postulates of Jung's (1997), theory, identifies four categories that determine a person's worldview and behavior: source of energy; way of perceiving the world; way of making decisions; and character of everyday life. In the first category, personalities can be extraverted or introverted: E (Extraversion) and I (Introversion). In the second, they can be based on sensations or intuition: S (Sensing) and N (Intuition). In the process of decision-making, they can be guided by reason or feelings: T (Thinking) and F (Feeling). In everyday life, a person prefers to act based on a planned structure: rationally, or flexibly, according to circumstances, irrationally: J (Judging) and P (Perception). According to the theory, there are 16 possible combinations of these preferences, and therefore 16 personality types in the MBTI typology.

The aim of the article is to investigate the influence of unconscious psychological factors on the formation of the

"Self" image and the development of the creative personality as a subject of the educational process.

## MATERIALS AND METHODS

The research is underpinned by a diverse and integrative methodological framework that draws on key concepts from cultural-historical, non-classical, subject-oriented, and contextual approaches, among others. These frameworks are grounded in the foundational work of both Russian and international psychologists, particularly those who have explored the nature of the unconscious dimensions of the human psyche.

The study of personality development is situated within the broader context of education, which is understood as a dynamic process shaped by internal cross-cultural influences. Within this perspective, the individual is not viewed passively, but as an active agent, constantly engaging in self-creation and transformation through their interactions with the environment. This conceptualization highlights the significance of education in shaping the individual as a subject of their own development, where the process of becoming is continually negotiated and redefined in relation to cultural and contextual factors.

The contextual approach has been developed by scholars under the leadership of Verbitsky since the 1980s. The concept of "context" as a meaning-forming category entered psychology thanks to the works of Verbitsky and his school. Today, this concept has firmly established itself in psychology and is a key term in contextual education. According to Verbitsky (2019), "context is the system of internal and external conditions of a person's life, behavior, and activity reflected in the consciousness and psyche, which influences the perception, understanding, and transformation of a specific situation by the subject, giving meaning and significance to this situation as a whole and to its components" (p. 39). "The internal context consists of individual psychological characteristics, knowledge, and experience of a person; the external context includes object-related, sociocultural, spatial-temporal, and other characteristics of the situation reflected in the consciousness and psyche in which the person acts".

The sources of the theory and technologies of contextual education are: 1) the activity theory of assimilation of social experience, somewhat reinterpreted by Verbitsky; 2) the theoretical generalization of diverse experiences in innovative learning accumulated at all levels of the continuous education system; 3) the psychological category of "context" in terms of the influence of the subject's future practical activity's object-related and social contexts on the meaning and results of their educational activity (Verbitsky, 2018).

Zhukova (2018), while developing Verbitsky's ideas on the internal context of the subject of cognition, considers the internal context as a cross-cultural context. By this, she means the image of the world formed in the psyche of a person, the worldview of the subject as the result of the interaction and mutual influence of different cultures (human, ethnic, national, communicative, professional, informational, etc.), which defines for the individual the meaning and significance of perception, understanding, and transformation of a specific situation as a whole and its components. According to Zhukova (2018), "each context in education carries its own system of values. The meanings of a particular culture, realized in moral principles, requirements, traditions, expectations, ways, and stereotypes of perceiving the world, which the subject of cognition absorbs and follows in his life and activity, become personal meanings for him. All contexts are permeated with the influence of values of universal, ethnic, national, and communicative cultures. These cultures form the basis for the development of the subject of cognition, determining the content of their personal culture". (p. 147)

The five highlighted external sociocultural contexts (layers, shells) – the global educational space, the educational space of the country, the informational and communicative culture, the educational environment itself, and the family – on one hand, in understanding education as a sphere of social practice in society, allow us to highlight its main function: the inheritance and expanded reproduction of general and professional culture. On the other hand, in this very culture, the position of the creative personality is determined. Expanded reproduction, as Verbitsky argues, means that each person not only "consumes" culture but also enriches it by "returning" to it as a creative personality.

Zhukova (2018), defines personal culture as the intellectual, moral, and ethically spiritual patterns of behavior and activity that the subject of cognition continuously acquires and which evolve in the context of different cultures. These patterns change in development and are followed by the person in their consciousness and being. The author further suggests that the basic foundation of the subject's personal culture develops through enriching their individual experience in the context of immersion, living, and applying the informational and professional culture during the process of solving educational and practical problems.

We, developing the ideas of (Verbitsky, 2018; Zhukova, 2018), on the internal cross-cultural context and the personal culture of the subject of cognition, propose that at the core of the internal cross-cultural context lies the unity of consciousness and the unconscious, where the core of the psyche is the unconscious, surrounded by consciousness. In the process of creative personality development,

in a crisis situation, a person begins to search for a way out of the existing problem.

The search for a way out is a state of intense intellectual, emotional, and spiritual tension, where individual experience and knowledge lack the information for a creative solution to the problem. At this moment, the internal resource, the core of the internal cross-cultural context, namely the unconscious, is activated. In a state of sleep, images, signs, and archetypes emerge, which integrate into conscious processes, and through "awareness" as a psychological mechanism, the unconscious is translated into the language of consciousness. The vector for solving the problem appears, and the person emerges from the chaos, taking an action that develops their relationship with the world, making them congruent with this interaction.

As the analysis shows, the psyche should be considered as a holistic system in which its components, the unconscious and consciousness, are autonomous in relation to each other. Each of the psychological predictors has its own characteristics depending on its location in consciousness or the unconscious. They are closely interconnected but form a unified system.

The unity of consciousness and the unconscious in the psyche, the autonomy and oppositional relationship between the conscious and unconscious components, and their interaction lead to the development of personality and consciousness. The temporary opposition between the conscious and unconscious components of the psyche leads to the continuous expansion of consciousness and the development of the creative personality, creating an urgent need for the expansion and deepening of consciousness.

Consciousness is the main "tool," allowing the subject to acquire knowledge, develop their personality, and carry out successful life activities. At the same time, consciousness is only a temporary process of adaptation and orientation in space and society compared to the unconscious. Many psychological predictors of the unconscious (instincts, attitudes, images, personal and collective archetypes) are inaccessible to consciousness.

The unconscious (as a predictor in relation to consciousness) is the repository and storage of the forgotten personal historical past of the individual, which has formed the psychological predictors of the unconscious that can influence consciousness. Encountering the unconscious or the process of becoming aware of unrecognized instincts, attitudes, images, archetypes of personality, and creative personality development become pressing issues. This implies the necessity of considering the contextual approach in education and training, preparing the individual



for self-improvement and self-preparation as a subject of development based on knowledge of the unconscious phenomenon and the peculiarities of its interaction with consciousness.

Psychological mechanism of self-awareness of one's "I"

Images are revealed as both conscious (Ego) and unconscious psychological predictors. According to Jung (1968), as psychological predictors in the conscious part, the image of the "I" plays a role. In the unconscious part, the archetypes of personality, such as "shadow," "persona," "anima/animus," and "self," are revealed. A new social situation of development suggests new "psychological tools." For instance, in adolescence, the psychological foundations for entering independent adult life begin to form, which is a psychologically significant factor in the formation of personality. For young men and women, it becomes relevant to realize that they must become the creators of their personality, expressing creativity in art, science, and other fields. One of the central necessary psychological formations in adolescence is creativity, based on which everything new that has not existed in the lives of young men and women is created. As a psychological formation of personality during adolescence, creativity contributes to the formation of the psychological foundation for entering independent adult life.

In the unconscious part, the archetypes of personality "shadow," "persona," "anima/animus," and "self" are revealed. Special importance is given to the psychological mechanism of awareness of the "I" image, which is formed under the influence of the psychological predictors of the unconscious. For example, under the influence of the archetype "persona," the personality in adolescence becomes dependent on external society, authority, reference groups, etc. However, later, with age and under the influence of self-awareness, the archetypes of "ego" and "self," the personality becomes the subject of its own development, and the influence of the "persona" archetype recedes to the background.

Self-awareness of one's "I" can be influenced by other images and archetypes of personality: "shadow," "persona," "self," "anima/animus." In adolescence and youth, the unconscious psychological determinants, such as the archetypes of the "persona," "shadow," and "self," have the most significant impact on the awareness of one's "I" (ego).

The individual, by displaying activity, becomes the subject of their actions, activities, and the internal psychological contents of their consciousness from the moment they become aware of their "I." Unconscious images, dominant attitudes (towards external factors – extraverted, towards internal factors – introverted), and the balance between internal mental functions (thinking, emotions, sensations,

intuition) manifest. Archetypes, images, needs, attitudes, motivation, etc., may be linked to the manifestation of creativity.

One of the characteristics of personality formation is the search for one's "I" against the backdrop of the encounter and struggle between the ego and instinctive forces on the one hand, and on the other, the psychological predictors (determinants) influenced by the requirements of the social environment, culture, and upbringing.

The subject approach becomes relevant. The question of identifying the psychological mechanisms and tools of activity, stages of self-determination, self-regulation, self-improvement, and the application of this approach becomes essential in psychological theory and pedagogical practice. At the same time, elements of independent work (self-education, self-activity, self-regulation, self-development, self-education) are becoming more and more significant in higher education. The search for psychological determinants that affect independence in the realm of consciousness should gradually be accompanied by reliance on psychological determinants that the subject is not conscious of, as they belong to the category of the unconscious.

Unconscious psychological determinants serve as fundamental psychological formations (unconscious attitudes, mental functions, images, archetypes), characterized by the peculiarities of the interaction between consciousness and the unconscious, providing a new understanding of possibilities in teaching and education. They open new directions for further research into the problem of the "I" and the creative personality.

The development of a creative personality involves the development and formation of both conscious and unconscious psychological determinants that condition creativity.

The internal cross-cultural context of creative personality development includes conscious and unconscious psychological predictors and all the conditions created as a result of the interiorization of the external educational situation by the subject of educational activity.

The external context of creative personality development includes all the conditions that form the current development of the subject of educational activity in the global educational environment, in the educational environment of the country, in communicative and informational culture, in the family, and the educational environment itself.

Objective (external) predictors of the development of the subject of activity at each age are the psychological and pedagogical conditions of education that imply the absorption of cultural models of the creative personality. "The subject, possessing their internal context as a result

of previous life activity and educational experience, is ‘immersed’ simultaneously in several external socio-cultural contexts (layers, shells), conditioned by: the global educational environment; the educational environment of the country; the educational environment of the family; the environment of communicative and informational culture; the educational environment to which they belong”. (Zhukova, 2018, p. 144)



Unconscious attitudes are content of the unconscious sphere of personality, acting as an intermediary “variable” between the psyche and objective reality. Depending on the established type of attitude (dynamic, static, variable), an individual manifests a certain character, type of thinking, perception traits, and overall, individuality.

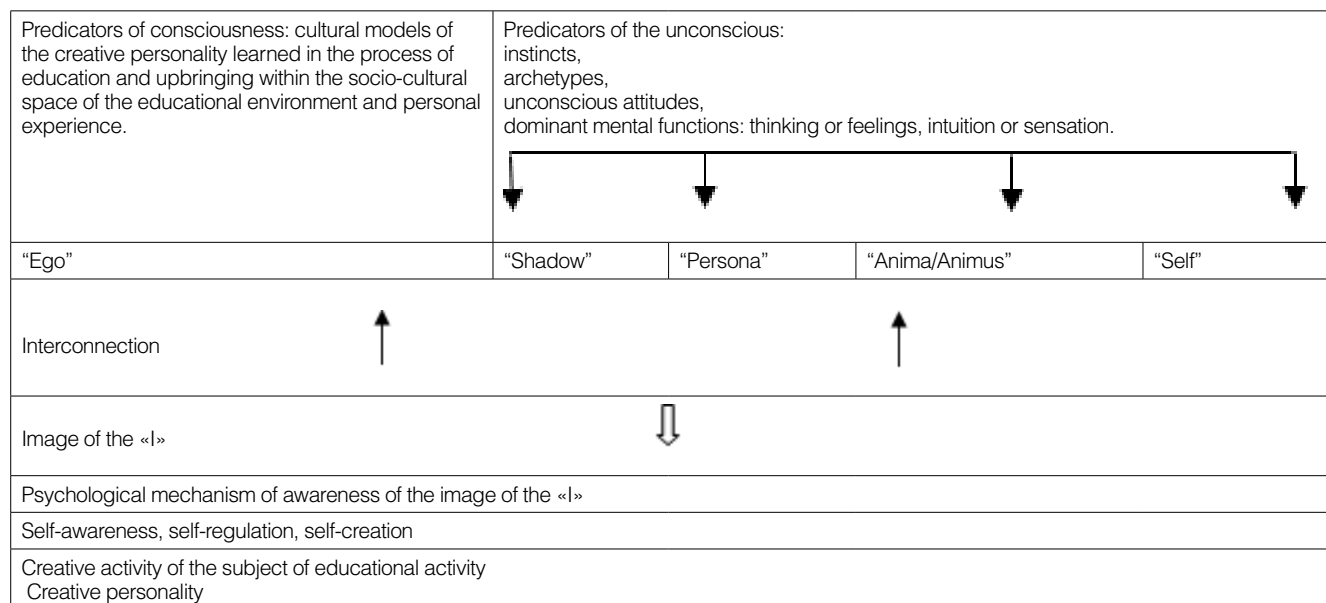
As research using the method of fixed attitudes shows, the attitude has its stages of development. On the one hand, it can be less differentiated, where a more static attitude dominates in some individuals (for example, in younger school-children). The static attitude may be replaced and a dynamic attitude may begin to dominate in others (for example, in adolescents and young adults). On the other hand, types of activity (play, academic, and sports activities) can refine the process of differentiation and the change of the subject's attitude, transforming static and variable attitudes into a dynamic one. As a result, the dynamic attitude, acting as a psychological determinant of the unconscious sphere, has a greater influence on the success of an individual's activity (Adykulov, 2018a).

Psychological determinants of consciousness and the unconscious possess the potential to influence the self-regulation of the subject in creative activity. Unconscious fixed attitudes and dominant mental functions of the conscious and unconscious spheres themselves, at some point, become sources of psychic energy (extraversion or introversion, dominant attitudes toward thinking or feelings, sensation or intuition, etc.), thereby determining initiative. Individuality and initiative at a certain stage, based on self-regulation in creativity, may be conditioned by internal psychological determinants of both the conscious and unconscious parts of the psyche.

Thus, the creative development of a personality, at its core, presupposes the subject of activity. Creative development of a personality is conditioned by the image of the “I,” which at a certain moment has formed based on the interaction of consciousness and the unconscious, which determines the personality as the subject of educational activity. A special place in understanding the creative development of a personality is given to the issue of the psychological mechanism by which a personality becomes and acts as the subject of educational activity. As Rubinstein (1989), suggests, “awareness of one’s ‘I’” arises during the development of the personality's consciousness as it becomes an independent subject. With this awareness of this objective fact comes the birth of self-awareness, the first representation of one’s “I”. In the psyche, there occurs a differentiation of the “I” or separation from the awareness of the “I.” “Awareness of one’s ‘I’” arises from consciousness, and here we discover the interconnections between consciousness and the unconscious, where the image of the “I” is conditioned by the content and influence of unconscious psychological determinants, unconscious images (archetypes of personality), and unconscious attitudes. This awareness of one’s “I” arises as the individual becomes an active, independent subject in the educational process (through learning, skill development, training, etc.).

Table 1. Structural-conceptual model of creative development of the personality in the context of the subject of educational activity.

External educational contexts	
Internal context of personality development (individual-psychological characteristics and life, educational, professional experience)	
	
New socio-cultural situation of the development of the subject of educational activity Problem situation	
Subject of educational activity	
Internal cross-cultural context of the subject of educational activity Unity of consciousness and the unconscious	
	
Consciousness as conscious culture surrounds the core of the internal cross-cultural context	Unconscious as unconscious culture, the core of the internal cross-cultural context



Source: Prepared by authors

With the formation and awareness of the image of the "I," the subject's development in relation to the surrounding world is defined. A creative attitude toward oneself and the world becomes a significant psychological neoplasm, a factor in the formation and development of the personality. A creative attitude toward oneself and the world is considered a system-forming factor in the formation of the image of the "I" and the development of the subject of educational activity (Table 1).

The subject of educational activity involves "awareness of one's 'I,'" which allows the personality to become an active creator of oneself and one's activity.

In the context of non-classical psychology, cultural-historical, subject-based, and contextual approaches allow the personality to be viewed as a creator, an active subject. Unconscious psychological predictors (unconscious attitudes, the formation of the image of the "I" as a subject of activity, archetypes of personality) serve as fundamental psychological formations, characterized by the interaction of consciousness and the unconscious. The unity of consciousness and the unconscious, while maintaining their autonomy, provides a new understanding of possibilities in education and upbringing and offers prospects for using new directions for further research on the issue of the image of the "I" and creative development of the personality.

Conclusion. Thus, creative activity is based on the subject of activity. The key indicator of the emergence and transformation from an "object" into a "subject" of creative activity is the awareness of one's image of the "I."

The peculiarity of the interaction between unconscious psychological determinants (unconscious attitudes, archetypes) and the image of the "I" lies in the fact that, being content of the unconscious sphere, they act as intermediate "variables" between the psyche and objective reality, between the external and internal contexts.

Creative development of the personality has its own dynamics, which, based on the psychic energy of unconscious psychological determinants, can direct the development of the psyche either toward the creation or destruction of the personality. The unconscious contains psychological determinants (instincts, archetypes as unconscious images and attitudes), which can serve as sources of activity and creativity.

Awareness of the image of the "I" (ego) acts as an independently active factor of creativity, which arises from resolving the contradictions between consciousness and the unconscious and their interaction. The analysis shows that self-determination of the personality can occur based on factors not only within consciousness but also through the content of the unconscious.

In practice, the psychological mechanisms of creative personality development involve teaching self-regulation, focused on both conscious and unconscious psychological determinants, which form the basis of creative development. Training directions, active methods of teaching self-regulation skills, and techniques for managing psychological

conscious and unconscious determinants become especially relevant. Depending on the type of creativity, the formation of dominant mental functions of thinking and feeling, intuition and sensation, unconscious images, and the influence of personality archetypes leads to a new understanding of the possibilities for psychic self-regulation of the subject of activity. A deeper study of unconscious psychological determinants provides a new path toward understanding the self-determination of creative personality development.

The psychological mechanism of awareness of the “I” is determined by the fact that the image of the “I” allows the transition from the object of influence to the subject of one’s development through the interaction of consciousness and the unconscious. The awareness of the “I” begins to create favorable conditions for the transition from the object to the subject of one’s development. This manifests in the fact that, for example, a young man or woman begins to imagine a desired, strong image of themselves as a true hero, feeling strength, an influx of energy; they begin to realize that they can achieve their goals through their own efforts, strive to be independent in their decisions related to their own actions and deeds. Here, the subject learns to establish a connection between their ego and personality archetypes and to manage their internal mental functions.

Creative personality is the result of self-awareness and understanding of oneself, and actively engaging with the world by shaping relationships and achieving success. Creativity, as one of the important forms of activity during adolescence, emerges as a psychological new formation, laying the foundation for a new stage in life (psychological foundations for entering independent adult life) (Adykulov, 2018ab, 2020, 2023). In adolescence, creativity is closely connected to unconscious, unrecognized cognitive patterns and the dominant psychological functions (thinking, feelings, sensations, intuition).

## CONCLUSIONS

The present study substantiates the critical role of unconscious psychological determinants in the creative development of personality within the framework of educational activity. The analysis confirms that creativity, as a core attribute of self-actualization, emerges from the dynamic interplay between conscious and unconscious structures of the psyche — particularly during adolescence, a period marked by heightened identity formation and psychological restructuring.

Central to this process is the psychological mechanism of self-awareness, which mediates the emergence of the “I”-image — a construct informed by archetypes, internalized cultural patterns, and fixed attitudes.

The findings underscore the importance of considering the internal cross-cultural context of the learner, which integrates both personal experiential history and unconscious cultural predictors. Simultaneously, the external educational environment — including institutional, familial, and socio-communicative systems — provides structural conditions that either constrain or enable creative transformation.

The structural-conceptual model proposed in this study highlights the need for educational frameworks that address not only cognitive acquisition but also the symbolic, emotional, and unconscious dimensions of personality development.

In conclusion, the creative development of personality within educational settings is not reducible to instructional strategies or content delivery alone. Future research should focus on operationalizing these mechanisms in empirical studies and translating them into effective pedagogical models, thereby advancing the theoretical and practical frontiers of education as a domain of holistic personality development.

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