Development of Students' Artistic Self-Identification: Finding Their Own Style

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Abstract

The purpose of the article is to analyse the development of students' artistic self-identification and the search for their own style in the current conditions of social development. To achieve this goal, the methods of analysis, synthesis, content analysis, comparison and abstraction were used. The results indicate that the formation of students' personalities and their ideals through art requires high standards of organisation of the educational process. Modern education pays great attention to aesthetic education, and one of the key components is art-related subjects. In the context of art education, these aspects become even more relevant, as art for students acts as a specific means of expressing social consciousness and allows them to recreate objective reality. Art affects the organisation of their lives, encourages the development of inner spiritual qualities, promotes active mutual understanding and shared experiences in the team. It has always been an integral part of the Ukrainian community, especially in the context of current challenges, including the Russian-Ukrainian war. The importance and simultaneous underestimation of divergent thinking in Ukrainian realities is noted. This type of creative or imaginative thinking includes the ability to generate many different ideas, solutions or possibilities for a particular problem or task. The conclusions further emphasise that this approach supports creativity and innovation, as it stimulates the expansion of horizons and allows for the consideration of issues from different perspectives.

Keywords: art education, personal style, self-development, self-identification, divergent thinking

1. Introduction

The development of artistic self-identification among students is becoming an urgent task of the modern educational process. The world is constantly changing, its cultural diversity is expanding, and social values are being redefined. In this context, students, postgraduates and everyone who wants to master art are faced with the task of finding their own style in artistic creativity. This problem is becoming a key one, as it determines not only the individual path of each future artist but also affects the development of contemporary culture and the art world in general.

The development of students' artistic self-identification is a subject of in-depth research in the modern educational and artistic context. Art has always been not only an important means of expression and cultural heritage but also a key factor in the formation of personality and identity. In today's world, where globalisation and technological development are rapidly changing socio-cultural realities, the issue of developing artistic self-identity is becoming an extremely important phenomenon. This research article aims to consider the main aspects of the development of artistic self-identity among students, as well as to study methods and strategies that contribute to the formation and disclosure of individual artistic potential in the educational process. Further research on this topic will open up new opportunities for understanding and supporting the creative development of young artists and the educational community as a whole.

Modern literature analyses various aspects of the development of contemporary art education, discusses innovative methods and forms of organising the educational process. In particular, Aljad (2023) describes the main methods of

improving the study of some artistic disciplines. Campbell (2013) describes modern forms of art development in the context of training specialists of the future. Cardinal et al. (2020) describes the main modern programmes for the development of the artistic sector based on the US experience. The peculiarities of the impact of digital resources, in particular social media, on the transformation of educational approaches are described in detail in Enguta Mwenzi & Andia Moyamani (2023). The main trends in art teaching are highlighted in Ferro et al. (2019). At the same time, Ibáñez (2023) describes the development of art education through the prism of sustainable design of creative educational environments. Similar to how design is essential to brand building — the process by which a company's identity is shaped and aligned with its core values — it is imperative to recognize the substantial influence that design has on both individual and collective identities in the context of artistic self-identification (Martynenko et al., 2023). The key aspects of the use of artificial intelligence in art are analysed in Kong (2020). Separately, the study by Polska & Konovalova (2021) identifies the main traditions and innovations in the development of art education on the example of teaching musicology. The importance of developing divergent thinking for the formation of individual creative skills in students is described in detail in the modern literature (Abdulla Alabbasi, 2021; van de Kamp, 2014). Thus, in modern scientific studies, certain aspects of the development of students' artistic style are described through the prism of analysing modern technologies, methods, and forms of organising the learning creative environment.

The purpose of the article is to study the development of students' artistic self-identification and the search for their own style in the current circumstances of total digitalisation and globalisation of educational processes.

2. Method

The Google Scholar scientific metric database was used for data collection. The literature was included based on such criteria as:

1. The study describes the peculiarities of training specialists in art and culture

2. The study indicates the peculiarities of the formation of artistic style

3. The work describes the role of practical tricks for future artists

4. Research should be relevant and up-to-date

The article uses the analytical method to determine the current state of teaching art disciplines, to characterise the content of the formation of creative self-identification that is formed during the educational process. The work is also based on the method of abstraction, which involves the transition from the analysis of general theoretical positions to the formulation of specific recommendations and generalisations. At the same time, using the method of comparative analysis, the study evaluates the educational approaches and methods used in the European Union to help students of art education develop their own personal creative style. The philosophical foundations of training modern art professionals were also considered, which made it possible to identify the priorities that are in the focus of attention of art education institutions. The unequivocal appeal to student-centred learning has enabled a new appreciation of the importance of personal motivation and creativity for the discovery and formation of one's own creative style.

The content analysis method was used to conduct an in-depth analysis of the literature related to the research topic. In particular, scientific articles, monographs, and other sources covering the issues of artistic self-identification and the search for one's own style in the educational context were studied. This made it possible to confirm the theses with scientific evidence and expand certain ideas about the search for one's own creative style. The conclusions for the study are based on the use of the synthesis method, which made it possible to demonstrate the unity of individual elements of training of art education students. The prognostic method was used to create an approximate list of functional actions needed to improve the training of specialists in the field of culture and art in Ukraine. In addition to this, the study used additional methods such as retrospective, functional, and structural. The study is based on a systemic research method, which allowed us to consider education as a complex system consisting of various components. This model of methodology was used by Ukrainian researchers Lavrentieva et al. (2023) in studying the problems of art education development and made it possible to identify the prospects and problems of its development against the background of the European experience.

3. Results

3.1 The Impact of Contemporary Art and Art Education on Self-Identity

Modern researchers recognise culture as a certain level of development of human activity in several important qualitative aspects. The basis for understanding culture is a set of social values that are defined and expressed through human activity. In this context, modern research proposes to define culture as a certain level of human development in its qualitative elements. Culture is an integral part of society and is an important factor in the development of the creative potential and abilities of each individual. Culture is traditionally divided into material and spiritual, where a special place is given to aesthetic culture since aesthetics studies two important areas: the specific manifestation of a person's attitude to the world around him or her and artistic activity. When forming the aesthetic culture of students, their interest in creative artistic activity plays an important role. It is an artistic activity that is a conscious and active form of expression and development of aesthetic culture, especially among students (Marner & Örtegren, 2014). In the context of modern social development, which is marked by multifaceted cultural diversity, widespread use of information technology, and intense flow of information, there is an urgent need to educate a culturally conscious personality who can express his or her special identity and define the national values of the state in the global world.

Art plays an important role in the process of teaching and aesthetic education of students. Its peculiarity and importance lie in the fact that art is an expression of personal perceptions of reality in various fields of artistic creativity (Mackin Freeman & Shifrer, 2022). Art that does not carry an aesthetic uplift is gradually losing its significance, limited to an entertainment function, as we can see in today's global society. Undoubtedly, there is a tendency to "aestheticise" the negative, low, and evil, especially in modern mass media (I am talking about the development of modern cinema, television programmes, and the Internet), which often depoliticises the context and encourages young people to imitate negative images. Nevertheless, through art, one can deepen through artistic culture and discover the rich world of the spiritual culture of mankind in all its diversity of genres and styles, building on the achievements of one's own culture and its contribution to the world cultural heritage. In modern conditions, this issue is becoming particularly relevant and requires special attention in the development of students' artistic abilities.

The formation of students' personalities and ideals through art places high demands on the organisation of the teaching process. In general, in modern education, much attention is paid to aesthetic education, and art-related subjects are considered to be one of its key components. For art education, these paradigms are becoming even more relevant, as art has become a specific way of expressing social consciousness, through which objective reality is reproduced. Art affects the organisation of life, develops internal spiritual structures, promotes active mutual understanding and empathy in the team. It has always been an integral part of the Ukrainian community, responding sensitively to events in Ukraine and encouraging the expression of patriotic ideas through art, especially against the backdrop of the current Russian-Ukrainian war (Radomska & Ponkalo, 2023). For instance, in the Ukraininan institutions a curriculum emphasizing creative activities grounded in socio-cultural contexts has been implemented to enrich students' artistic experiences. By engaging students in projects that address local cultural issues, educators reported increased student engagement and a deeper appreciation for cultural diversity among participants. This approach enhanced students' practical skills. The arts fill students' free time with socially relevant content, meet their interests and needs, and contribute to their all-round development. At the same time, in a world where civilisational development is inextricably linked to the improvement of technologies in both production and the education system, there is a need for active development and introduction of new teaching methods. For the self-identification of students, art plays an important role in this process, as the formation of a personality and its ideals through art requires a high level of artistic creativity in educational institutions (Else et al., 2015). Therefore, art is an integral part of modern culture, and its specificity lies in the fact that it is a concentrated expression of individual perception of reality through various genres and types of artistic creativity. An important direction in the development of modern scientific knowledge and general orientation in the field of education is integration processes that lead to the emergence of integrative phenomena in the system of art education.

Such processes of self-identification in the context of art education are important stages of personal development that help students, postgraduates, and other young artists to develop their artistic identity and understand their place in the art world. Researchers have also identified several key aspects of this process that require a more thorough assessment (see Table 1).

Table 1. Aspects of the Formation of Self-Identification of Art Education Students

Aspect	Definition
Impact on personal development	Art in general influences personal development by helping to express emotions, ideas, and beliefs. During art education, students have the opportunity to explore themselves, discover and develop their inner talents and reflections.
Experimentation and creativity	Art provides an opportunity to create, experiment, and expand your creative horizons. It fosters self-expression and supports the search for one's own artistic voice.
Finding inner motivation	Art education helps students discover their intrinsic motivation for creating art. This motivation can be based on personal values, feelings, or important life experiences.
Collaboration and exchange of ideas	In an art education environment, students often engage in dialogue with other artists and teachers. This allows them to draw on different perspectives, techniques, and models in the future, which contributes to the multifaceted development of their artistic identity.

Source: compiled by the authors based on Iyuan (2023).

Self-identification in the process of art education is an integral part of the formation of an artistic personality. It helps students not only develop their own style but also discover deep aspects of themselves through creativity and self-expression.

3.2 Opportunities to Find Your Own Artistic Style While Studying

The development of modern society draws attention to a number of fundamental issues in the field of higher art education. Overcoming the existing challenges is important for the further formation of cultural and artistic paradigms of higher education, familiarisation, and mastery of the latest achievements in professional work. One of the current innovations in this process is the interconnectedness and interdependence of philosophical systems and the process of learning and teaching. The philosophy of education covers various aspects of cooperation between the main forms of knowledge acquisition and many other manifestations of professional activity (Lebid et al., 2021). It considers both abstract general issues and specific aspects related to the communication of society with the outside world. Thus, philosophy and art education interact and mutually influence each other.

Philosophy is important for higher education in the arts because it helps to identify the limits of the educational system and pedagogical ideas. It helps to identify promising grounds for reconciling different points of view on education, as well as to form personalised educational trajectories for students, taking into account both their interests and aspirations. Modern European artistic educational institutions are actively developing certain areas of artistic education, which include humanisation, humanisation, national orientation, socio-cultural relevance, tolerance, emphasis on the organisation of artistic and educational activities, the transition from knowledge reproduction to creative activity, and many other aspects (Kobylarek et al., 2022). Such approaches generally help to define the targets and prospects for the development of the artistic profession for students.

The process of forming an individual style of activity of higher art education students depends on several important factors, including positive motivation, professional abilities, self-confidence, personal freedom, creative self-actualisation, professional knowledge, skills, and abilities of students. Other important conditions for the formation of an individual style of activity are also identified in higher art education institutions. First of all, it is the possibility of creative interaction between teachers and students, which contributes to the process of forming an individual style (Schneider & Rohmann, 2021).

In order to form and express an individual style, students of the music specialty can use special methods and techniques. The use of integrative methods allows the acquirers to perceive not one, but several ways of musical information at the same time. Each of them will become peculiar for the emergence of certain associations. The main musical material can be works of national music or world classics. Problem-heuristic methods can also be used to encourage young people to form an individual style. In order to avoid the monotony of the task of improvising a melody, it is worth varying the appropriate levels of complexity in the following course:

1. to repeat the melodic line by inner ear;

2. to show in the air the course of the melody of the song (we are talking about plastic intonation), etc. For the purpose of detailed interpretation of a certain passage of a musical work, the technique of heuristic conversation is used. Therefore, there are different interpretations of artistic images. It is at this time that students have the

opportunity to fantasize and think independently. The use of playing methods — a creative action that spreads in the world of symbolic meanings — contributes to the development of the "reflex of freedom" in future musicians. Creativity and individuality also develop when using role-playing games. At the same time, it is important to develop divergent thinking in students of a music specialty. It plays an important role in the formation of an individual style of artistic activity, in particular in the interpretation of musical works (See Figure 1).
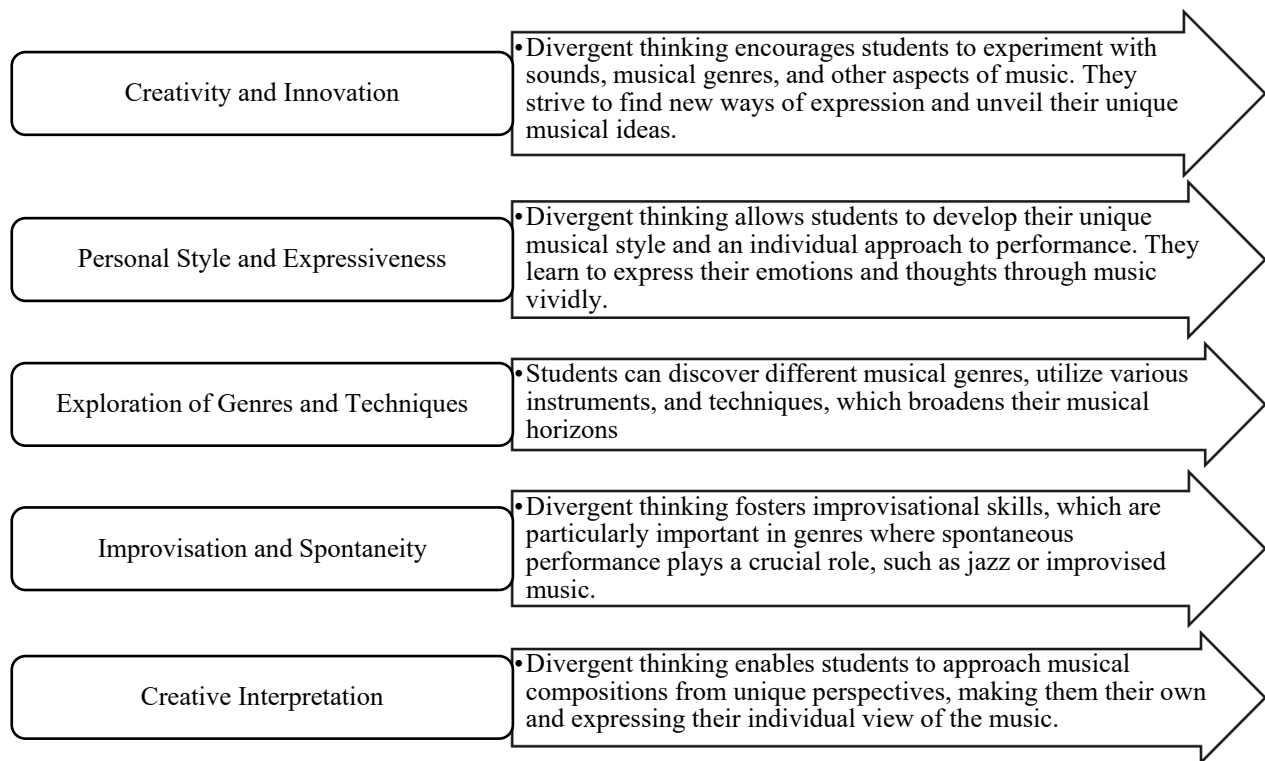
Creativity and Innovation	• Divergent thinking encourages students to experiment with sounds, musical genres, and other aspects of music. They strive to find new ways of expression and unveil their unique musical ideas.
Personal Style and Expressiveness	• Divergent thinking allows students to develop their unique musical style and an individual approach to performance. They learn to express their emotions and thoughts through music vividly.
Exploration of Genres and Techniques	• Students can discover different musical genres, utilize various instruments, and techniques, which broadens their musical horizons
Improvisation and Spontaneity	• Divergent thinking fosters improvisational skills, which are particularly important in genres where spontaneous performance plays a crucial role, such as jazz or improvised music.
Creative Interpretation	• Divergent thinking enables students to approach musical compositions from unique perspectives, making them their own and expressing their individual view of the music.

Figure 1. Several Key Aspects of the Role of Divergent Thinking in the Formation of an Individual Style in Music Majors

Moreover, the divergent thinking plays a key role in the performance of musical folklore and musical art in general. Musical folklore is sometimes likened to a treasure trove of creativity, where each performer has the opportunity to contribute through variation, interpretation, and improvisation. Below are the key features and aspects.

1. Variety and Variability. Folk compositions often exist in many different variations. The artist has the opportunity to choose between these options, creating a unique interpretation that reflects his ownership and style.

2. Different interpretation of musical works. Each musician can approach a musical work in his own way. This creates an opportunity to reveal different aspects and meanings of music, as well as to experiment with sound.

3. Covers. Artists regularly cover songs, adding their own style and interpretation. This enhances the individual style and creativity of musicians.

4. Improvisation in jazz music. Jazz music is famous for its improvisation. Jazzmen have to react quickly to sounds and improvise, which develops their ability for creative divergent thinking.

All these aspects demonstrate how musical art stimulates divergent thinking and contributes to the formation of an individual style of activity in music. In the world of music, variability and creativity are welcomed, and they allow musicians to develop their potential and bring new things to the musical heritage.

A derivative phenomenon of this is the democratic nature of the educational process, which contributes to an atmosphere of openness and self-confidence among students and ensures their creative growth. This approach ensures the formation of a creative atmosphere in the classroom, which encourages students to express themselves and experiment (Polska & Konovalova, 2021). The European experience shows that modern interactive technologies,

which allow students to actively interact with the material and other participants in the learning process, also contribute to the formation of an individual artistic style. Researchers also emphasise the creative approaches and methods used by teachers. Undoubtedly, those teachers who have a creative style can help others find their own creative self, can become a source of inspiration for students, and encourage them to find their own style. Assistance in the development and use of an individual model can also be an element of a creative approach. The development of an individual model for each student allows for the consideration of their unique needs and characteristics. Researchers note that for the effective formation of an individual style, it is important to apply a methodology based on a developed individual model of the development of the individuality of a future professional (Afanasieva, 2023; Ibáñez, 2023). These conditions contribute to the successful formation of the individual style of future art professionals in higher education institutions. This allows students and other students to develop their own artistic style and become expressive professionals in their field. Therefore, according to researchers, the search for their own style by art education students is an extremely important and responsible part of their artistic development. While one group of researchers notes the conditions for the formation of an individual style, other researchers emphasise that this process requires stubbornness, self-expression, creativity, and inner self-confidence, primarily from students. In general, some aspects of finding your own style in art education can be described in more detail (see Table 2).

Table 2. Aspects of Finding Your Own Style by Students of Art Education

Aspect	Meaning
Experimenting with different techniques	Students often begin their journey in art by trying different mediums such as painting, sculpture, drawing, photography, or experimenting with different techniques. This helps them to find the way of expression that best expresses their ideas and emotions.
Study of art history	Art students study the history of art and great artists, which helps them understand different artistic styles and influences. From this, they can learn from famous artists and find other sources of inspiration for their work.
Observing and analysing your own work	Art students study their own work, analysing their works and looking for the images, techniques, and themes that interest them most.
Influence of teachers and peers	Teachers and peers can have an important influence on a student's style search. They can help identify strengths and provide useful advice.
Self-reflection and the creative process	Finding your own style involves intense self-reflection and a constant creative process. Students learn to understand who they are as artists and how this affects their work.
Continuous development	The search for style is an ongoing process. Over time, students can discover new aspects of their identity and develop their style further.

Source: compiled by the authors based on Burnard (2006), Kong (2020), Sofilkanych (2022), Ibáñez (2023).

All these aspects come together to help art students find their own style and unlock their creative potential. Finding a style is an important stage in the professional development of young artists, and it allows them to become unique and expressive artists in the art world.

4. Discussion

The results showed that art education is key to promoting aesthetic understanding and personal development among students, serving as a means to express individual perception of reality through various artistic forms. Although modern art often faces the problems of commercialization and aestheticization of negative topics in mass media, its role in deepening cultural understanding remains paramount, enriching the spiritual heritage of humanity with various genres and styles. Contemporary researchers note the effectiveness of the system of training art education students, emphasising that it generally contributes to the disclosure of creative potential and self-identification (Campbell, 2013). In this regard, art students are always in search of their own creative style and path in art. They need to develop their creativity and ability to express unique ideas through art. At the same time, they integrate into the contemporary space. In particular, depending on the specific field of art (e.g., music, painting, theatre), arts students need to master various technical skills and abilities (Aljad, 2023). This may include mastery of tools,

working with media processing software, mastery of materials, etc. At the same time, theoretical knowledge is acquired. We should agree with researchers who believe that knowledge of art theory, art history, music theory, and other academic aspects of art is important for understanding and appreciation of artworks. Students of art education need to overcome the challenge of mastering the theoretical aspects of their field, which will allow them to identify themselves artistically. Modern research has shown that in order to improve the professional skills of specialists in the field of fine arts, constant work on theoretical and methodological knowledge, pedagogical skills, and abilities is required (Santamarina et al., 2020). One of the ways to achieve this goal is to create the necessary didactic conditions that promote the development of innovative style in future professionals, the formation of creative and compositional thinking of students. Divergent thinking plays a significant role in this system (Burnard, 2006; Schneider & Rohmann, 2021).

The study also demonstrated the importance of using modern digital technologies. Other scientists adhere to this opinion. For example, Stoliarchuk et al. (2024) described the interaction of digital trends and sustainable development, focusing on the role of contemporary art. The author described how modern art contributes to the growth of sustainable development through the use of digital technologies. Szostak & Sułkowski (2024) defined the issue of managing creativity in an aesthetic situation with regard to participation in art in a real or digital format. Bilan et al. (2024) also determined the role of innovative educational technologies in the training of specialists in the field of culture and art from the European experience. Wu, Chen, & Yang (2024) also studied the application of immersive virtual digital visual arts in intercultural communication in Internet aesthetics education.

Modern researchers generally argue that divergent thinking is a key characteristic of the development of creative thought (Abdulla Alabbasi et al., 2021). According to the results of modern scholars, in particular Chin (2013) and Wang et al. (2023), divergent thinking is a diverse range of mental approaches based on the processing of information. It is worth noting that the issue of the impact of divergent thinking on the development of artistic skills was actively studied in the second half of the twentieth century (Madeja, 1967; Webster & Walker, 1981). Thus, from the point of view of educational practice, it is worth emphasising the importance of teaching students to obtain scientific information that helps to identify the originality of artistic and pedagogical experiments. When developing students' creative thinking, it is also necessary to stimulate the development of their divergent thinking, which in turn stimulates interest in new knowledge and phenomena (Wang, 2017). It is important that students understand the essence of divergent thinking, as it provides new tools for developing their own artistic style. The traditional method of teaching is to provide students with the opportunity to gain experience, but it is also important to consider the need to preserve traditions based on the study of artistic heritage. Students should be encouraged to change outdated methods in art and supported to create their own artistic works as a manifestation of individual divergent thinking. Thus, divergent thinking gives new images to objects, such as rearranging components of different things, synthesising them into new combinations, etc. (van de Kamp et al., 2014). For this reason, the scientific literature identifies several important components that explain the importance of divergent thinking for creating one's own style in art:

1. Creative freedom. This means that it is divergent thinking that gives artists the opportunity to explore without restrictions. They can discover new techniques, materials, ideas and approaches without fear of traditional norms. This freedom contributes to the creation of new unique and original works (Abdulla Alabbasi et al., 2021; van de Kamp et al., 2014).

2. A variety of expressive means. Divergent thinking allows for a variety of elements and styles to be used in their work. Creatives can experiment with colours, shapes, textures, and other artistic means to express themselves (van de Kamp et al., 2014; Chin, 2013).

3. A unique approach. Each artist has his or her own way of seeing the world and has his or her own personality. According to Madeja (1967), divergent thinking helps each artist to develop their own creative approach that reflects their personality and specific views on art.

4. Innovation and development. Through the use of divergent thinking, artists contribute to innovation in their field. They can upend standards and introduce innovative elements into their work, which leads to the development of art in general. This aspect is described in detail in the study by Wang et al. (2023).

5. Personal identity. Divergent thinking helps artists discover their unique artistic identity. They can create work that reflects their personal history, values, and beliefs.

Thus, divergent thinking in art helps artists to unleash their creative potential, create something unique and personal, and contribute to the art world. At the same time, modern researchers agree that the development of divergent

thinking through music can be especially important for students majoring in music. Several specialized approaches to its development are outlined in the scientific literature. First, it is worth applying techniques aimed at using musical improvisation, in particular with the help of various game-based learning methods. Thus, researchers agree that it is worth stimulating students to improvise and create their own musical compositions. It helps to develop creative potential and divergent thinking (van de Kamp et al., 2014; Chin, 2013). At the same time, you can experiment with sounds. Students should be encouraged to explore unusual sound effects, use a variety of instruments and electronics to create new sounds, and at the same time provide students with the opportunity for their own interpretation and analysis of musical works. Allow them to look at music from different angles and find unique approaches to performance. Modern researchers also emphasize the importance of project approaches. In this context, we propose to organize various collective musical projects, where students must jointly solve creative tasks and look for new solutions (Stoliarchuk et al., 2024). At the same time, it is also important to study modern experimental genres and musical architecture, where they can express their individuality and divergent thinking. These approaches will contribute to the development of divergent thinking and the formation of a unique musical style among students of music majors. Expanding the discussion by critically comparing traditional and contemporary methods of artistic education reveals significant shifts influenced by digital transformation. Traditional art education often focuses on foundational skills, historical knowledge, and classical techniques. In contrast, contemporary methods increasingly incorporate digital tools and platforms, reshaping how students engage with art and develop their styles. The integration of digital media allows for more interactive and personalized learning experiences, offering students new ways to explore their creativity and identity. Recent studies on digital art education highlight several key insights. Digital tools enable greater experimentation and flexibility, allowing students to manipulate and combine different media effortlessly (Bilan et al., 2024). For instance, software like Adobe Creative Suite or digital painting applications provide endless possibilities for creative expression. This technological shift also facilitates collaboration and sharing of work on a global scale, fostering a more connected and diverse artistic community. In conclusion, this manuscript advances our understanding of how art education shapes students' artistic identities by synthesizing theoretical insights with practical applications. By elucidating the role of art in personal and cultural development, it contributes to ongoing discussions in the field and proposes strategies for enhancing educational outcomes in contemporary art education.

5. Final Considerations

The study of the development of students' artistic self-identification and the search for their own style is an important component of the training of modern specialists in the field of music education. The study focuses on the problems of the impact of contemporary art and music education on the self-identification of students and the possibility of finding their own style during their studies. It is proved that the formation of students' personalities and their ideals through art requires high standards of organisation of the educational process. Modern education pays great attention to aesthetic education, and one of its important components is art-related subjects. In the context of art education, these aspects become even more relevant, as art for students becomes a specific means of expressing social consciousness and allows them to recreate objective reality. Art affects the organisation of their lives, encourages the development of inner spiritual qualities, promotes active mutual understanding and shared experiences in a group. It has always been an integral part of the Ukrainian community, responding sensitively to events in Ukraine and encouraging the expression of patriotic ideas through art, especially against the backdrop of current challenges, including the Russian-Ukrainian war. Important elements of finding their own style for art students are experimenting with different techniques, researching art history, observing their own artistic activity, the influence of teachers and peers, self-reflection, and continuous development.

Instead, it demonstrates the importance and underestimation of divergent thinking in Ukrainian realities. This type of creative or imaginative thinking involves the ability to generate many different ideas, solutions, or possibilities in relation to a particular problem or task. This approach is characterised by the need to avoid standard, conventional answers and seeks different, unconventional approaches to solving a problem. Divergent thinking fosters creativity and innovation as it encourages the expansion of horizons and allows for multiple perspectives. For this reason, promising areas for further research are ways to integrate the development of divergent thinking into the modern educational process.

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