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NEW MODELS OF A WRITER’S CREATIVE PERSONALITY ANALYSIS IN A MULTIMODAL ENVIRONMENT OF A HIGHER EDUCATION INSTITUTION

Problem statement and its relevance. This research was prepared within the framework of the international Erasmus+ educational project “Modernisation of university education programmes in foreign languages by integrating information technologies (DigiFLEd)”, the main goal of which is to improve the quality of education in Ukrainian higher schools, particularly in foreign language teaching, through the implementation of modern information technologies. The acquired digital competencies were successfully adapted and integrated into the methodology of teaching professional disciplines, thus demonstrating the practical implementation of innovative approaches to the digitalisation of humanities education.

At the current stage of methodological science development, an intensive search for effective ways to activate the reading of fiction among HEI students continues. Literature has traditionally performed a meaning-making function, forming the foundations of multilayered culture, worldview, and value orientations. Reading is a crucial mechanism for preserving and enriching the native language.

The relevance of the study is driven by the intensification of globalization processes, which demands the training of specialists capable of independent continuous education, information search, and presentation. The expansion of ways to study the writer’s creative personality as an interdisciplinary scientific field also adds to the urgency.

The problem lies in the “reading crisis”, which is particularly acute among the younger generation. There is a noticeable dominance of visual culture, superficial text perception, clip thinking, and mosaic perception of the world. Traditional methods of teaching literature do not meet the needs of the “new reader”, who prefers electronic texts and views a fiction book as just one source of media information. This leads to an underestimation of reading’s interdisciplinary potential in HEIs.

The previously unresolved part of the problem. Despite recognizing the phenomenon of the “new reader” and the necessity of using multimodal technologies, there is a lack of a unified,

structured, and methodologically grounded model for analyzing the writer's creative personality that integrates psychological, philological, and technological aspects specifically for the HEI multimodal environment.

Analysis of Recent Research and Publications. The use of multimedia technologies in higher education has been studied by Western and domestic scholars (Bicen, 2021; Karchmer, 2001), focusing on advantages, effectiveness, and the creation of an interactive educational environment.

The dialogical nature of the "author – reader" relationship and the communicative essence of reading are grounded in the works of M. Bakhtin, B. Korman, U. Eco, J.-P. Sartre, who emphasized the "shared effort of the author and reader" to create a "concrete and imaginary object" (Sartre) and the formation of the "focused reader" (Korman).

The phenomenon of creative personality and the creative process has been the focus of philosophy, psychology, philology, and other interdisciplinary fields (A. Adler, L. Vygotsky, C. Jung, P. Jakobson, D. Ovsyaniko-Kulikovskiy). Contemporary research (D. Bohoyavlenska, S. Pavlyshyn) continues to develop the conceptual apparatus of the psychology of artistic creativity, concentrating on psychography, the reflection of the author's psycho-mentality, and the artist's psychotype.

Conclusion of the analysis. Existing research confirms the importance of dialogism, notes the "reading crisis", and advances the psychology of creativity. However, there is a need for methodological development that synthesizes these directions into a practical model for the modern multimodal educational space.

The goal of the article: to determine the features of the "new type of reader" and propose a new model for analyzing the writer's creative personality, adapted for use in the multimodal environment of a higher education institution.

Research Methodology. To accomplish the set goal, we applied the general theoretical research methods (analysis and synthesis) to determine the state and the level of study of the given problem in the conditions of the modern teaching technologies development in institutions of higher education, as well as during the analysis of the theoretical foundations of multimodal technologies. The modeling method, as a type of general theoretical method, served to design an author's model of the writer's creative personality analysis, as well as to create a student survey form.

Discussion. *The "New Reader" and the Changing Reading Model*

The "author – reader" dialogue (based on J.-P. Sartre, B. Korman) has always been the foundation of work perception. However, today reading is transformed into media, and the connection between author and reader becomes similar to the relationship between "man and woman" (Sartre, 1988).

The contemporary student-reader demonstrates "clip consciousness" and "mosaic perception" of the world, striving for quick reading, satisfied only with superficial content. Functional and entertainment motivation dominates, which led to the "reading crisis" – a decline in interest in fiction. Students prefer visual texts over printed ones, seeing no point in reading "useless novels".

This requires the educator to: create *emotional situations* to foster empathy and the experience of unique emotional content conveyed by verbal art; actualize *critical thinking* and the ability to interpret, opening up the opportunity for students to join the "circle of the chosen".

Multimedia Literacy and the Potential of the Multimodal Environment

In the 21st century, in the era of "screen culture" (McLuhan, 1962), a need arises for "new literacy" – multimedia and visual. U. Eco emphasized the necessity of balancing visual and verbal communication (Eco, 1996).

Multimedia literacy is implemented in the process of message transmission by combining text, audio, graphics, and video. The effectiveness of interactive technologies, such as Glogster (for creating multimedia interactive posters) and tools for creating mind maps: Bubbl (<https://bubbl.us/>), Mindmo (www.mindmeister.com), LucidChart (<https://www.lucidchart.com/>), Coggle (<https://coggle.it>), Mindmeister (www.mindmeister.com), Mind42 (<https://mind42.com>), is confirmed by the

research of R. Karchmer. These tools develop design thinking – a creative and systematic approach to problem-solving.

Writers' Activity in the Internet Environment. Modern writers actively interact with readers on social networks (*Facebook, Instagram, Twitter*), engaging them in their “creative kitchen”, which blurs the lines between author and reader. This interaction contributes to the development of students' *soft skills*: emotional intelligence, creativity, critical thinking, and interaction with people (Kostikova et al., 2021).

Algorithm for Analyzing the Writer's Creative Personality. The proposed interdisciplinary approach to analyzing the creative personality is based on the ideas of psychography, which involves a complex biographical analysis of the author's “internal”, psychic features. The decisive role in the creative process is attributed to natural aptitudes, mastery, and the “level and degree of comprehension of life” (Bilous, 2014).

The proposed conceptual model for analyzing the writer's creative personality has a three-component structure, which is best visualized using Mind Maps (Buzan, 2018):

Stage 1. “Psychophysiology” of talent, creative methods of the artist-creator:

- 1.1. Role of mental processes (unconscious, imagination, fantasy).
- 1.2. Dominant nature of sensory activity (visual, auditory, mixed).
- 1.3. Specificity of memory, attention, and perception.
- 1.4. Wit, associative ability, and flexibility of thinking.

Stage 2. Internal work of the creative process:

- 2.1. Stimulus, motivation for creativity (self-expression, self-realization, ambition, satisfaction of spiritual/material needs).
- 2.2. Volitional qualities (purposefulness, endurance, discipline).
- 2.3. Specificity of talent and abilities (learning, creative, literary, unique).
- 2.4. Capacity for reflection.
- 2.5. Role of “positive” and “negative” emotions (admiration, hatred, protest, stress, affect).
- 2.6. Nature of image creation (reflection of own impressions or empathy for someone else's story).
- 2.7. Role of psychotraumatic situations.
- 2.8. Capacity for associations.
- 2.9. Emphasis on plot details during planning.
- 2.10. Probability of projecting psychic conflicts onto characters.

Stage 3. External work of the creative process:

- 3.1. Artist's dependence on the “means of production”.
- 3.2. Sporadic/systematic nature of the creative process.
- 3.3. Specificity of writing technique (language, form, techniques) and individual style.

This model can be created using online resources (Bubbl, FreeMind, Mindmeister, Coggle, etc.), which provides visualization, facilitates knowledge structuring, and implements the deductive method (Image 1).

Following the practical application of multimodal technologies by students (Horlivka Institute for Foreign Languages) during the study of the writer's creative personality, an anonymous online survey of 300 students from various faculties was conducted.

The survey results, processed using IBM SPSS Statistics, showed that as a result of completing the proposed task, students developed the following *intellectual competencies* (Diagram 1):

- analytical thinking;
- skills to identify and solve problems;
- improvement of memory and attention to detail;
- development of large-scale thinking and creativity.

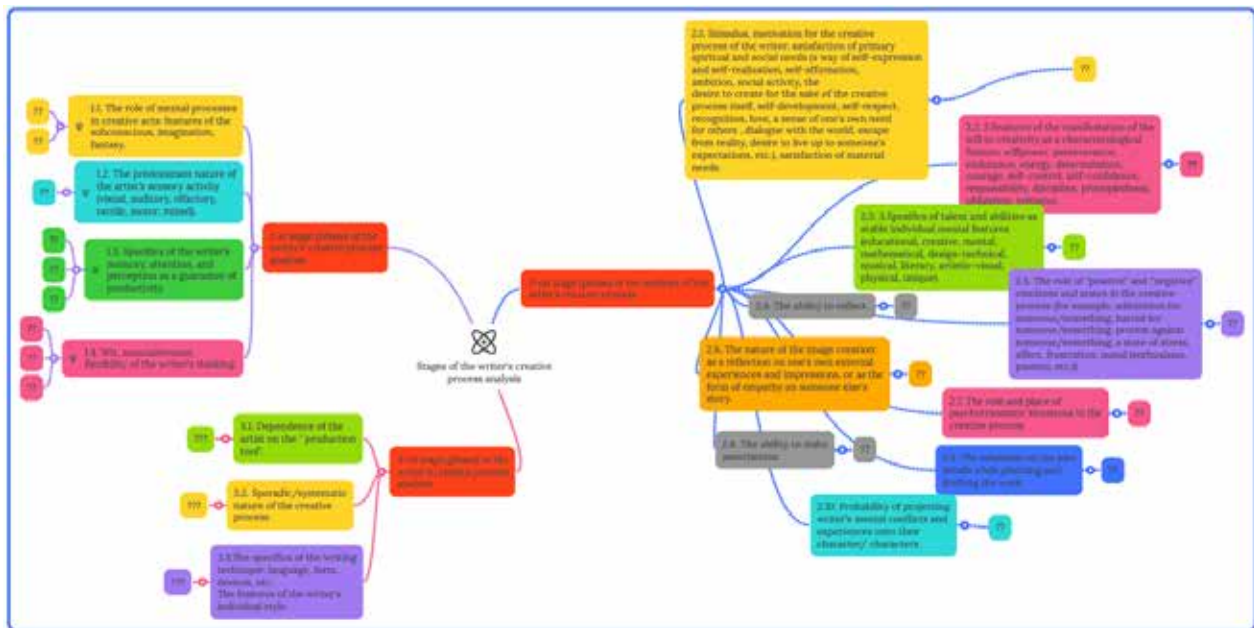


Image 1. Results of Practical Experience in the Multimodal Environment

These data confirm the effectiveness of integrating multimodal technologies and the proposed algorithm into the educational process for stimulating students' cognitive and creative activity.

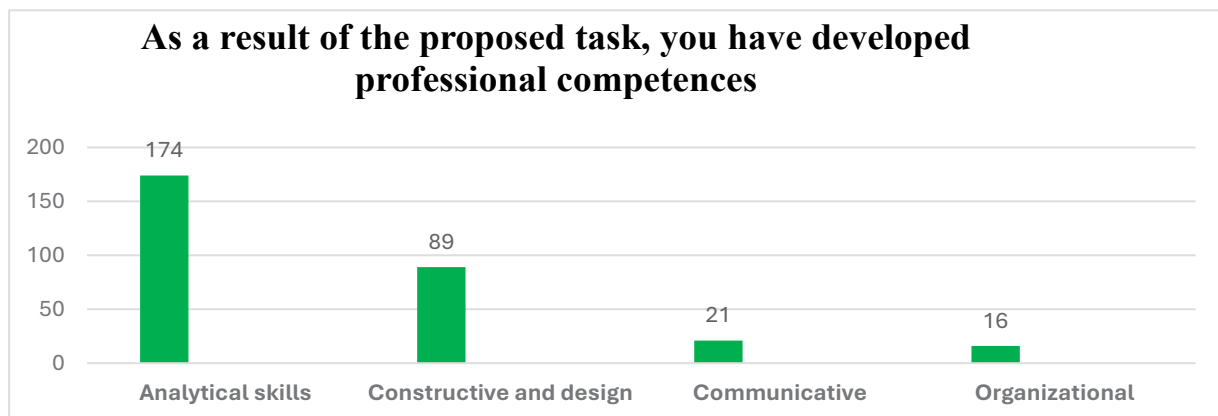


Diagram 1. Conclusions and Prospects for Further Research

In light of the general decline in reading activity and the exacerbation of the problem of functional illiteracy, the application of multimodal technologies is promising, though it is not a standalone solution to the “reading crisis” without cultivating a reading culture.

The unquenchable interest in the writer’s creative personality and the creative process does not fade but, on the contrary, intensifies, especially due to the authors’ activity on social networks. The proposed model for analyzing the writer’s creative personality has a clear three-component structure, covering: 1) the “psychophysiology” of talent; 2) the internal work of the creative process; 3) the external work of the creative process.

This model proves its effectiveness in increasing student interest in the study material, developing “soft skills”, and intellectual competencies in a multimodal environment.

Prospects for further research lie in continuing to study the phenomenon of the “new type of reader” and developing theoretical and methodological approaches for HEIs aimed at forming and popularizing the culture of reading.

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Skliar I. O., Shkuropat M. Yu. New models of a writer’s creative personality analysis in a multimodal environment of a higher education institution

The study’s relevance lies in the importance of literary education, which not only develops aesthetic taste and critical thinking but also prepares students for independent continuous education, involving the searching, selecting, processing, and presenting of information. The goal is to define the features of the “new type of reader” and propose a new model for analyzing the writer’s creative personality within the multimodal environment of a Higher Education Institution (HEI). General theoretical methods (analysis, synthesis) and the modeling method were applied to develop the analysis algorithm. The new reader is identified as possessing multimedia literacy and actively using

multimedia technologies. The article explores the potential of modern multimedia technologies for analyzing the writer's creative personality and process. It is concluded that despite the decline in reading for leisure, interest in the writer's personality is growing due to their activity on social media. An interdisciplinary algorithm for analyzing the writer's creative personality is proposed.

Key words: multimedia technologies, "author – reader" relationship, "reading crisis", creative process, multimodal environment, mind map.

Скляр І. О., Шкурпат М. Ю. Нові моделі аналізу творчої особистості письменника в умовах мультимодального середовища ЗВО

Актуальність дослідження зумовлена важливістю літературної освіти, яка не лише розвиває естетичний смак і формує критичне мислення, а й готує студентів до самостійної безперервної освіти, що передбачає пошук, відбір, опрацювання та представлення інформації.

Метою дослідження є визначення особливостей «нового типу читача» та запропонування нової моделі аналізу творчої особистості письменника в мультимодальному середовищі закладу вищої освіти. Для розроблення алгоритму аналізу творчої особистості письменника було застосовано загальнотеоретичні методи дослідження (аналіз і синтез), а також метод моделювання.

У дослідженні «новий тип читача» визначається як читач, що володіє навичками мультимедійної грамотності, активно використовує мультимедійні технології та впевнено почуватися в мультимодальному освітньому середовищі ЗВО. У статті досліджуються можливості, які надають сучасні мультимедійні технології для аналізу творчої особистості письменника та його творчого процесу. За результатами дослідження зроблено висновок, що, попри очевидне зниження рівня читання як дозвіллевої та приємної діяльності, інтерес до творчої особистості письменника та його творчого процесу залишається досить високим і навіть зростає. Це відбувається завдяки активності письменників та їхній самопрезентації в соціальних мережах. Ми пропонуємо алгоритм аналізу творчої особистості письменника, який може бути застосований за допомогою мультимедійних технологій. Алгоритм враховує міждисциплінарний підхід до вивчення творчої особистості.

Ключові слова: мультимедійні технології, взаємини автор – читач, криза читання, творчий процес, мультимодальне середовище, ментальна карта.

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