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The role of the embodiment approach in enhancing creativity in the process of developing professional competencies of future psychologists

VICTORIIA NAICHUK, OKSANA BELOVA. **The role of the embodiment approach in enhancing creativity in the process of developing professional competencies of future psychologists.** *Contemporary society puts forward new expectations for psychologists, the key among which is the development of competencies that not only determine the professionalism of a psychologist, but also must meet the dynamics of changes in social, cultural and other spheres of society. And in this context, it is interesting to consider an innovative approach to the training of future psychologists through integration of the embodiment approach and creativity.*

Within scientific paradigms, the embodiment perspective acknowledges that the body serves a function that transcends its role as a mere instrument for interaction with the environment. The concept of "embodiment" is

fundamentally anchored in post-phenomenology and modern explorations of bodily existence, transcending mere biological considerations. It involves not just the awareness of one's own body, but also how this body engages with its surrounding environment, which includes various social, cultural, and historical dimensions. The notion of embodiment highlights the significance of bodily experience as an integrated phenomenon that merges the physical and the conscious, influenced by an array of cultural and social elements. This idea is essential for a sophisticated understanding of bodily experience, which can be viewed as a complex interaction between the body's physical attributes and the social frameworks that shape those attributes.

Analyzing the historical and social dimensions of the concept of embodiment reveals its inherently dynamic character, influenced by interactions with other individuals, social institutions, and cultural contexts. This concept encompasses a spectrum of experiences, including physical sensations, psychological responses, emotional states, and cognitive activities. Furthermore, embodiment is intertwined with societal perceptions of the body, which are shaped by factors such as gender, age, race, and social status. Cultural stereotypes, for instance, significantly affect how individuals experience their bodies differently based on gender. The embodiment framework serves as a valuable tool for examining how social and cultural transformations affect physicality, gender roles, identities, sexuality, and other critical aspects of human life. Creativity, akin to intelligence, operates through shared underlying mechanisms, and is crucial for promoting individual adaptability and flexibility. Boden (1998) proposed a dual framework for understanding creativity, distinguishing between psychological "P-creativity," which pertains to individual acts of novelty, and historical "H-creativity," which encompasses the creation of ideas and artifacts that are significantly novel within the context of a culture over time.

Contemporary sociocultural frameworks, as discussed by Glăveanu (2010, 2011, 2020), along with theories of 4E cognition put forth by Malinin (2019), suggest that creative cognition plays a multifaceted role. This role encompasses not just the generation of innovative ideas but also extends to offering essential guidance for the subsequent actions that one might undertake. These frameworks emphasize the interconnectedness of cognition, creativity, and social contexts in shaping creative processes.

Despite differing philosophical origins, both the sociocultural framework – particularly cultural-historical activity theory – and 4E cognition converge on similar methodological approaches. The 4E cognition

paradigm integrates four contemporary human cognition frameworks: embodied, embedded, enactive, and extended (Newen et al., 2018). In this context, creativity functions as a mechanism for adjusting to particular circumstances that necessitate innovation, originality, and emotional adaptability within the professional practice of a psychologist.

The article presents an examination of the theoretical and methodological aspects concerning the interplay between the embodiment approach and creativity, specifically highlighting their influence on the development of a psychologist's professional competence. It emphasizes the significance of bodily experiences in cognitive processes, emotional comprehension, the generation of novel concepts, and the enhancement of reflective capacities. This analysis underscores the critical function of bodily-cognitive-social-gender interactions in fostering emotional literacy and adaptive thinking, which are two fundamental elements constituting a psychologist's professional competence.

The article articulates that embodied experience plays a crucial role in acquiring new methods of professional engagement, particularly in contexts involving trauma and interpersonal dynamics. The authors highlight that creativity predominantly stems from sensorimotor experiences, suggesting that the embodiment approach provides significant opportunities for the evolution of psychologists' professional identity.

Within the framework of contemporary society, characterized by numerous transformations and often distressing experiences, the synthesis of embodiment and creativity emerges as a crucial element. This relationship equips future practitioners with the ability to deliver psychological support while simultaneously fostering resilience, empathy, and self-regulation. Consequently, it establishes a cohesive interplay among the physical, mental, and environmental spheres, contributing to a more holistic understanding of well-being.

The authors highlight the practicality of fostering creative potential and integrating the embodiment approach within psychologist training programs. This initiative is poised to enhance the effectiveness of professional practice while simultaneously augmenting clients' quality of life by offering novel strategies to navigate contemporary psychological challenges.

Keywords: *embodiment approach, creativity, future psychologists, embodied cognition, embodied experience, emotional literacy, professional competence.*

1. Introduction

Contemporary society presents various challenges for psychologists, necessitating the development of professional competencies that align with the constantly evolving circumstances of life. The profession of psychology necessitates a thorough and comprehensive grasp of both theoretical constructs, which include various frameworks and schools of thought, and methodological approaches used in research and practice. Moreover, it requires the effective and proficient implementation of this extensive knowledge in a practical context to meet the authentic and specific needs of clients, ensuring they receive tailored support and interventions. This entails possessing emotional awareness, creativity, systemic reasoning, and self-regulatory skills. Within this framework, the integration of the embodiment approach alongside creative methodologies emerges as a highly promising avenue for enhancing the professional qualifications of upcoming specialists in the field.

The concept of embodiment highlights the essential and intertwined relationship that exists among the body, mind, and the surrounding environment. As a result, physical sensations play a critical role in shaping the mechanisms of perception, cognition, and emotional reactions we experience. Creativity stands out as a crucial aspect of cognitive functioning, allowing practitioners to recognize and develop innovative approaches and strategies for effectively addressing the unique needs of their clients. This adaptability is essential for adjusting to the multitude of diverse situational demands that may arise in various contexts. In this way, the interconnectedness of our bodily experiences and cognitive processes facilitates a deeper understanding and responsiveness to the world around us.

2. Results of analysis and research

Embodied competence is essential for the effective application of computational skills, allowing for an uninhibited investigation into creative capacities.

This particular process serves to significantly enhance an individual's profound understanding of their intrinsic capabilities while also fostering a diverse range of essential attributes, including a deeper sense of empathy, improved stress resilience, and highly adaptable cognitive processes. Considering the current landscape which is characterized by rapid social and psychological transformations—as influenced by impactful events such as wars, widespread pandemics, and various global crises—there

is an increasingly pressing necessity for proficient psychologists. These professionals become crucial in navigating the complex emotional and mental health challenges faced by society today.

Therefore, it is crucial for those entering the field to not only master psychological support techniques but also to embrace a methodical and adaptable strategy when interacting with individuals throughout their developmental stages.

One of the main applications of embodiment competence is in the field of trauma therapy. Traditional talk therapy often fails to deal with trauma that has accumulated in the body. Trauma is not only a psychological experience, but also a physiological one, involving the nervous system and bodily reactions. Stephen Porges' Polyvagal Theory offers an important framework for understanding how trauma affects the autonomic nervous system.

Porges (2001) highlights the primary and essential function of the vagus nerve in the modulation of diverse emotional states and the adaptive response to environmental threats. Those who have undergone substantial trauma may experience a malfunction within this regulatory system, resulting in either heightened reactivity or dissociative states. Such disturbances considerably influence their engagement with the external world and their ability to process emotional experiences.

Body-oriented approaches, as exemplified by the innovative application of Dance Movement Therapy (DMT) developed by Amber Gray, significantly facilitate a meaningful reconnection between clients and their physical selves. This reconnection is crucial as it allows individuals to access implicit memories that are deeply embedded within their somatic experiences. In her work, Gray (2017) highlights the crucial role that both movement and rhythm play in reestablishing not just a sense of safety but also internal coherence within the body, which is essential for emotional healing and overall well-being. By engaging in such therapeutic practices, clients can explore and express their emotions in a safe environment, which in turn fosters personal growth and transformation.

In a comparable context, dance movement therapists Rosemary Samaritter and Rosa Maria Rodrigues underscore the considerable importance of intermodal expressive arts therapies in promoting and enabling the essential expression of preverbal experiences. These distinct and often deeply impactful experiences pose considerable challenges and complexities when it comes to being conveyed through traditional verbal communication techniques commonly used.

Beatrice Allegranti's significant research emphasizes the critical importance of movement and embodied practices in the effective treatment and healing of trauma. In her 2019 publication, Allegranti presents a persuasive argument that practices centered around the body are vital for clients to process their entrenched traumatic experiences. By promoting the synthesis of cognitive awareness and somatic awareness, these practices enable individuals to better manage the intricate emotions linked to trauma. This integration is essential for fostering a more comprehensive understanding of their experiences as they work through the challenges posed by trauma. This integration is essential for releasing emotional tension held in the body and fostering a sense of agency and resilience.

In the book "Healing Developmental Trauma," Lawrence Heller and LaPierre (2012) emphasize the vital importance of connecting with the body's inherent wisdom as an effective method for trauma recovery and healing. They propose that various practices specifically focused on embodiment can significantly serve to help reintegrate individuals with their physical selves. Through these practices, individuals can not only enhance their self-regulatory abilities but also foster a profound and lasting feeling of security, connection, and awareness within themselves, ultimately promoting overall well-being and resilience in the face of past trauma.

Stuart Heller and David Surrenda (1997) articulate that embodiment competence is a crucial skill for therapists, encompassing their ability to identify, analyze, and react appropriately to the diverse physical manifestations of distress presented by clients. This deep engagement not only facilitates healing and recovery but also cultivates an attuned and responsive bodily presence, which provides essential support to the client during the therapeutic process. Emotional regulation is an important area in which embodiment competence is of utmost importance. The ability to achieve a state of calm and maintain emotional stability is crucial for overall mental health.

Techniques that engage the vagal system can significantly improve a client's capacity for self-awareness and emotional control.

Stephen Porges' Polyvagal Theory provides insights into how the vagal system influences emotional states. In the perspective put forth by Porges (2009), the activation of the intricate social engagement system, which is intricately mediated by the vagus nerve, plays a vital and crucial role in enabling individuals to attain a profound sense of calmness and

security in their lives. Therapeutic practices that involve breathwork, mindfulness, and body scanning can activate this system, promoting emotional regulation.

Imke Fiedler and Rosa Maria Rodrigues emphasize the importance of somatic awareness in developing emotional regulation skills. By bringing attention to bodily sensations and cultivating an awareness of physical responses to emotions, clients can learn to identify and manage their emotional states more effectively.

Mindful movement practices, such as those employed in Dance/Movement Therapy, provide clients with tools to ground themselves in the present moment and regulate emotional responses.

Amber Gray's work in trauma-informed movement practices also highlights the importance of rhythmic movement in stabilizing emotional states. Gray (2015) argues that rhythm and movement are innate regulatory mechanisms that can help clients reconnect with their bodies and regulate their emotions.

Stuart Heller and David Surenda (1997) further emphasize the connection between embodiment and emotional regulation, arguing that postural body posture and movement patterns can influence emotional states.. They propose that therapists can guide clients in exploring their embodied patterns to shift emotional experiences and achieve greater emotional balance.

It is essential for contemporary psychologists to recognize that recent investigations within the social sciences and psychology highlight the concept of "embodiment" as a crucial framework for examining both physical and socio-cultural processes that influence the human body. This comprehensive perspective on these processes facilitates novel avenues for analyzing intricate phenomena such as gender identity, race, and culture, as well as the social mechanisms that govern marginalization and the dynamics of inclusion or belonging within a group.

Current methodologies within gender studies reveal that the notion of embodiment facilitates a thorough examination of how physical bodies are shaped by various social and cultural influences, such as societal roles, norms, and expectations. This framework enables the investigation of the intricate relationships between tangible physicality and societal perceptions of what defines a "normal" body. Such insights are significant not only for understanding sexuality but also for exploring issues related to trauma, identity formation, and social inclusivity (Shildrick, 2002; Fuchs, 2021).

Despite differing philosophical origins, both the sociocultural framework—particularly cultural-historical activity theory—and 4E cognition converge on similar methodological approaches. The 4E cognition paradigm integrates four contemporary human cognition frameworks: embodied, embedded, enactive, and extended (Newen et al., 2018).

Both perspectives highlight the connection between human cognition and the physical environment, which includes objects, materials, and artifacts created by people (Kaptelinin and Nardi, 2006; Glăveanu, 2013; Malafouris, 2014, 2018). They emphasize that cognition and action are mutually influential. Therefore, to fully comprehend human cognitive processes, it is insufficient to focus solely on mental models; rather, they should be examined in conjunction with human activities and practical applications (Bødker, 1997; Noë, 2004). Importantly, an extended cognitive system that includes tools is a crucial analytical unit within the sociocultural framework and the 4E cognition paradigm (Leont'ev, 1975, 1978; Vygotsky, 1983; Engeström, 1987; Clark, 1998; Glăveanu, 2013; Favela et al., 2021). Tools and physically manipulable devices are considered integral to human cognition, enhancing the sensorimotor abilities of individuals. From a sociocultural perspective, the intentional creation of new and valuable artifacts is based on shared cultural resources and tools. This expands the concept of personal adaptability in creativity and highlights its cultural significance in transforming sociocultural practices (Engeström, 1995, 2001; Miettinen, 1999; Miettinen and Virkkunen, 2005; Glăveanu, 2011).

The interplay between creativity and tool utilization serves as a critical element of the Alternative Uses Task (AUT)), a method employed by psychologists to assess human creativity (Wilhelm and Kyllonen, 2021). However, the prevailing interpretations of the cognitive processes that drive creative performance in this task have predominantly focused on associative and divergent-convergent frameworks. These frameworks can be criticized for their "disembodied" nature, as they overlook the dynamic interaction between the formulation of ideas and their practical application.

The role of sensorimotor processes linked to object utilization, along with the influence of sociocultural knowledge and conventions, has not received adequate attention in the study of creativity, particularly in the context of the Alternative Uses Task (AUT). By drawing on 4E cognition frameworks and sociocultural viewpoints, it becomes possible to adopt

an action-oriented and affordance-driven perspective toward analyzing performance in the AUT. This approach allows us to hypothesize the ways in which sensorimotor embodiment, alongside linguistic and social knowledge, may enhance the evolution of creative cognitive processes.

Additionally, the development of creative capabilities in emerging psychologists empowers them to investigate novel methodologies, challenge existing assumptions in their professional conduct, and devise distinctive strategies for engaging with clients. Therapeutic modalities including dance-movement therapy, art therapy, psycho-drama, body-oriented practices, and various experiential techniques are receiving growing recognition within the domain of psychological practice.

Research indicates that engaging in embodied practices substantially enhances individuals' awareness of their emotional states, increases resilience to stress, and fosters cognitive flexibility. The integration of these embodiment techniques with creative strategies may facilitate the emergence of what can be termed "emotional literacy" among future psychologists. This critical competency encompasses the capacity to recognize, assess, and regulate one's emotions, as well as the ability to impact the emotional experiences of others. Adopting this holistic approach is not merely advantageous; it is crucial for the development of proficient and compassionate professionals within the discipline.

The increasing importance of integrating competence and creativity cannot be overstated in the development of a proficient specialist. This integration not only facilitates the acquisition of innovative tools relevant to professional practice but also represents a critical avenue for the personal growth of emerging professionals. Ultimately, this approach aims to foster a balanced interplay between rationality and emotion, as well as between physical and cognitive abilities.

The ongoing crises faced by global society, including military conflicts, natural disasters, and pandemics, underscore the critical need for psychological support and social reform. These realities drive the demand for psychological assistance. By leveraging ambidextrous competencies that foster creative skill development, future psychologists can empower clients not merely to navigate crises but also to develop innovative frameworks for engaging with their environments. This article aims to examine the importance of the interplay between the embodiment approach and creativity in cultivating proficient professionals in psychology. Attention is focused on the disclosure of the theoretical foundations of these approaches, their role in professional growth, as well as practical opportunities for their integration into the educational process.

The study employs theoretical analysis, synthesis, and generalization as its methodological framework. The concept of “embodiment” is examined in the literature contributed by various scholars, including F. Varela, E. Thompson, A. Clark, M. Farina, S. Levin, S. Gallagher, Kiverstein, M. Rowlands, L. Shapiro, M. Johnson, S. Porges, O. Dolska, among others.

The examination of creativity as a mechanism for cultivating a proficient specialist is a notable aspect found in the writings of C. Jung, S. Maksymenko, V. Moliako, S. Shandruk, G. Ball, V. Panok, among others.

The notion of embodiment, also referred to as embodied cognition, has significant historical origins in the fields of philosophy, psychology, and cognitive science. While the contemporary interpretation of this concept was crystallized towards the end of the twentieth century, its foundational ideas can be traced back to ancient philosophers like Aristotle. He argued that human comprehension of the external world cannot occur in the absence of physical experiences, positing that sensory perceptions serve as the fundamental basis of our knowledge acquisition.

Embodiment represents a nuanced and intricate notion that elucidates the distinctive dynamics between the physical body and the mental processes involved in cognition, emotional reactions, and behavior. The embodiment theory posits that the body transcends its roles in maintaining life or facilitating movement; rather, it serves as a fundamental component of cognitive functions. This perspective suggests that bodily states exert a significant influence on cognitive activities, linguistic expression, and the regulation of emotions (Lakoff and Johnson, 1999).

This concept also emphasizes the role of corporeality in the formation of personal and social identities. Bodily experiences affect how we perceive ourselves and others, as well as our ability to understand abstract ideas through physical metaphors - especially movement metaphors - which are the basis for cognitive development and the foundation for computational ability.

The key idea of the embodiment approach is that cognition and interaction with the world are based on bodily experience. Therefore, when we talk about the concept of embodied cognition, we have to realize that cognitive processes are deeply rooted in the interaction of the body with the physical and social environment.

Thus we can state that, the development of abstract thought, linguistic expression, and social engagement is fundamentally rooted in physical experiences, movements, and behaviors (Wilson & Foglia, 2011).

The embodiment approach, in contrast to traditional dualistic models in which the body and mind were considered separately, offers a holistic view of the indivisibility of bodily and cognitive experience. Embodied thinking is an integrative process that includes bodily practices, sensory experiences, and motor actions, the ultimate goal of which is to form abstract images and understand the world (Johnson, 2008).

Embodiment, as a concept based on the idea of the integrity of the body, cognitions, and the surrounding reality, opens up new horizons in the study of personal creativity. The capacity for an individual to engage in creative activities is fundamentally rooted in a complex interplay of emotional, cognitive, and physiological mechanisms, which necessitates a comprehensive examination alongside the interrelated functions of perception, emotional reaction, and cognition. Creativity itself constitutes a crucial component of psychological functioning, empowering professionals to innovate, devise unconventional solutions, and effectively navigate novel circumstances. Consequently, the integration of the embodiment approach with creative processes is poised to enhance self-awareness concerning personal resources while fostering resilience against stress, cultivating empathy, and refining adaptive competencies.

We can say that creativity is a special process that is largely based on bodily experience. This statement is based on the idea that an individual learns about the world from childhood through interaction with the world around him or her using his or her own body. The resulting sensorimotor experience gives rise to ideas that are eventually realized in the process of creative action. An example is the spatial categories presented by M. Johnson in the concepts of "inside" and "outside", which allows a person to see the relationship between objects and abstract this relationship so that he or she can create pictures or concepts.

Furthermore, bodily experience is also an important determinant of emotional reactions, which are stimulants of the creative process. as previously mentioned, according to the polyvalent theory of S. Porges, psychophysiological states of a person (e.g., stress) are related to their ability to create. To further elaborate, it is evident that stress has a significant negative impact on an individual's creative capabilities, ultimately leading to more conventional, restricted, and stereotypical thought patterns that limit originality. Conversely, a secure and comfortable environment plays a crucial role in fostering cognitive exploration, thereby encouraging individuals to adopt more innovative and diverse strategies in their thinking and problem-solving processes. This is why working with trauma is one of the key processes for restoring a person's creative potential.

Creativity often stems from the ability to explore complex emotional landscapes. Embodiment competence supports emotional regulation and awareness by grounding abstract feelings in physical sensations. This integration allows individuals to process and express emotions in innovative ways, whether through art, writing, or other creative outlets.

Creativity is not merely an individual phenomenon; it is deeply influenced by social and cultural contexts. Embodiment competence enables individuals to attune to their environment, fostering collaboration and empathy—key components of creative teamwork. For instance, embodied practices like role-playing or group improvisation encourage perspective-taking and adaptive thinking, enriching the collective creative process.

Another piece of evidence in favor of the idea of the connection between embodiment and creativity is language as a tool of creative expression. Metaphor, according to J. Lakoff and M. Johnson, places embodied cognition as a derivative of sensorimotor experience. For example, the movement metaphors “cheer up” or “go deep into thoughts” are based on seemingly concrete actions that become means of abstracting thought in creativity. These sensorimotor bases are directly involved in the creation of images, ideas and concepts that reflect the demonstrated integration of an individual's experience at the level of body and mind.

The embodiment cognition illustrates the channel through which movement and bodily practices contribute to the development of creativity. Dancing, drawing, playing a musical instrument, or even just taking a walk can stimulate the imagination by establishing new neural connections. In other words, physical action creates new connections, and sensory stimuli can lead to an idea. We cannot ignore the social side of embodiment, which also has an impact on creativity. Shared physical actions and emotional experiences (e.g., group tasks, personal conversations) create a common creative space. At the same time, the awareness and ideas that come from social sensorimotor connections, expand the boundaries of individual thinking, involve the bodily experience and feelings of other people, have the potential to become an inspiration for creativity.

Thus, the embodiment approach allows us to look at creativity from a different perspective - as an interaction between body, mind, and environment. It demonstrates how concrete experience can become the basis for thinking, how bodily activity can activate the mind, and how shared physical space (social relations) can enhance personal creativity. Thanks to this, we will get a better understanding of creativity and the

creative process as a certain event that acts as a single system to create something new and unique.

In the training process of future psychologists, special attention should be attracted to the issue of their creative potential as a key criterion for the formation of professional competence. As noted by V. Panko, N. Titarenko, O. Bondarenko, and others, the professional activity of a psychologist involves the integration of cognitive, emotional, and creative abilities.

In his research, V. Panko (2013) emphasizes that in the process of professional training for psychologists, not only professional formation but also personality transformation should take place, which is an incentive for the development of creative qualities and reflection. This is especially true in counseling, which is inherently creative in nature, since interaction with a client is a unique process that requires special approaches based on a combination of professional knowledge and skills, intuition, and creative thinking.

The enhancement of students' creative skills constitutes a fundamental objective within the educational framework for aspiring psychologists. This is due to the fact that fostering students' creative potential significantly influences their professional competence as well as the construction of their unique professional identity. In this regard, creativity serves as a crucial mechanism that facilitates adaptation to the intricate demands of a psychologist's professional environment and encourages the exploration of innovative strategies for addressing professional challenges (Shandruk S., 2015).

In the opinion of V. Molyako (2004), creativity is a central component of a specialist's professional competence. He considers creativity as a factor that allows a specialist to effectively interact with others and find optimal solutions in difficult situations. It should be noted that the development of a psychologist's professional competence requires not only theoretical knowledge and its practical application, but also awareness of one's emotions and their role in professional life and, undoubtedly, the embodiment competence, which becomes an incentive for systematic thinking and operates on the connections between theoretical knowledge and practical skills. In the journey of learning and professional growth, one must recognize that the awareness of how our bodies react to the socio-cultural landscape transforms into an engaging topic. This system is in a constant dialogue with the information it receives, and through lived experiences, it shapes fresh perspectives and interpretations. As a result,

this awareness plays a vital role in guiding the decision-making process.

In the professional practice of a psychologist, which largely relies on non-verbal communication, understanding one's own bodily reactions and the reactions of the client is crucial.

In addition, the role of synergy of embodiment competence and creativity in the process of formation and development of psychologist's reflection is considered. The role of creativity in the process of formation and development of psychologist's reflection is obvious. This process is aimed not only at analyzing one's own feelings, actions, motives and thoughts, but also contributes to a better understanding of the client's inner world.

In the context of a psychologist interacting with a client in distress, the significance of the psychologist's physical presence cannot be overstated, as non-verbal communication becomes pivotal. The ability to accurately discern and react to the client's emotional state can considerably improve the therapeutic outcomes. Establishing this connection not only builds trust but also supports the healing process, which necessitates that psychologists are highly attuned to their own emotional responses and the repercussions those may have on clients. Additionally, anticipating potential reactions from clients, along with the capacity to perceive, understand, and appropriately respond to non-verbal cues, constitutes a fundamental aspect of a psychologist's professional effectiveness. When complemented with a creative approach, this awareness enables practitioners to optimize their interventions and enhance the therapeutic experience. In this discussion, creativity is viewed not solely as the capability to generate novel ideas and develop original products; it is also recognized as a crucial means of adjusting to unconventional and fluid circumstances within which psychologists operate. This consideration is particularly significant when examining intercultural interactions and corresponding social attributes.

In these scenarios, creativity facilitates the identification of a distinctive methodology tailored to the specific requirements of the client. The embodiment approach, in this context, serves as a fundamental framework for accurately and effectively interpreting and responding to the information presented by the client.

The ability to reflect emerges as an essential competency for psychologists, deeply intertwined with their dual skill set. By attuning to their own physiological responses, which are influenced by various social and cultural factors, psychologists can gain insights into their own

behaviors. This heightened self-awareness facilitates a critical evaluation of how their actions impact clients, allowing them to implement appropriate modifications. For example, when working with a client experiencing anxiety, psychologists may deliberately employ specific nonverbal cues—such as posture, gestures, facial expressions, and breathing techniques. This purposeful strategy fosters an environment that supports the client's desired transformations at that moment.

Recognising the profound importance of embodiment competence in fostering creativity, we can state- Embodiment competence refers to the ability to fully engage the mind-body connection, integrating physical sensations, emotions, and cognitive processes. This holistic interaction serves as a foundation for creative thinking, problem-solving, and innovation.

From a neurological perspective, the brain's creative processes rely on the dynamic interplay between various regions, particularly the default mode network (DMN), associated with imagination and self-referential thought, and the executive control network, which manages goal-directed behavior. Embodiment practices—such as mindfulness, movement, and sensory awareness—stimulate these networks by fostering neuroplasticity and enhancing connectivity.

For example, research shows that somatic experiences, like dance or physical improvisation, activate areas of the brain associated with divergent thinking and idea generation. Engaging the body not only enriches sensory input but also provides new patterns of association, crucial for "thinking outside the box." (Vaisvaser, 2021)(Griffith, 2021)(Saggaret al.2021)(Guckelsberger et al.2021)(Zappettini and Borgogni2021)(Sargent et al.2023)

Creativity often stems from the ability to explore complex emotional landscapes. Embodiment competence supports emotional regulation and awareness by grounding abstract feelings in physical sensations. This integration allows individuals to process and express emotions in innovative ways, whether through art, writing, or other creative outlets.

Neurologically, this connection is mediated by the insular cortex, a region involved in interoception (awareness of internal bodily states) and emotional experience. A well-developed sense of embodiment enhances one's capacity to tune into these subtle cues, deepening the emotional resonance of creative expression. (Punkanen & Buckley, 2021)(Bicknell, 2021)(Rodríguez-Jiménez et al.2022)

Examining the Social and Cultural Dimensions of Embodiment reveals that creativity cannot be solely attributed to individual efforts;

rather, it is significantly shaped by the surrounding social and cultural frameworks. Embodiment competence enables individuals to attune to their environment, fostering collaboration and empathy – key components of creative teamwork. For instance, embodied practices like role-playing or group improvisation encourage perspective-taking and adaptive thinking, enriching the collective creative process.

In dance-movement therapy and art therapy, experience is one of the main tools of self-expression for the client and at the same time is the basis for interaction with the psychologist. And this is where creativity becomes not just a tool, but a bridge between the inner and outer worlds of the participants in the therapeutic process.

Embodiment competence and creativity are also important determinants in the formation and development of another important professional ability of a psychologist - tolerance for uncertainty.

In many cases, clients are not able to describe their experiences in concrete terms, which complicates the further therapeutic process. In such situations, bodily experience is the key to understanding the client's hidden emotions, and creativity is a way to express and work with these emotions. This approach allows a psychologist to handle unpredictable challenges more effectively and ensures greater professionalism.

Therefore, in our opinion, the integration of programs aimed at developing the embodiment of competence and creativity in the training of future psychologists is a necessary condition for the training of skilled psychologists who are ready to face the challenges of our time professionally and personally. Such conditions contribute to the development of a specialist who has the ability to combine cognitive, emotional and bodily resources in professional activities.

We believe that the implementation the integration of embodiment approach and creative potential in the process of professional training of future psychologists will not only increase the effectiveness of psychological practice, but also improve the quality of life of clients with whom such specialists work.

3. Conclusions

In the face of current challenges marked by complex societal changes, there is a growing need for qualified and adept psychologists. As a result, those pursuing a career in psychology must not only develop essential professional skills but also expand their areas of knowledge. This growth involves improving their ability to recognize and understand

the subtle connections between a client's physical condition and their psychological health.

Furthermore, the focused enhancement of the creative abilities of aspiring psychologists serves as a foundation for the adoption of innovative methodologies, the circumvention of conventional frameworks, and the establishment of distinct, individualized strategies for client engagement. A variety of techniques—such as art therapy, dance-movement therapy, body-oriented therapy, psychodrama, among others classified as creative methods—have gained prominence and have, at times, evolved into essential instruments within the practices of psychologists.

The combination of the embodiment approach and creativity provides opportunities for future psychologists to develop emotional intelligence - the ability to recognize, understand, and manage their emotions and to help adjust the emotions of others.

This topic is especially important in the context of modern Ukraine, where psychological assistance is in demand due to the consequences of war, traumatic experiences, and social transformations. Embodied competence and creativity allow future psychologists not only to help clients overcome crisis situations, but also to form new models of interaction with the world around them, maintaining harmony between body, mind and environment in a situation of prolonged trauma in a situation of uncertainty.

Embodiment competence is more than a tool for personal well-being; it is a catalyst for creative growth. By bridging the gap between the physical and cognitive realms, individuals can unlock deeper layers of innovation and emotional authenticity. As we continue to explore the interconnection of body and mind, it becomes increasingly clear that embodiment is not only a cornerstone of creativity but a pathway to human flourishing.

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Abstracts

ВІКТОРІЯ НАЙЧУК, ОКСАНА БЕЛОВА. Роль ембодімент-підходу в активізації креативності у процесі формування професійних компетентностей майбутніх психологів. Сучасне суспільство висуває перед психологами нові очікування, ключовим серед яких є розвиток компетенцій, які не лише визначають професіоналізм психолога, а й мають відповідати динаміці змін у соціальній, культурній та інших сферах суспільства. І в цьому контексті цікавим є розгляд інноваційного підходу до підготовки майбутніх психологів через інтеграцію ембодімент-підходу (втілення) та творчості.

У статті розглядаються теоретико-методологічні аспекти взаємозв'язку підходу до втілення та креативності, зокрема висвітлюється їх вплив на розвиток професійної компетентності психолога. Він підкреслює важливість тілесних переживань у когнітивних процесах, емоційному розумінні, створенні нових концепцій і посиленні рефлексивних здібностей. Цей аналіз підкреслює критичну функцію тілесних, когнітивних, соціально-гендерних взаємодій у розвитку емоційної грамотності та адаптивного мислення, які є двома основними елементами, що становлять професійну компетентність психолога.

У статті сформульовано, що втілений досвід відіграє вирішальну роль у набутті нових методів професійної взаємодії, особливо в контекстах, пов'язаних із травмою та міжособистісною динамікою. Автори підкреслюють, що креативність переважно виникає з сенсорного досвіду, припускаючи, що підхід втілення надає значні можливості для еволюції професійної ідентичності психологів.

У рамках сучасного суспільства, яке характеризується численними трансформаціями та часто сумними переживаннями, синтез втілення та творчості постає як вирішальний елемент. Ці стосунки дають майбутнім фахівцям можливість надавати психологічну підтримку, одночасно розвиваючи стійкість, емпатію та саморегуляцію. Отже, це встановлює цілісну взаємодію між фізичною, психічною та екологічною сферами, сприяючи більш цілісному розумінню благополуччя.

Автори підкреслюють практичність розвитку творчого потенціалу та інтеграції підходу втілення в програми підготовки психологів. Ця ініціатива спрямована на підвищення ефективності професійної практики та водночас покращення якості життя клієнтів, пропонуючи нові стратегії для подолання сучасних психологічних проблем.

Ключові слова: підхід втілення, креативність, майбутні психологи, втілене пізнання, втілений досвід, емоційна грамотність, професійна компетентність.

VICTORIA NAICHUK, OKSANA BELOVA. Rola podejścia ucieleśnienia w zwiększaniu kreatywności w procesie kształtowania kompetencji zawodowych przyszłych psychologów.

Współczesne społeczeństwo stawia przed psychologami nowe oczekiwania, spośród których kluczowy jest rozwój kompetencji nie tylko decydujących o profesjonalizmie psychologa, ale także odpowiadających dynamice zmian w społecznych, kulturowych i innych obszarach życia społecznego. W tym kontekście interesujące jest rozważenie innowacyjnego podejścia do kształcenia przyszłych psychologów poprzez integrację podejścia ucieleśnienia i kreatywności.

W artykule omówiono teoretyczne i metodologiczne aspekty relacji pomiędzy podejściem do ucieleśnienia a kreatywnością, w szczególności podkreślając ich wpływ na rozwój kompetencji zawodowych psychologa. Podkreślono znaczenie doświadczeń cielesnych w procesach poznawczych, rozumieniu emocjonalnym, tworzeniu nowych koncepcji i wzmacnianiu zdolności refleksyjnych. Analiza ta wskazuje na istotną funkcję interakcji cielesnych, poznawczych, społecznych i genderowych w rozwoju kompetencji emocjonalnych i myślenia adaptacyjnego, czyli dwóch podstawowych elementów składających się na kompetencje zawodowe psychologa.

W artykule stwierdzono, że doświadczenie ucieleśnione odgrywa kluczową rolę w przyswajaniu nowych metod interakcji zawodowej, zwłaszcza w kontekstach związanych z traumą i dynamiką interpersonalną. Autorki podkreślają, że kreatywność wynika głównie z doświadczeń sensomotorycznych, sugerując, że podejście ucieleśnienia stwarza szerokie możliwości dla ewolucji tożsamości zawodowej psychologów.

W ramach współczesnego społeczeństwa, które charakteryzuje się licznymi transformacjami i często trudnymi doświadczeniami, synteza ucieleśnienia i kreatywności prezentuje się jako decydujący element. To połączenie umożliwia przyszłym profesjonalistom zapewnienie wsparcia psychologicznego, jednocześnie rozwijając odporność, empatię i samoregulację. W wyniku czego ustanawia się holistyczną interakcję między sferą fizyczną, psychiczną i środowiskową, sprzyjającą bardziej holistycznemu zrozumieniu dobrostanu.

Autorki podkreślają praktyczne znaczenie rozwoju potencjału twórczego oraz integracji podejścia ucieleśnienia w programy kształcenia psychologów. Inicjatywa ta ma na celu zwiększenie efektywności praktyki zawodowej i jednocześnie poprawę jakości życia klientów poprzez oferowanie nowych strategii przezwyciężania współczesnych problemów psychologicznych.

Słowa kluczowe: podejście ucieleśnienia, kreatywność, przyszli psychologowie, ucieleśnione poznanie, ucieleśnione doświadczenie, kompetencje emocjonalne, kompetencje zawodowe.