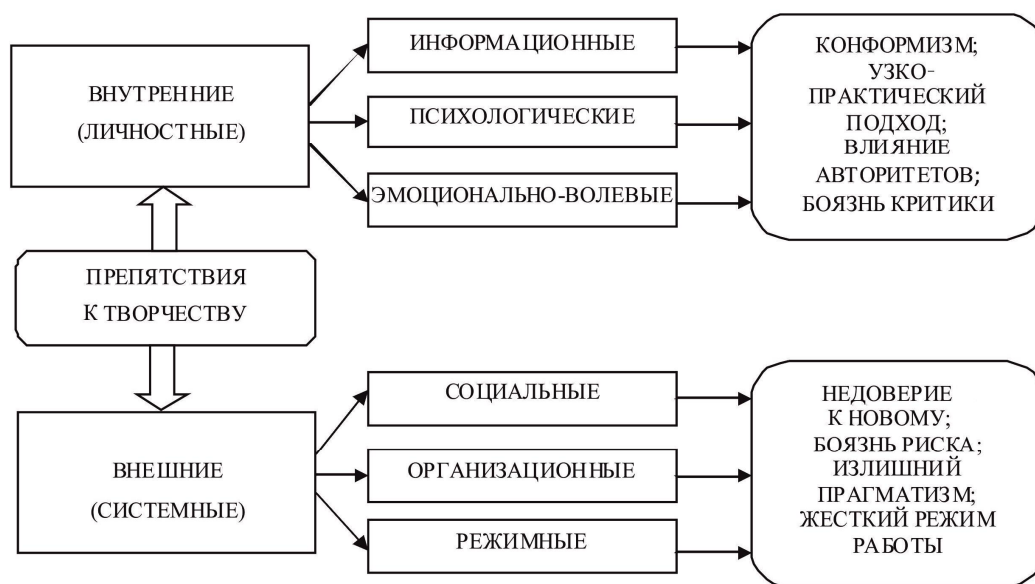


студенты бакалавриата, творческая деятельность, барьеры творчества, интеграция учебных дисциплин, междисциплинарный дидактический комплекс.

[5, 7].

Мария Петровна Корнаухова, «



6. *Радомский В.М.* // *Вопросы теории и практики психологии*. № 7. М.: Психологическое общество России, 2001. № 128.
7. *Робинсон Кен.* — // *Вопросы теории и практики психологии*. № 7. М.: Психологическое общество России, 2012. № 336.
8. *Викентьев И.Л.* // *Public Relations*: 215, 130. М.: Психологическое общество России, 1996. № 205.
9. *Сэмюэл А. Мэлоун.* // *Вопросы теории и практики психологии*. № 7. М.: Психологическое общество России, 1997. № 320.
10. *Чернова Ю.К., Глухова П.В., Сыротюк С.Д.* // *Вопросы теории и практики психологии*. № 7. М.: Психологическое общество России, 2004. № 194.

17.06.2014;
18.06.2014

UDC 574

METHODS OF OVERCOMING OBSTACLES TO THE CREATIVE PROFESSIONAL ACTIVITY OF THE STUDENTS OF UNDERGRADUATE STUDIES IN THE DIRECTION «ADVERTISING AND PUBLIC RELATIONS»

V.N. Mikhelkevich¹, M.P. Kornaukhova²

Samara State Technical University
244, Molodogvardeiskaya str., Samara, 443100

¹E-mail: j918@yandex.ru

²E-mail: kornauhovamari@mail.ru

The article gives an analysis of the barriers to creative professional activity of specialists in public relations and advertising. It examines a group of internal, personal barriers (conformism, professional narrow-mindedness, narrow-practical approach, the influence of authorities, belief in the existence of only one single correct solution, fear of criticism, unwillingness to take responsibility) and a group of external, systemic barriers (strictly hierarchical structure of the firm, rigid regulations of work of its employees, excessive pragmatism and distrust of innovation management, fear to take extraordinary solutions, desire of the authorities to impose binding decisions on the subordinates). It is proved that the most expedient and immanent method of overcoming obstacles on the way to the creative solution of professional tasks is anticipatory elimination of these barriers among undergraduate students at the stage of their education at the expense of theoretical and practical development of their interdisciplinary teaching complexes. We present an interdisciplinary cluster of such complexes, synthesized at the expense of substantial integration of the basic strategic discipline "public relations" with such academic disciplines as "Psychology", "Sociology", "Cultural science", "Intercultural and business communication", "Logic and theory of argumentation", "Psychology of leadership".

Key words: undergraduate students, creative activities, barriers to creativity, integration of academic disciplines, interdisciplinary didactic complex.

Original article submitted 17.06.2014;

revision submitted 18.06.2014

Valentin N. Mikhelkevich, doctor of technical science, professor, Department of Psychology and Pedagogic.

Maria P. Kornaukhova, post-graduate student, Department of Psychology and Pedagogic.