

Mechanisms, Sources and Motives of Creative Activity in the Perception and Experience of Young Poets

Part I: The meaning and functions of creative activity in the declarations of young poets

*Writing helps to calm down when I'm nervous, to stop
for a moment when I'm in a rush, to cheer up when
I feel blue and to move on when it seems that nothing
makes sense any more.*

(Woman, aged 19)

Abstract

This article is a theoretical and empirical exemplification of problems connected with the meaning and functions of creative activity in the life of the youth. It has been theoretically assumed that creative activity might be explained by means of two models of creative writing. The first one is the conflict model (auto-therapeutic function) and the second one is the model of fulfilment (self-realisation function). The conflict model dominates in the phase of starting creative activity in the young generation. The empirical analyses concerned creative motivation, purposes of creation, situations that initiate the creative process, subjects for whom young people write and benefits that are the result of the creative process. The analysis did not prove that the conflict model dominated significantly. Creative activity plays both self-realising and auto-therapeutic roles that together constitute the basis for overcoming one's identity crisis which is typical of adolescence and emerging adulthood.

Key words: *poetic creative activity, model of fulfilment, conflict model, youth, functions of creative activity, adolescence, emerging adulthood, identity crisis.*