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**CREATIVITY OF A UNIVERSITY TEACHER AS AN ESSENTIAL CONDITION
FOR THE PROFESSIONAL DEVELOPMENT OF A MODERN EDUCATOR**

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Abstract

A significant contribution to the teacher’s creativity is made by the research approach to the problem posed at the lesson, as well as the students’ inclusion in the process of active reflection. The manner of presentation, when the teacher goes as if close to the students and a little ahead, giving them an opportunity to anticipate the course of reasoning, creates an effect of participation, increases the students’ self-confidence, and strengthens their

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motivation for learning. The indicated presentation method is based on trust in students' independent thinking; it stimulates their mental activity, but does not just load memory. The effectiveness of this method is enhanced by the use of the personalized form, when the lecturer presents the information not only as universally recognized in science, but also as a domain of his or her personal scientific experience. This way of presentation brings together, facilitates communication, and helps to establish emotional contacts with the audience. Modern educators-researchers note that a conversational manner of presentation, but not a monotonous lecturing from notes, as well as a friendly attitude to questions asked directly in the course of the lecture, contribute to the establishment of immediate contact with the audience. In that case the lecture performs the following functions: informative; orienting; convincing; clarifying (explaining); enthralling (inspiring). By turning the students' answers to questions into a mutual exchange of views, the teacher can increase the audience's interest and thereby facilitate their learning. Unfortunately, the lack of suitable textbooks and printed lecture notes sometimes makes it difficult to establish such a psychological contact, as the students strenuously outline the presented information without even trying to understand it, and the lecturer sees before him/her scribbling robots that it is impossible to establish emotional contact with. When the student receives notes before the lecture begins, the lecturer has enough time to answer questions, which increases the students' activity and allows keeping live communication at the lecture.

Keywords

Creative teacher – Levels of pedagogical creativity – Professional activity
Professional competence

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Introduction

A constant diagnostic assessment of the teacher's personality professional competence is first of all necessary to determine ways and prospects for further internal growth, as well as to strengthen adequate professional self-esteem, and positive "self-concept".

An important task in the teacher's personality diagnostics consists in constructing the psychological professional characteristics of *an educator*.

A. K. Markova¹ believes that the teacher's personality study should be not only diagnostic, but also prognostic in nature, that is, cover not only his/her past experience in professional activity, but also prospects for professional development:

1. It is important to proceed from the plasticity and compensatory abilities of a person. If any relevant professional qualities of the teacher are not sufficiently formed, then, on the one hand, he or she can compensate for them better developing other qualities (for example, the teacher has poor teaching experience, but he/she compensates for it with a humane communication atmosphere in the classroom and, thus, achieves good results); on the other hand, the teacher can prove himself/herself if any unfavorable conditions are removed (e.g., with climate change in the teaching staff or improvement in personal circumstances).

2. It is necessary to create conditions for the teacher orientation in the criteria of high skill levels, but at the same time he/she should assess himself/herself in relation to these criteria on his/her own, in self-study. Identified during diagnostics violations or changes in personality structure, except for temperament, are subject to psychocorrection.

Professional positions, psychological qualities, pedagogical skills are practiced, that is, they can be a subject of development and self-improvement. It's necessary to create a system of exercises for all aspects of the teacher's work and psychological qualities.

In the formation and development of the teacher's pedagogical skillfulness the leading role belongs to the educator's self-improvement as a personality, his/her professional self-awareness, as well as professional positions as a system of relations between people.

Based on the socio-psychological studies conducted in our country, A. V. Morozov and D. V. Chernilevsky² conclude that after 10-15 years professional activity is inevitably accompanied by changes in the personality structure of the specialist:

- on the one hand, there is a strengthening and intensive development of qualities that contribute to the successful implementation of activity;
- on the other hand, – a change in structures that are not involved in this process.

¹ A. K. Markova, Psychology of professionalism (Moscow: Vysshaya Shkola Publ., 1996).

² A. V. Morozov y D. V. Chernilevsky, Creative pedagogy and psychology (Moscow: Akademicheskij Proekt Publ., 2004), 560.

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If these professional changes are regarded as negative, i.e. there is a violation of the personality's integrity, reducing its adaptability and stability, they should be considered as professional deformations. These peculiarities can be more and more deeply incorporated in personality structure, hierarchizing it in their own way, like changes occurring in the personality during accentuations.

It is known that the success of the teacher's professional activity is associated with the development of such specific qualities as empathy, psychological readiness for organizational and communicative activity, the development of pedagogical abilities, and the management of one's mental states. It is found that the process of the teacher's personality deformation is influenced by biological, socio-psychological, moral-aesthetic and professional negative changes.

The authority of the teacher directly depends on his/her participation in research work; teachers predominantly focused on science tend to teach problems that they scientifically develop, thereby turning general courses into special ones; they also tend to create *authors' scientific schools*.

Literature review

The works covering pedagogical activity in modern rapidly developing information society³ show that the main goal of pedagogical universities in the country is to train a professional teacher. It is implemented through higher pedagogical school teachers' activities, which have undergone qualitative changes. The teaching staff is engaged in the educational system design, in the development of professional education programs and standards. They must be adapted, on the one hand, to the needs of an intensively developing information society with its characteristic innovative activity, and on the other – to students' personal orientations. This statement is consistent with the fact that changes in society have necessitated the evolution of new educational functions, which include the development of an independent personality and the training of a creative individuality. Educational values have also become new; these are self-management, self-development, self-education, and self-fulfillment.

The indicated innovations determined the need of society for a creative and independent personality of a professional teacher. The goal of a higher pedagogical school is to train such a teacher, and the result is a graduate with formed qualities who meets the model of a specialist in the training profile.

³ S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, "Formation of academic mobility of future foreign language teachers by means of media education technologies", *Eurasia Journal of Mathematics, Science and Technology Education* Vol: 14 num 3 (2018): 959-976; Y. Volkova y N. Panchenko, "Discourse variation of the concepts of destructive emotions. *Vestnik Rossiiskogo Universiteta Druzhby Narodov*", *Russian journal of linguistics* Vol: 22 num 1 (2018): 175-194; S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region) (Valencia: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference, 2018); E. V. Burina, "The concept of an artificial language environment for teaching a second foreign language (on the example of the French language)", *Bulletin of the RUDN University. Series "Russian and foreign languages and methods of teaching"* num 3 (2015): 59-65 y A. V. Morozov, *Creativity of a high school teacher* (Moscow, MGSU Publ., 2002), 268.

The role of creative personality development is far from being a new subject of scientific research. It attracted thinkers' attention of all epochs in world civilization development; it was solved from the standpoint of various branches of scientific knowledge. Creativity is viewed as an activity, as a process, as a person's attitude to the world, and as a special state of consciousness.

Creativity is all that surrounds us. First of all, this is the process and result of creative activity: culture, art, knowledge, labor, and beauty. A creative teacher is "one who discovers, makes wise, and encourages"⁴. From the philosophical viewpoint, creativity is an activity of people transforming the natural and social world in accordance with a person's goals and needs based on objective laws of reality. In psychological and pedagogical literature, there is a distinction between the psychology of creativity and the pedagogy of creativity. The psychology of creativity is understood as a field of knowledge that studies a person's creation of new, original, useful in various fields of activity. The focus of research psychologists is on the structure of creativity, on ways leading to the discovery of the new, on the cognitive role of intuition, imagination, anticipation, etc. The pedagogy of creativity is a science of the pedagogical system that interrelates the two kinds of human activity: the pedagogy of personal education and that of self-education in different types of activity and communication.

The pedagogy of creativity aims to form a creative personality that is characterized by a steady, high-level focus on creativity, a creative style in one or more activities.

In the works of pedagogy theorists and practitioners^{5,6}, creativity is understood both as the process and as the result of the teacher and his/her students' activity. Pedagogical creativity is characterized by the fact that its content is the creation of a person who is always inimitable, unique.

The main signs of creativity are (M. M. Potashnik⁷):

- creation of the new or significant improvement of the known;
- originality, uniqueness of the product of an activity and its results;
- interrelation between creativity and self-creativity, self-realization, which means that a creative person constantly works on himself/herself, on creating something new.

⁴ J. Bírová; P. Kružlík; A. Kalimullin; N. Sokolova; Z. Haroun; R. Králik y D. Vasbieva, "Mathematical and Statistical Bibliometric Indicators for Scholars in the Field of Romance Languages and Linguistics", EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018).

⁵ S. Sharonova; N. Trubnikova y N. Sokolova, "Interpreting religious symbols as basic component of social value formation", European Journal of Science and Theology Vol: 14 num 3 (2018): 117-129.

⁶ M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, "Scientific substantiation of the conception of continuous economic education development", Turkish online journal of design art and communication num 8 (2018): 178–185.

⁷ M. M. Potashnik. Quality of education: problems and management technology: (in questions and answers) (Moscow: Russian Academy of Education, 2002), 350.

Consequently, creative activity is the process of creating new information or products with high indicators of their quantity and quality and at the same time with the least expenditure of time and effort.

Creativity is one of the most complex phenomena of the social being level. The research in this field is carried out by many scientists who are unanimous in the opinion that for now there is no complete generally accepted theory of creativity (Ya. A. Ponomarev⁸, L. V. Yatsenko⁹, G. Ya. Bush¹⁰). On many issues there still exist rather conflicting opinions and views.

In the works of scientists, the philosophical level of creativity study is intertwined with the private scientific level, which indicates the researchers' movement towards a multifaceted analysis of the problem. At the moment in the study of creativity the following research areas are clearly defined^{11,12,13,14}:

- *psychological* studies the psychological mechanism of an individual's creativity;
- *philosophical* develops and studies "... the most general patterns of this process, which are determined by the particular characteristics of objective reality and the subject of cognition, the dialectics of their relationship, the specificity of a person's subject-practical and mental activity. These patterns are expressed in the peculiar features of creative process development, in its structure, in the means, methods and techniques of search activity";
- *eurylogical* – eurylogy as a specific theory of creativity, heuristic programming, heuristics, whose subject is the identification, elaboration and regulation of anticipation laws and mechanisms, the construction and objectification of knowledge, the development and management of the creative potentials of a person as a subject of creativity".

⁸ Ya. A. Ponomarev, Reflecting on the future of the psychology of creativity. Moscow: Uchitelskaya Gazeta Publ. 1994. October 25.

⁹ L. V. Yatsenko, Philosophical foundations of the theory of creativity and heuristics. Modern Problems of the Theory of Creativity (Moscow: NPO "Poisk" Publ., 1992), 27-41.

¹⁰ G. Ya. Bush, Creativity as a dialogic interaction (Minsk: BGU Publ., 1989), 30.

¹¹ S. Neverkovich; I. Bubnova; N. Kosarenko; R. Sakhieva; Zh. Sizova; V. Zakharova y M. Sergeeva, "Students' internet addiction: study and prevention", Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 4 (2018): 1483-1495.

¹² V. Utemov; R. Khusainova; M. Sergeeva y V. Shestak, Full Packaged Learning Solutions for Studying Mathematics at School. Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 12 (2018).

¹³ M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, "Innovative pedagogical experience in practice of modern education modernization", Modern Journal of Language Teaching Methods un 8 Vol: 11 (2018): 814-823.

¹⁴ E. Dolzhich y S. Dmitrichenkova, Computer science terminology (a case study of the Spanish language). (Valencia: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference, 2018).

Proposed Methodology

At present, there appear more and more teachers – those who really know their craft. Very often the question is asked: “Are creativity and skillfulness the same thing or not?” A skillful employee is one who is perfect in his/her profession, and skillfulness is usually associated with great experience. A young teacher, not yet a skillful one, can be creative. According to the level of creativity teachers can be divided into several groups. The first group includes teachers who own a set of standard techniques: they are able to create the new in the framework of simple activities; another group is represented by teachers who seek to develop a new system of methods in the context of more complex activities, and, finally, there are teachers who create an educational technologies system. The essence of pedagogical creativity is most often seen in the combination of the ability to act independently and at the same time adequately in unique educational situations with the ability to comprehend one’s activity in the light of scientific-theoretical pedagogical knowledge, as well as in determining the correct measure of automated and non-automated components’ ratio. The specificity of pedagogical creativity is seen in the fact that it is always well-targeted: it contributes to mutual enrichment, creative cooperation between the teacher and the learner. On the one hand, the teacher’s direct participation leads to the evolution, flow and completion of the learner’s cognition. On the other hand, the teacher inevitably masters the historical stages of the science of thinking, cognition and the basic laws of its development by himself/herself. At the same time, pedagogical self-awareness is a key to solving many problems associated with the teacher’s need for continuous self-improvement. This concept includes the ability to correlate the goals and content of education, implemented in curricula and programs, as well as pedagogical ideas and methods with the specific conditions of practical activity. The teacher’s awareness of his/her skillfulness degree and ideal models, which are a synthesis of science and practice, interpreted through his/her own individuality, should serve as a guide for the formation of an independent professional position of a creative, innovative nature. The origins of pedagogical self-awareness development should include the following three components¹⁵: 1) knowledge about oneself as a specialist; 2) emotional attitude to oneself as a professional teacher; 3) assessment of oneself as a specialist. At the same time self-esteem, performing a regulatory function in the process of pedagogical skillfulness improvement, is possible only when it is based on some “disagreement” between self-esteem and the ideal image of a teacher. Thus, pedagogical self-awareness is the result of developed thinking, determined by external and internal sources, and here it is not enough to know what and how, and it is not enough to be able to – here it is necessary to accept general and private public goals, expressed in the language of pedagogy, as an intrinsic personality setting, direction of his or her activity.

If the internal background for the teacher’s creativity is actually the interaction of the most important mental processes, conditions and individual psychological personality traits (intuition, imagination, conscious and unconscious, perseverance, self-criticism, hard work, high linguistic culture), then the components of creativity are knowledge, worldview, pedagogical technique and culture (thinking and self-awareness), as well as an independent professional position. The components of creativity are both the teacher’s

¹⁵ P. Gorev; N. Telegina; L. Karavanova y S. Feshina, “Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education”, EURASIA: Journal of Mathematics, Science and Technology Education Vol: 14 num 10 (2018): 178-185.

personality essential elements, products of pedagogical reality reflection in his or her feelings, consciousness, memory, and, also, the results of his/her creative forces and opportunities. Creativity components are acquired by the teacher throughout his/her professional career, and their improvement is implemented through mental activity. The components act as a kind of “integrator”, which functions as a basis for the formation of an independent professional position: from professionalism to skillfulness – from skillfulness to selfless devotion. This suggests the conclusion that with the poor functioning of at least one of the creativity components it is impossible to expect significant success. The above-mentioned, even more persistently, highlights the need for further searches for the most significant criteria and methods of pedagogical activity assessment.

Regarding pedagogical activity as a creative process, the question naturally arises about the levels of creativity manifestation among beginning teachers, professionals, skillful educators, and innovators in teaching a particular academic discipline. Creativity can manifest itself at various stages of pedagogical activity development. Of special interest is the functional-activity approach to questions of professionalism and skillfulness, developed by N. V. Kuzmina¹⁶. Proceeding from multifunctionality (gnostic, constructive, organizational, communicative functions), the researcher identifies and develops professionalism signs in the main areas of pedagogical activity. According to N.V. Kuzmina the teacher’s most important functions include the transformation of the education object, i.e. the student, into the subject of self-education, self-improvement, and self-development. At the same time, when implementing pedagogical activity the researcher sees professionalism in the teacher’s ability to analyze the main components of his/her activity. Decomposing the notions of professionalism and skillfulness, N.V. Kuzmina relates skillfulness not to a separate (though perfect) skill, but to a certain set of skills that make the activity process qualitatively peculiar, individualizing it. The highest manifestation of pedagogical creativity is called by the author pedagogical art, innovation, selfless devotion.

According to another researcher, A. V. Barabanshchikov¹⁷, pedagogical skillfulness is a synthesis of developed psychological and pedagogical thinking, a system of pedagogical knowledge, skills, abilities and emotional-volitional means of expression, which, combined with the teacher’s highly developed personality traits, allow him/her to successfully solve educational problems. The structure of pedagogical skillfulness is complex, multifaceted and determined by the content of pedagogical activity, by the nature of professional and creative tasks. According to this approach, the central component of pedagogical skillfulness is developed psychological and pedagogical thinking, which determines creativity in pedagogical activity. The skillful educator’s thinking is characterized by independence, flexibility and speed. It is based on developed pedagogical observation and creative imagination, being the most important basis for anticipation, without which pedagogical art is impossible. Thus, creativity is also recognized as the main thing in pedagogical skillfulness. Most often, creativity is manifested in the ability with maximum efficiency, each time in a new and reasonable way to apply various methods and forms of education and training, professional knowledge and personal qualities in the educational process. At the same time, it is expressed in the creation of pedagogical ideas, educational activity methods, and in the ability to solve non-standard tasks. As a rule, skillfulness is associated with the extensive experience of an

¹⁶ N. V. Kuzmina, Research methods of pedagogical activity (Leningrad: LGU Publ., 1970), 115.

¹⁷ L. V. Barabanshchikov, Problems of the teacher’s pedagogical culture (Moscow: Prosveshchenie Publ., 1980), 136.

employee who has perfectly mastered his/her profession.

Result Analysis

Specifying the levels of pedagogical creativity, N. E. Bulankina¹⁸ suggests the following classification:

- *a professional teacher* is able to discern a pedagogical problem, to independently formulate it, to analyze the current situation and find the most effective means of solving it;
- *a skillful teacher* can bring to the educational process all the new that has been accumulated in theory and practice, taking into account the specificity of particular pedagogical circumstances. Developed pedagogical self-awareness helps to acquire one's own individual work style;
- *an innovative teacher* achieves the highest level of skillfulness, decisively and radically changing pedagogical reality. His/her credo is to form the student's creative focus. This allows him/her to guarantee the full disclosure of every student's creative abilities. An innovative teacher is always a teacher-strategist who is able to organize a well-developed feedback system and the adaptation of himself/herself, as well as the evolutionary development of a student group through productive verbal and non-verbal communication. High linguistic culture, which implies interaction on the level of intercultural communication, is the most important component of the teacher's activity. The search for ways to enrich the language educational environment and to interact with students is constantly in the area of his/her special attention.

V. A. Bukhvalov¹⁹, when identifying the levels of pedagogical creativity, takes into account the following indicators: degree of change in the didactic system (globality); nature of the change (variations of the known, introduction of individual elements, etc.); conditions for applying familiar methods and techniques (traditional, original); nature of the result. The researcher singles out the following five levels:

Level 1 – increasing the effectiveness of the teacher's didactic system by introducing into it familiar methods, techniques, and forms of work (tools). The result of this level involves borrowing from pedagogical literature developed tools and including them in his/her own didactic system.

Level 2 – increasing the effectiveness of the teacher's didactic system by introducing into it familiar tools to apply them in a new situation.

Level 3 – a fundamental change in the parts (or a part) of the teacher's didactic system, namely: the creation of a new methodological device, form, or method. Developments of this level are already pedagogical inventions, but their use does not imply a change in the entire didactic system, but only in one or several parts of it.

¹⁸ N. E. Bulankina, "Reserve potential of the teacher's pedagogical creativity in the formation of the student's personal space", *Siberian teacher* num 1 Vol: 5 (2000): 17-19.

¹⁹ V. A. Bukhvalov. *Algorithms of pedagogical creativity: a book for teachers* (Moscow: Prosveshchenie Publ., 1993), 96.

Level 4 – creation of a new didactic system. A new didactic system can be created from well-known tools. Its novelty lies in a higher systemic effect compared to previously known systems due to the emergence of new connections between tools, a new structure of the didactic unit.

Level 5 – creating a fundamentally new didactic direction.

Conclusion

Creative personality is the process and the result of the person's development of his/her own unique individual identity in the process of creativity, but not as an aim in itself, but as a necessary condition for the accumulation and realization of his/her own creative potential in new, formerly non-existent, cultural, social, material and other values. In other words, the uniqueness of a person's inner and outer world is a key to his/her ability to be a creative personality. Creativity is a feature that is realized only in a favorable environment; to develop creativity as a personal, and not just a behavioral situational property, the process should occur in specially created conditions. Education in a multi-level professional school system is not thought of as a dogmatic scholarly type of training, but as the development of a personality, its creative individuality in the educational process and related to it activities. And this, in turn, as confirmed by the conducted research, is impossible without effective adaptation to the specificity of professional activity, whose most important condition is the creative personality of a professional school teacher.

The analysis of philosophical, psychological and pedagogical literature shows that in psychological and pedagogical science there is no well-defined interpretation of "creativity", which is largely determined not only by the global nature and complexity of the problem, but also by diverse approaches to its research. In the last decade, the concept of "creativity" has been enriched with a new content, which in turn has brought about a new problem – that of a professional school teacher's creative personality, which is understood as a unique, original personality that fulfills himself/herself in creative activity. The consideration of creativity as a specific characteristic of the productivity of any activity equally applies to pedagogical activity, which is viewed by many researchers as a process of solving an innumerable set of problems, whose peculiarity lies in the fact that their solution is never plain to see. Thus, pedagogical activity is a creative activity, whose adequate subject is a teacher as a creative personality. This point has put forward another problem – that of developing a creative individuality as a systemic quality of a professional teacher.

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