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Nataliya HOLOVKO, PhD (Pedag.), Assoc. Prof.

ORCID ID: 0000-0001-7583-2475

e-mail: golovkonata@knu.ua

Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

THEORETICAL FOUNDATION OF THE TEACHER'S CREATIVITY MODEL AT A HIGHER EDUCATION INSTITUTION

Background. This article is dedicated to the problems of pedagogical creativity of a lecturer as a part of his professional activity. We have examined the concept of pedagogical creativity, analyzed levels of pedagogical creativity and the conditions of professional formation of a teacher.

The features of pedagogical creativity are outlined, in particular, innovation, originality, non-standardisation of the process and result of pedagogical activity, going beyond the generally known in pedagogical science and practice. An important prerequisite for the development of a future teacher's creative personality is the personal and professional influence of university teachers. It is important for teachers to use interactive pedagogical technologies that synthesise the achievements of pedagogical science and practice. In particular: activity-oriented (project technologies), personality-oriented (dialogue, training), cognitive-oriented, etc. Pedagogical creativity is an original and highly effective approach of a teacher to solving educational tasks that enriches the theory and practice of teaching and education. It is always a search and discovery of new things. Pedagogical creativity is the creation of advanced pedagogical experience, an innovation that significantly changes views on pedagogical phenomena and is associated with the teacher's creative achievements, high level of skill, and pedagogical art.

The high level of creative competence of the higher education teacher is an integral, basic component of the education of the modern specialist, the basis of his successful professional activity and, as a result, the high quality of the educational process and innovative activity.

The purpose of the article is to consider the essence of "pedagogical creativity" and to define the role of pedagogical creativity in the process of professional training of future teachers.

Results. Creativity is a form of development; only creative personalities are capable of delivering innovative learning. It is the teacher's competence to have creative competence that is the key to successful professional self-realization.

Conclusions The analysis of the professional tasks of the teacher, as well as the requirements imposed on him by the society, shows that the facilitative competence is included in the structure of the professional competence of the teacher and allows to solve the key professional problems.

Keywords: pedagogical creativity, lecturer, creative competence, professional competence.

Background

Modern Ukrainian society needs professionals, creative people, bright individuals able to set up goals and tasks, propose non-typical innovative solutions. That's why a conceptual reorientation takes place at the present stage of higher education reformation. In other words, at the foreground there comes task to form and develop the individuality of a teacher who has creative personality, deep scientific and theoretical knowledge and research experience since the development of creative personality of a student as a future professional depends on the teacher and his professionalism. There are different opinions on training teachers for pedagogical creativity in psychological and pedagogical literature and practice at higher education institutions.

Literature review. Pedagogical creativity has been the focus of attention of many scientists. The problems of teacher's creative activity in Ukraine are currently being investigated by I. A. Zyazyun, O. M. Pehota, M. I. Smetanskyi, S. O. Sysoeva, N. V. Kichuk, V. I. Zagvyazynskyi and others.

In scientific literature, we can notice that a teacher's pedagogical skills directly correlates with his pedagogical creativity. Therefore, I. Bekh defines the indicators of pedagogical creativity as: personal qualities of a teacher, awareness of the teacher's role in child's education, continuous improvement of general and professional culture, teacher's pedagogical research and knowledge of its methods, development of his own professional experience, effectiveness of the educational process, active pedagogical activity aimed at improvement of student and teacher's personality (Bekh, 2008).

In the research of S. Sysoeva, creative pedagogical activity is manifested in five types of creative activity of the teacher during the lesson: motivational (facilitates students' understanding of the learning process importance for

personal development), goal-oriented (set student's goals and the results that should be reached, focus their attention on the content and meaning of creative activity), individual-differentiated (develops and stimulates various possibilities of students), organizational (activates the collective creative activity of students, ensures the establishment of group forms of creative educational activity), monitoring and evaluation (Sysoeva, 2006).

The defining features of pedagogical creativity are innovation, originality, non-standard process and result of pedagogical activity, going beyond the well-known in pedagogical science and practice. An important precondition for the development of the creative personality of the future teacher is the personal and professional influence of university teachers. It is important for teachers to use interactive pedagogical technologies – those that synthesize the achievements of pedagogical science and practice. Particularly: activity-oriented (project technologies), personality-oriented (dialogical, training), cognitively-oriented, etc. Pedagogical creativity is an original and highly effective approach of the teacher to the educational tasks, enriching the theory and practice of teaching and upbringing. It is always a search and finding of a new one. Pedagogical creativity – is the creation of advanced pedagogical experience, an innovation that significantly changes the views on pedagogical phenomena and is associated with teacher's creative achievements, advanced levels of skills, teacher art.

Analysis of scientific literature on pedagogical creativity of a future teacher and scientific approaches to classification of pedagogical creativity levels. The research element is and will always remain an important element of a teacher pedagogical activity, because research activity is a type of creativity. In the recent years the concept of "creativity" has been the subject of analysis of many sciences.

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Based on different definitions of creative activity including the ones mentioned above, we can argue that "creativity" is considered as an activity that generates something qualitatively new and has characteristics of novelty, progressiveness, solution of contradictions and problems.

Creativity is a type of human activity directed on solving conflicts (solving of creative problem), and this activity requires objective conditions (knowledge, skills, creativity), and its result has novelty and originality, personal and social significance as well as progressiveness. There are some characteristics of creativity that reveal not as isolated but integrated, in their integral unity: a) the presence of contradictions in a problematic situation or in a creative task; b) social and personal significance and progressiveness that contributes into the development of society as well as individual; c) the presence of objective (social, material) prerequisites and conditions for creativity; d) knowledge, skills, especially positive motivation, creative abilities of an individual) prerequisites for creativity; e) novelty and originality of the process or result (Sysoyeva, 2006). The decisive role in understanding of creativity plays creative thinking and creative activity of a future teacher.

Mental activity that combines logical thinking and imagination is crucial in creativity. Creativity is an important form of a human practice, activation of a person's potential in the process of personal changes and creativity potential is expressed in various types of human activity: cognitive, ideological, labor, communicative and emotional. In different types of human activity is preserved its creative nature: search and transforming orientation (Mil'to, 2020). Creativity being an essential condition of educational process and the objective professional necessity in a teacher's activity, the researchers introduce the concept of pedagogical creativity.

Scientists identify it with the pedagogics of creativity. The Pedagogics of creativity is the science dealing with pedagogical system of two interrelated human activities: pedagogical education and self-education in various types of creative activity and communication for the purpose of comprehensive and harmonious development of creative skills of individuals as well as creative teams. Pedagogical creativity is seen as an active process of teacher's work that is aimed at finding the most efficient ways of educational work, effective solution of pedagogical problems. This is the state of pedagogical activity, when a teacher is not blind in his choice, but checks many times, investigates and designs, creates own experience being supported by already obtained scientific and practical results. We define pedagogical creativity of a teacher as a personality-oriented developmental cooperation of subjects of educational process caused by specifics of psycho-pedagogical relationship between them and directed on forming creative personality of a student and increasing the level of creative pedagogical activities of a teacher (Revchuk, 2005). Thereby, we believe that activity of a teacher is investigative because the organization of creative practice of a teacher and getting education is always organically related to studying, scientific analyzing and implementation of pedagogical experience. A teacher, who works, creatively relies on the achievements of pedagogics, enriches the pedagogical theory, reveals regularities of pedagogical process, defines the ways of its improvement, and predicts the result of his/her activity. Pedagogical creativity can be represented as a two-level structure divided into pedagogical inventions and pedagogical research. Pedagogical research takes place in

selection and composition of the content of information in educational and cognitive activity as well as due to new forms of education and training, and different ways of solving pedagogical problems (Shvarp, 2014). Pedagogical discovery can occur spontaneously, based on teacher's awareness of inconsistencies between set up goals and means, forms, methods that are currently available. Unlike pedagogical discovery, pedagogical research is a deliberate and task-oriented search of how to improve the educational process through the use of scientific apparatus that helps to make the search more successful. The content of pedagogical studies is to measure different aspects of educational process, check its efficiency using criteria and parameters according to the definition of the purpose of the educational institution activity that is being investigated. The nature of pedagogical creativity is a pedagogical activity as a process directed on solving innumerable amount of pedagogical problems that are subordinated to a final aim of formation of an individual creative personality, their philosophy, beliefs, mentality and behavior, and in a professional educational institution – the basics of professional skills, readiness for creative work at the workplace. Creative approach to pedagogical activity should be taught to students while they are still at educational institution, preparing them to standard situations that can be resolved using principles and rules that are already approved by science and practice, and to non-standard situations where unusual approach is necessary to solve complex problems at absolutely new level when lecturer acts as a researcher and creator. Thus, the importance of investigative approach to educational activities is emphasized. In psychological and pedagogical research there are different ways to solve the problem how to classify levels of teacher's pedagogical creativity (Yalans'ka, 2014).

Scientists distinguish four levels of creative pedagogical activities of teachers: level 1 – reproductive; level 2 – rationalizing; level 3 – designing; level 4 – innovative (Sysoyeva, 2006). The reproductive level implies that teacher (using already developed methods, recommendations, and experience selects the ones that are the most appropriate for the specific conditions of his work and individual psychological characteristics of students. The rationalizing level implies that teacher (using own experience and specific conditions of his pedagogical activities) makes adjustments to his work improving and modernizing some elements of existing recommendations and methods according to knowledge of modern society. The designing level characterizes activity of teacher when teacher (based on his experience, self-analysis of his activity and knowledge of psychological and pedagogical features of students, using existing methods, recommendations and best practices) develops his/her own way of solving educational problems. The innovative level implies solution of educational problems using fundamentally new principles and differs from others due to its novelty, originality and high efficiency. According to the classification of creativity levels we raise an interesting question whether the reproductive level can be considered a creative level. In scientific literature on the problem of creativity, reproduction and creative activities are opposites, but it is impossible to detect when reproductive activity transforms into creative. Elements of independent thinking of creative approach can already be observed in the process of learning, transition to convictions.

Accumulation of creative activity experience takes place in educational process. Considering correlation between reproductive and creative aspects of cognitive and scientific practice, we can argue that reproductive activity is an essential part of any kind of creativity. Reproduction in a teacher work is necessary because the choice itself and correlation of the choice to real conditions and opportunities make it a creative act, at the same time conditions and possibilities of its usage during a training session objectively compels a teacher to take non-standard decisions. The reproductive level is a step to personal mastery of a future teacher. Thus, future teacher, using in practice the experience of his instructor, maintains his individuality, creates his own style of pedagogical activity. The assimilation of "why" while using somebody's experience creates own "how" or style where there will not be and cannot be any mechanical reduplication, because the introduction of open "why" and "how" requires personal vision of a young professional. If young teacher feels the joy of "second" discovery of science – the discovery of its popular teaching method, if he searches for his own ways of teaching, he will soon understand what unites scientific and educational activities, great opportunities for creativity, significant role of structural prediction element and forecasting in a particular activity. Passion for science and complementary passion for its teaching – this is the beginning of a true teacher-creator. The reproductive element is a necessary component and condition of every creative research. In our opinion, it provides a transition to a higher level of creativity (Yalans'ka, 2014). The creative process is a result of interaction between different levels of intellectual activity of a future teacher.

In the conditions of realization of the humanistic paradigm of higher education it is expedient and necessary to carry out the professional training of the future teacher as a researcher, which will ensure the orientation of the educational process to the creative development of the student's personality, satisfaction of their interests and educational needs. Pedagogical activity of the teacher in its essence is a scientific search, creative activity, has a pronounced research character. Therefore, professional training of future teachers as researchers is possible in the conditions of their formation in the process of studying educational disciplines, which involves theoretical substantiation and development of the structure and content of research skills, criteria for their formation; development of pedagogical skills. The developed pedagogical technology of formation of research skills in the future specialists includes pedagogical estimation.

In the conditions of realization of the humanistic paradigm of higher education it is expedient and necessary to carry out the professional training of the future teacher as a researcher, which will ensure the orientation of the educational process to the creative development of the student's personality, satisfaction of their interests and educational needs (Mil'to, 2020).

According to Kolod'ko T, the main obstacles in creative pedagogical activity are: laziness (the persistent reluctance of the teacher to make voluntary efforts on himself), established habits (stereotypes developed during his life and professional activity), excessive tension (the teacher's lack of confidence in his own success generates a hypertrophied sense of tension, which manifested in physical and emotional discomfort), weakened purposefulness (in order to be creative, the teacher must

constantly feel the need for changes, while being aware of the shortcomings of his previous activity), insufficient opportunities (skillful use of time, forces, resources, play a significant role in creative process), excessive dignity (satisfaction from coming up with new ideas inspires, while too serious feedback deprives the teacher of ideas and strength), imperfect methodology (creative work requires innovative, unconventional thinking) (Kolod'ko, 2012).

Results

Pedagogical activity of the teacher in its essence is a scientific search, creative activity, has a pronounced research character. Therefore, professional training of future teachers as researchers is possible in the conditions of their formation in the process of studying educational disciplines, which involves theoretical substantiation and development of the structure and content of research skills, criteria for their formation; development of pedagogical skills.

Discussion and conclusions

Creative pedagogical activity of a lecturer is a complex, continuous process of his professional fulfillment. Therefore each lecturer, who wants to improve an educational process, should be in a permanent creative search. The lecturer should realize all the prospects of his professional development in a process of innovative pedagogical activities.

Teacher's creative pedagogical activity is a complex continuous process of his professional self-realization. Therefore, every teacher who strives to improve the educational process must be in a constant creative search, in a constant experimental study of the didactic effectiveness of various types of classes, teaching methods, and forms of its organization. Also important are the teacher's awareness of the prospects of his professional development in the process of innovative pedagogical activity, the ability to determine the features of his own individual style, the ability to use and strengthen his positive qualities, readiness for creative, innovative search in pedagogical activity, because the practicing teacher is an independent designer of his activity.

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Наталія ГОЛОВКО, канд. пед. наук, доц.

ORCID ID: 0000-0001-7583-2475

e-mail: golovkonata@knu.ua

Київський національний університет імені Тараса Шевченка, Київ, Україна

ТЕОРЕТИЧНЕ ОБҐРУНТУВАННЯ МОДЕЛІ РОЗВИТКУ КРЕАТИВНОСТІ ВИКЛАДАЧА В ЗАКЛАДІ ВИЩОЇ ОСВІТИ

Вступ. Присвячена проблемам педагогічної творчості викладача як складової його професійної діяльності. Розглянуто поняття педагогічної творчості, проаналізовано рівні педагогічної творчості й умови професійного його становлення.

Окреслено ознаки педагогічної творчості, зокрема такі: новаторство, оригінальність, нестандартність процесу й результату педагогічної діяльності, вихід за межі загальновідомого в педагогічній науці та практиці. Визначено важливу передумову розвитку творчої особистості майбутнього вчителя це – особистісний і професійний вплив викладачів університету. Важливим є використання викладачами інтерактивних педагогічних технологій – таких, що синтезують досягнення педагогічної науки і практики. Зокрема: діяльнісно-орієнтовані (проектні технології), особистісно-орієнтовані (діалогічні, тренінгові), когнітивно-орієнтовані тощо. Педагогічна творчість – це оригінальний і високоефективний підхід педагога до розв'язання навчально-виховних завдань, що збагачує теорію і практику навчання та виховання. Це завжди пошук і знаходження нового. Педагогічна творчість – це створення передового педагогічного досвіду, нововведення, яке суттєво змінює погляди на педагогічні явища та пов'язане з творчими досягненнями вчителя, високим рівнем майстерності, педагогічним мистецтвом.

Високий рівень творчої компетентності викладача вищої освіти є невід'ємною, базовою складовою виховання сучасного фахівця, основою його успішної професійної діяльності і, як наслідок, високої якості навчального процесу та інноваційної діяльності.

Мета статті – розглянути сутність поняття "педагогічна творчість" і визначити роль педагогічної творчості у процесі професійної підготовки майбутніх викладачів.

Результати. Творчість є формою розвитку; лише творчі особистості здатні забезпечити інноваційне навчання. Саме компетентність педагога володіти творчою компетентністю є запорукою успішної професійної самореалізації.

Висновки. Аналіз професійних завдань викладача, а також вимог, які висуває до нього суспільство, показує, що фасилітативна компетенція входить у структуру професійної компетентності педагога й дозволяє розв'язувати ключові професійні завдання.

Ключові слова: педагогічна творчість, викладач, творча компетентність, професійна компетентність.

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