

INTE 2014

## Teacher - pedagogical creativity and developer promoter

M. Zivitere<sup>a\*</sup>, V.Riashchenko<sup>b</sup>, I. Markina<sup>c</sup>

Dr.oec.,prof., ISMA University of Applied Sciences, Department of Management and Economics, LV- 1019, Riga, Latvia

\* Dr.oec., asoc.prof., ISMA University of Applied Sciences, Department of Management and Economics, LV- 1019, Riga, Latvia

\* Tel.: (+371)26008383; fax: (+371) 67241591. E-mail address: viktorjas@gmail.com

\* Dr.oec.,prof., Poltava National Technical Yuriy Kondratyuk, Department of Management and Administration, Poltava, Ukraine

---

### Abstract

Creative trends in the formation of professional and pedagogical culture of the teacher, including the creation, development and use of pedagogical innovations are means of updating educational policy with regard to the training of highly qualified personnel. Therefore the development of pedagogical creativity is an important condition for successful education. Pedagogical creativity directly affects the development of the student. Furthermore, professional motivation is an important factor for the competitiveness of the institution. Higher vocational training is a fundamental component of an integrated system of continued professional education in today's highly competitive job market. The process of developing professional motivation in modern conditions is not possible without the use of pedagogical creativity.

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Sakarya University

**Keywords:** creativity, education, innovation, creative approach to training, motivation of students.

---

### 1. Introduction

Creative trends in the formation of professional and pedagogical culture of the teacher suggest his or her inclusion in the activities of creation, development and use of pedagogical innovations in the practice of training and education and the creation of a specific innovative environment. The need for innovation-oriented pedagogical activity of the teacher in modern conditions of development of culture and education is caused by social and economic changes,

emergence of new types of educational institutions, including non-governmental, which not only creates competition among universities, but also among teachers, increasing humanization of higher education, continuous changes in the volume and composition of academic disciplines, entry of new professions and specializations that require updating of organizational forms, learning technologies, changes in the relationship of teachers towards development and application of creativity in teaching.

Creative trends in the formation of professional and pedagogical culture of the teacher, including the creation, development and use of pedagogical innovations are means for updating educational policy in the sphere of training a highly qualified personnel. The development of pedagogical creativity is therefore an important area for creating conditions for a successful educational work.

According to the leading educational concept<sup>†</sup>, creativity affects the formation of intellectually and morally complete person, allows a person to understand his or her personality and talent and use it for the benefit of the people.

Various sciences, including philosophy, psychology and pedagogy, have been engaged in the study of the essence of creativity, conditions for its development and other aspects. Plato, for example, refers to the creativity of all things man-made: "Anything that causes a transition from nothingness into being is creativity."<sup>‡</sup>

If in ancient philosophy and pedagogy creativity is understood as discovering the new with novelty present in all human creations, then "novelty" in the interpretation of Kant is something rare and impressive. "The novelty is a source of and a means for revitalizing attention. All creativity becomes subjective and universally transforms itself into a particular ability of the person."<sup>§</sup>

Spinoza connects creativity directly to human activity and is convinced that this is an essential characteristic of 'being'.<sup>\*\*</sup>

The problem. Nowadays the problem of creativity has become so topical that many scientists believe it to be a "problem of the century", while its solution lies in a number of areas, including the education, i.e. in the modern school. In this situation the personality of the teacher comes to the fore - the leading professional characteristic of this personality is the ability to be creative. That very pedagogical creativity of the teacher is capable of solving the problem of functioning of any educational institution, to ensure society's need for highly qualified professionals capable of effectively solving variable tasks, and to unconventionally respond to changes in the modern technological society.<sup>††</sup>

Scientific studies of creativity have many aspects: activity - creating something qualitatively new, distinctive, original and socially and historically unique; and procedure - such as personality development, and self-actualization through the process of creating material and spiritual values (V. Tsapok).<sup>\*\*</sup>

British researchers S. Das, Y. Dewhurst, D. Gray look at creativity on two levels: the first level is inherent in human thinking and human practice, and the second is related to inventions, scientific work, etc...<sup>§§</sup>

---

<sup>†</sup> CLASP (2002) Creative learning and student perspectives. A European Commission, Economic and Science Research Council and Open University research project. (Milton Keynes, The Open University)

<sup>‡</sup> Платон. Сочинения в 4 т. – М., 1969. – Т. 2. – С. 135

<sup>§</sup> Кант И. Сочинения в 6 т. – М., 1964. Т. 3. – С. 397.

<sup>\*\*</sup> Спиноза В. Избранные произведения в 2 т. – М., 1957. – Т. 1. – С. 303.

<sup>††</sup> Коротенко В. **Мастерство и творчество учителя.** - <http://argo1.com.ua/30.htm>

<sup>§§</sup> Сапок В. Творчество: Философский аспект проблемы. - Кишинев: Штиинца, 2009. 148 с.

According to Vygotsky creativity is human activity, aimed at coming up with something new; these are the things of the external world, or of the inferences and feelings, inherent to the human being<sup>\*\*\*</sup>.

In the modern psycho-pedagogical literature the concept of "pedagogical creativity" is interpreted quite ambiguously. It is defined as a pedagogy of creativity (Andreev)<sup>†††</sup>, or as a special branch of pedagogy, which seeks to identify patterns of identity formation (Shubinsky)<sup>+++</sup>.

Ruvinsky sees creativity as a search for solutions novel to the teachers by giving new tasks and using non-standard methods for activities, and as the ability to foresee, emotionally deal with and solve problematic situations of school life through the use of creative imagination<sup>§§§</sup>.

Psy.D. Rita Bebre argues that creativity consists of three aspects: as an individual attribute, as a process and as a product. As an individual attribute creativity is characterized by originality, innovativeness, non-conformity, courage, etc. As a process it is characterized by creative intuition, imagination, divergent thinking, inspiration, mental plasticity, and conscious and unconscious activity. As a creative product in different areas (art, science, technology, etc.) it is characterized by innovation and benefit to the society.

According to Kichuk, creativity is the most important criterion for quality personality formation of modern school teachers, which is manifested primarily in the social need to work creatively<sup>\*\*\*\*</sup>.

Teacher is working on an innovative component in accordance with the following criteria (Skibickij, Tolstova, Shefel, 2008):

- a) innovation, which allows to determine the level of novelty (absolute, locally absolute and relatively subjective level of innovation);
- b) optimality, which contributes to high results at a lower cost of physical, mental effort and time invested;
- c) effectiveness and efficiency, which mean specific positive results in the work of a teacher;
- d) the possibility of a creative use of experience in the learning process.

---

<sup>§§</sup> Das, S., Dewhurst, Y., Gray, D. (2011). A teacher's repertoire: Developing creative pedagogies. *International Journal of Education & the Arts*, 12(15). Retrieved [date] from <http://www.ijea.org/v12n15/>.

<sup>\*\*\*</sup> Vigovskij L. Воображение и творчество / Л.С. Выготский, - М.: Просвещение, 2001. – 198 с

<sup>†††</sup> Andreev V. Диалектика воспитания и самовоспитания творческой личности. - Казань. Издательство Казанского университета, 2002.-238с.

<sup>+++</sup> Shubinskij V. Педагогика творчества учащихся.-М.: Просвещение,2003.-450с.

<sup>§§§</sup> Ruvinskij R. Самовоспитание личности. М.: Мысль, 1984. - 140 с.

<sup>\*\*\*\*</sup> Kichuk N. От творчества учителя к творчеству ученика. - Измаил, 2002. - 96 с.

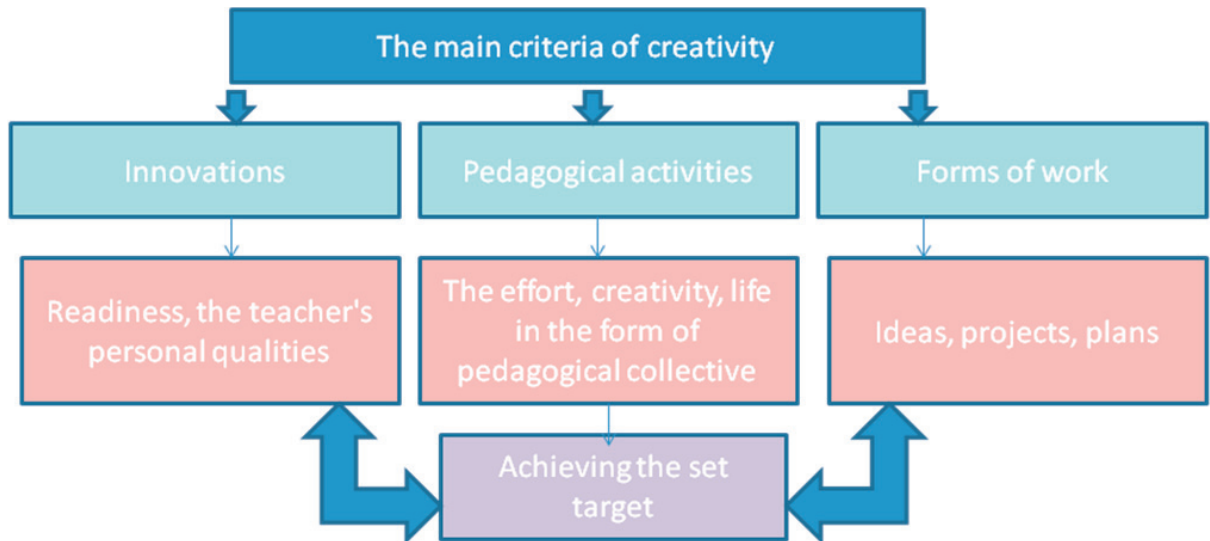


Figure 1. The main criteria of creativity

Gale defines pedagogical creativity on the basis of the learning process itself, because the search for optimal solutions to specific pedagogical teaching situation is always associated with creativity<sup>††††</sup>.

We define the pedagogical creativity of a teacher as interaction between subjects of the educational process (teachers and students), due to the specificity of psycho-pedagogical relationship between them, the way of building student's creative personality and improving creative pedagogical work of a teacher.

Analysis of research results shows that on the average 44.27% of first-year students have a broad interest towards specialising in a certain field, yet this interest is not connected to the practical activity. Moreover, the highest percentage by this indicator was recorded in the course "Business Administration" (47.5%). We explain this by the fact that most of the students enrolled in this particular programme are high-school graduates, who wish to establish their own businesses. Contrary to that we have found a drop in professional interest among fourth year students: from 40.27% in the first year to 8.6% in the final year. Such results are likely related to first-year students' idealistic ideas about the profession contrasted by the fourth-year students' realistic attitude towards entrepreneurship, together with risks and necessity for self-financing your enterprise. Such results naturally request a more stimulative approach towards learning through the use of pedagogical creativity.

<sup>††††</sup> Gale, K. (2001) Teacher education within post-compulsory education and training: A call for a creative approach, in: Craft, A., Jeffrey, B. and Liebling, M. (eds.) Creativity in education pp. 103-115 (London, Continuum)

Table 1. The results of the research component of students professional motivation of professional-cognitive interest ISMA (%)

№	INDICATORS	Study programs, courses							
		Business Administration		Tourism Business		Manager Information systems		Average value	
		I	IV	I	IV	I	IV	I	IV
Appendix A. Professional orientation									
1.	Attitudes towards specialisation	47,5	9,4	43,2	9,8	42,15	11,4	44,27	10,20
2.	Interest in other areas	13,2	24,2	14,6	21,09	14,9	20,1	14,25	21,8
3.	The interest in entrepreneurial activity	20,1	26,8	17,1	22,9	16,42	26,32	17,87	25,34
4.	Lack of sustained intereset	13,1	35,1	15,3	32,8	17,68	36,8	15,36	34,9
5.	The degree of awareness of the future profession	25,1	76,2	27,3	73,9	27,1	77,3	26,5	75,8

In order to raise the level of creativity and competencies it is necessary not only to increase the amount of obtained information and the quantity of forms and methods of work, but also to establish environment, which is going to systematically incite self-analysis and self-development of the students.

For instance only 17.87% on average of first-year students and 25.34% of fourth-year students have an interest in working in the sphere of entrepreneurship, hospitality / tourism and information systems. 14.23% (1<sup>st</sup> year) and 21.8% (4<sup>th</sup> year) expressed interest in other industries and sectors, while 15.36% of the first-year students and 34.9% of future graduates (seniors) show a lack of interest in any profession. Level of awareness about the future profession in the first year reaches 26.5% and 75.8% in the final year. Such data confirm a real necessity for developing lecturer's engagement. Indeed, the highest creative activity and intensive expert and professional interest are found among students in the field of active independent research, which is enabled by the corresponding teaching methods of the lecturer.

Research problem focuses on finding the way for overcoming contradictions between emerging societal demand for creatively active pedagogues and the teaching stereotypes at institutions of higher education.

Substantive and constructive changes that occur in the education system, particularly in secondary schools as its basic cell, necessitate preparation of a new generation of teachers who can perform professional activities on democratic and humanistic principles, implement educational policy as a priority function of the state, and instil in the younger generation a certain readiness for life and work in a modern society.

Analysis of the philosophical and psycho-pedagogical literature allows us to suggest the following approach to the definition of a creative personality. Creative personality is a creative person (a person that has internal prerequisites for creative activity), which has due to the influence of external factors acquired additional motives necessary to actualize human creativity and personality structures and abilities the enable the research of creative results in one or several types of creative activity.

Thus, if the teacher aims at developing the potential creative possibilities of the student, he or she must master the forms, methods and means of teaching activities that ensure the development of creative personality traits, as well as those additional motives, personal qualities and abilities that contribute to a successful creative activity. To do this, the teacher himself (herself) must possess creativity, because as good brings good, creativity develops through creativity.

## Summary

Creative trends in the formation of professional and pedagogical culture of the teacher, including the creation, development and use of pedagogical innovations are means of updating educational policy with regard to the training of highly qualified personnel. Therefore the development of pedagogical creativity is an important condition for successful education. Pedagogical creativity directly affects the development of the student. Furthermore, professional motivation is an important factor for the competitiveness of the institution. Higher vocational training is a fundamental component of an integrated system of continued professional education in today's highly competitive job market. The process of developing professional motivation in modern conditions is not possible without the use of pedagogical creativity.

Satisfaction with learning leads students to concentrate more on their studies, while at the same time increasing social activity which also improves motivation. In the context of underdeveloped student abilities, creative teaching can achieve great success improving student's performance in an education system which formerly did not apply this approach. Therefore, the development of students using pedagogical creativity is one of the priorities of higher education.

Thus, if the teacher aims to develop the potential for creative possibilities of learning, he/she must master the forms, methods and means of teaching activities that ensure the development of creative personality traits, as well as those additional motives, personal qualities and abilities that contribute to a successful creative process.

The research challenge is to find the way for overcoming contradictions between emerging societal demand for creatively active pedagogues and the teaching stereotypes at institutions of higher education.

## References

- Bebre, R. (2010). Kreativitāte un skolotāja personība. sk. [http://www.lvasa.lv/bebre\\_eng.html](http://www.lvasa.lv/bebre_eng.html))
- Burceva, R., Davidova, J., Kalniņa, D., Lanka, Ē., Mackēviča, L. (2010). Novitātes pedagoģijā profesionālās izglītības skolotājiem, Rīga (skat. <http://profizgl.lv/mod/book/view.php?id=12113&chapterid=2685>)
- CLASP (2002). Creative learning and student perspectives. A European Commission, Economic and Science Research Council and Open University research project. (Milton Keynes, The Open University)
- Craft, A. (2000). Creativity across the primary curriculum: Framing and developing practice. (London, Routledge).
- Dariela, L., Kraģe, G., Leskovics, J. Nīmanīte, D. (2012). Projekts kā inovatīvs risinājums izmaiņām augstākajā izglītībā. In: Proceedings of the International scientific conference SABIEDRĪBA, INTEGRĀCIJA, IZGLĪTĪBA. Volume II., Rēzeknes Augstskola, 246 p.
- Das, S., Dewhurst, Y., Gray, D. (2011). A teacher's repertoire: Developing creative pedagogies. International Journal of Education & the Arts, 12(15). Retrieved [date] from <http://www.ijea.org/v12n15/>.
- Gala ziņojums par rekomendācijām strukturālo reformu īstenošanai radošās izglītības jomā, atbilstoši līgumam Nr. 9 no 2012. gada 20. Februāra „Sākotnējās ietekmes (Ex-ante) novērtējums strukturālo reformu īstenošanai izglītības politikas jomā, lai veicinātu radošo prasmju apguvi”
- Izpildītājs: SAFEGE Baltija. 2012. gada 23. Jūlijs.
- Gale, K. (2001). Teacher education within post-compulsory education and training: A call for a creative approach, in: Craft, A., Jeffrey, B. and Liebling, M. (eds.) Creativity in education pp. 103-115 (London, Continuum).
- Кант, И. (1964). Сочинения в 6 т. – М. Т. 3, С. 397.
- Solovjova, T. (2012). Practical Implementation of the Competence-based Approach on Innovation-type Lectures. In: Proceedings of the International scientific Conference SABIEDRĪBA, INTEGRĀCIJA, IZGLĪTĪBA. Volume I., Rēzeknes Augstskola, 130 p.
- Андреев, В. (2002). Диалектика воспитания и самовоспитания творческой личности. Казань: Издательство Казанского университета, 238с.
- Виговский, Л. (2001). Воображение и творчество, М. Просвещение, 198 с.
- Кичук, Н. (2002). От творчества учителя к творчеству ученика. Измаил, 96 с.
- Коротенко, В. (2014). Мастерство и творчество учителя. (sk. <http://argo1.com.ua/30.htm>)
- Платон. (1969). Сочинения в 4 т. М. Т. 2., С. 135
- Рувинский, Р. (1984). Самовоспитание личности. М. Мысль, 140 с.
- Спиноза, В. (1957). Избранные произведения в 2 т. – М., Т. 1, С. 303.
- Чапок, В. (2009). Творчество: Философский аспект проблемы. Кишинев: Штиинца, 148
- Шубинский, В. (2003). Педагогика творчества учащихся. М. Просвещение, 450с.