

## THE DEVELOPMENT OF CREATIVITY OF THE UNIVERSITY TEACHER IN THE PROCESS OF PEDAGOGICAL ACTIVITY

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**Problem statement.** The study of the nature of an interrelation between normative regulation and creativity in the professional activity of the university teacher is of great importance in the psychological investigations. On the one hand, the strict observance by the teacher of the rules of professional activity is a necessary prerequisite for the creative implementation by him of such functional roles as a teacher, educator, scientist, methodologist, and organizer. On the other hand - creative activity leads to a revision of the old norms and promotes the creation of new ones. And the ability to the creative activity becomes especially relevant in the conditions of the innovative stage of world development.

**The main goal** of this publication is to analyze the intensity of the creative activity of the university teacher at various stages of the formation of his pedagogical skills, to determine the possible tendencies of creative activity in the process of integration of the contemporary pedagogical technologies and ICT in the space of higher education.

**The results of theoretical research.** Academician I.A. Zyazyun considered pedagogical craftsmanship as an indicator of "creative activity of the teacher's personality" [6, p. 7]. However, both normative and personal-creative components are present in the teacher's professional-pedagogical activity. Undoubtedly, the

content of the academic disciplines in the university must correspond to certain standards. But the teacher should be free to choose the means and methods of teaching, since the main task of the educational process today is not the demonstration of teacher's artistry and his free possession of educational information, but his ability to organize the successful mastering this information by students.

This means that the creative activity of the teacher may largely be indicated in the choice of means and methods for activating cognitive activity of students, in particular, of such means and methods that combine the new pedagogical technologies and ICT.

In the beginning of teaching activity, the teacher, as a rule, tries to teach the educational material in accordance with the normative content. Subsequently, by studying interrelations between academic disciplines, conducting the researches with access to high-quality databases, the teacher begins to realize that the normative content of the educational material is not excellent and must be creatively revised. At this stage of the formation of pedagogical skill, he is already able to create a new normative content of the educational material, that is, a new standard norm of a higher level.

The ability to creatively determine the norm, regardless of its place in the hierarchical structure of the teacher's normative regulation is an important professionally significant characteristic of personality. The deeper is the interrelation between the norm-relevant and creative components in the teacher's activity, the higher is the level of his pedagogical mastery.

Moreover, the teacher's desire to further enhance this interrelation can be regarded as an important factor of improving his professional activities and personality development.

This means that the psychological and pedagogical training of PhD students as future teachers should be organized in such a way that it would be possible to provide a reciprocal link between the normative and creative components of their activity in the process of training's implementation.

There are three main requirements, the implementation of which is necessary to realization of such interrelation.

The first requirement is the mastering by future teachers of the best professional standards, as the basis for further creative activity.

The second requirement is the applying of teaching methods, which approximate the processes of mastering of the relevant norms of professional activity to the processes of the creative activity. The fulfillment of this requirement may be achieved by providing the problematical character of educational tasks as well as by directing the educational actions of students to their mastering the essence of pedagogical phenomena they are studying. Problematical pedagogical situations selected for analysis should be relevant and have a personal significance for most of the training group. Practice shows that the analysis of such situations in training of adults contributes not only to the effective mastering of normative information by students and to wide use of their knowledge and skills in practice, but also to the formation of creative skills in professional activity and in independent decision making.

The third requirement supposes the awareness of the audience that creative activity lies within the standard norms which regulate the professional activity "from the bottom", and valuable norms which regulate creative activity "from above" [1, p. 32]. In particular, the valuable-motivational dominant of the teacher's personality must be the aspiration to pedagogical communication, aimed at transferring to students of "his/her experience, feelings, beliefs, etc." [2].

Very often, at the beginning of the training, students are trying to follow the normative approach to solving problems, difficult for them, and seek to get from supervisor specific guidance concerning their actions. They may even be indignant: why do we study psychology and pedagogy, if there are no specific recipes of teacher behavior. The pedagogical mastering of supervisor is the tactful leading of the students to the understanding that the expansion of the boundaries of free choice in the pedagogical sphere "means not the abandonment of norms, but the transition to a more rational system, which better corresponds to the goals

of personality development" [1, p. 33]. Therefore, the supervisor must focus not only on the application of the studied standard normative schemes, but also on "the appropriate use of methods and means of pedagogical mutual influence in each specific situation of teaching and education" [6, p. 6] in order to find a rational correlation between normative and creative components for its solution.

The growth process of the intensity of the teacher's creative activity in the process of developing a pedagogical mastery can be divided into 4 stages:

I – entering professional activity (normative means of professional activity);

II – prevalence of normative means of carrying out professional activity over creative means;

III – alignment of normative and creative means of carrying out professional activity;

IV – prevalence of creative means of carrying out professional activity over normative means [3].

**Conclusions.** More than thirty years of author's experience in preparing post-graduate students for professional and pedagogical activity shows that in the conditions of its implementation in accordance with the proposed program and the application of methods of active training it's possible:

– to reduce the duration of the stage of entering professional activity;

– to promote the awakening of the creative activity from the first days of work as a university teacher;

– to achieve a more rational correlation between standard norms and creative components of professional activity;

– to optimize the stages of formation of pedagogical mastery.

It should not be forgotten that the professional way of a creative personality is not always easy, because he/she "significantly more often deviates from strict standards and clichés" [5, p. 11]. This can sometimes cause dissatisfaction of others, especially those who are accustomed to be guided in their professional activities only by established norms and standards.

**Prospects for further research** are the study of the conditions and factors of the development of teachers' teaching mastery in the direction of the creative combination of the contemporary pedagogical methods and ICT in the space of higher education for the creation of new educational technologies that facilitate the transformation of information resources into the knowledge and beliefs of future professionals. Such researches should be carried out taking into account psycho physiological peculiarities of students, as well as factors of their purposefulness and motivation to the activity, which are related to the needs of the individual and society in intellectual resources [4].

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