

Creative activity of the teacher in pedagogical work

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Abstract. In keeping with the top priorities of Bologna declaration, new demands are made on training of top-qualification specialists and updating of activity of the higher educational institutions. Radical changes of late years in educational system are connected with strengthening of attention to the trainee personality, as the main social value. That is why today the study of creative activity of the future teacher is one of the most topical issues in pedagogics. The traditional executive activity of the teacher shall be replaced by the activity of problem-investigative and creative character, promoting the understanding of innovative ideas and innovative experience. One of the preconditions for creative activity is the development of professional competence of the future teacher, consisting in the system unity of psychological-pedagogical knowledge, experience, personal traits of the future specialists, permitting to perform the pedagogical activity effectively.

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Introduction

Creativity plays a significant role in pedagogical activity. This problematics is widely discussed in scientific works. Thus, the article of Daniel Fasko, Jr. presents “a review of past and current research on the relation of education to creativity in students of preschool age through age 16 in U.S. public schools. Several models of creative thinking are presented [1], as well as techniques for developing creativity. Some research presented indicates a relation between creativity and learning”. The author comes to the conclusion that “there are many excellent programs to stimulate creativity and creative thinking. Each program or model has something to offer our students. There also are data to support these models. As with many are as of education, there appears to be no one program or model that outshines the others in stimulating creativity in all our students” [1, p. 326]. The problem «then dissatisfactions over current education and its changing role in the light of increasing importance being accorded to creativity» is studied in the article of Robina Shaheen [2, p. 166]. The author discusses the policy documents of the developed and developing countries with regard to demonstration of creativity.

A. Craft, A. Cropley, B. Jeffrey and others [3-7] made a great contribution to the development of this problem. In fact, the progressive teacher, developing the creative abilities of the students, in search for the adequate methods for education and upbringing, becomes a creator and innovator himself.

Margaret Macintyre and Latta Christine Marmé Thompson fairly note: “highlighted the importance of thorough yet flexible planning for interdisciplinary learning. This is understandable as the certainty and formulaic method of traditional planning may stifle the desired processes and outcomes of an interdisciplinary approach. The paradox of working confidently in a classroom where structure and order is necessary to create an effective classroom, alongside the ability to think divergently, take risks, question certainties and work with the unexpected is demanding” [8, p. 20].

The teacher's creativity covers different angles of his activity: the development of lessons and extra-curricular activities, the work on organization of the students' team, the development of children's personality, the elaboration of strategy and tactics of pedagogical activity, aimed at optimal decision of educational and upbringing tasks of the younger generation.

Main Part

The creative process is mainly universal for each human activity. The human creative initiative is shown in the activity; the teacher's creative activity is shown in pedagogical activity. That is why it is necessary to turn attention to characteristics of this activity.

Pedagogical activity as a type of social activity

Pedagogical activity is aimed at transmission of culture and experience, accumulated by the

humanity, from the older generation to the younger one, and creation of conditions for development of students and acquisition of definite roles in the society by them.

In psychological and pedagogical literature, the problem of content and structural components of pedagogical activity is widely studied.

To understand the essence of creative activity formation of the future teacher, it is necessary to present in details the scientists' view on the structure of pedagogical activity.

N.V. Kuzmina, describing the pedagogical activity, distinguishes the following interrelated components: *constructive, organizing and communicative* [9, p. 28].

L.M. Mitina distinguishes three main structural components of the pedagogical activity: "the abilities of the teacher to set the pedagogical goals and tasks, including both general long term and operational (every day, every lesson) goals; the abilities to select the pedagogical means and methods for solution of the assigned tasks; the abilities to analyze and evaluate the pedagogical actions of the teacher (comparative analysis of the planned and implemented in the teacher's activity)" [10, p. 21-23].

V.A. Slastenin, A.I. Shcherbakov and others distinguish the following in the pedagogical activity: *diagnostic activity* (the study of students and determination of level of their development and upbringing); *orientation-forecasting* (the abilities to determine the goals and tasks of the pedagogical process, to forecast the results); *constructive-projecting* (the abilities to plan the activity in dependence on the assigned tasks); *organizational* (the abilities to involve the students into pedagogical process, stimulate their activity); *informative-explanatory* (the abilities to get the information of worldview and moral-ethic character across to students); *communicative-stimulating* (the abilities, permitting to build a special style of relations with children); *analytical-evaluative* (the abilities to analyze your own activity, to compare the results with goals and tasks, to carry out the independent analysis and to correct your own activity); *investigative-creative* (the abilities to use creatively the general pedagogical and methodological ideas, applied to definite, specific conditions of pedagogical process) [11, p. 65-70].

All the above mentioned shows, that these classifications of pedagogical activity structure have much in common, complementing each other.

However, the comparative analysis of positions of famous scientists on the structure of the teacher's activity shows, that such important component, as goal-setting, is not reflected in structural components of pedagogical activity (N.V. Kuzmina, S.A. Smirnov and others). As is known, the

purpose is the framework characteristic of any type of activity (A.N. Leontiev). The purpose of pedagogical activity "is developed and formed as a reflection of tendencies of social development, placing a set of requirements on a modern man, taking into consideration his spiritual and natural possibilities" [12, p. 25]. Thus, the content, forms and methods of pedagogical activity are being changed in comply with the demands of the society.

The viewpoint of L.M. Mitina is of great importance in methodological plan: "the pedagogical activity involves the professional initiative of the teacher, aimed at solution of educational and upbringing tasks of the younger generation" [10, p. 21].

Thus, the components of pedagogical activity of the teacher, mentioned by L.A. Mitina and specified by V.A. Slastenin, fully reflect the structure of pedagogical activity, which shall be acquired by the future teacher in the process of education.

Pedagogical activity of the modern teacher

Modern society places special requirements on the modern teacher. The main tendency of pedagogical education is the formation and self-development of the teacher's personality, who is able: to solve the pedagogical tasks free and optimally; to orient in the diversity of forms, methods and technologies, appeared in the educational field, and to stop the selection on those, which are the most effective for the students and the teacher himself; to create his own methods and means of education and upbringing; to implement fully the creative forces and abilities, connected with individual traits of personality.

In our opinion, the most scientifically grounded concept on the content of components in pedagogical activity, involves the conclusions and suggestions, formulated in the works of Kazakh scientist N.D. Khmel and her followers [13].

The "Concept of Pedagogical Education" [13] mentions that the professional training of the teacher shall be build taking into consideration the peculiarities of the object of his activity - integral pedagogical process. That is why the requirements to the modern teacher (job description) are created in comply with the fact, that he shall be able to manage this process. The "Concept" takes into consideration all familiar components of pedagogical activity (goal-setting, diagnosis, selection of means, forms and methods of work etc.), but the most important is the system viewing of the pedagogical process. This leading quality of the teacher involves all components of the pedagogical process.

Creativity as an integral part of the specialist's pedagogical activity

Studying the essence of notion "pedagogical creativity", it is necessary to note that at present it still does not have a clear meaning.

Pedagogical creativity is expressed most of all in creative work with educational potential. It is not an easy task for teachers to be continuously introducing new and new creative activities for their pupils. They must be creative because only creative teachers are able to lead their pupils to creativity and teach them how to work in this manner. Therefore, they should never stop developing their own creativity, work with alternative approaches in classes which would be interesting not only for the pupils but for them as well [14, p. 273].

Novelty in pedagogical science (V.A. Slastenin, L.S. Podymova and others) is divided into: "absolute, for which the analogs and prototypes are absent; relative novelty, involving: a) local, reflecting the fact of usage of innovations in specific new conditions; b) conventional, emerging at extraordinary combination of previously known elements; c) particular, implicating the renewal of one of the product elements; pseudo-novelty, resting on the desire to do in the other way; inventive trifles" [11, p. 15].

V.I. Andreev, characterizing the creative activity, distinguishes the following features: "the presence of contradiction, problem situation or creative task; social and personal significance and progressivity, i.e. it contributes to development of society and personality; the presence of objective (social, material) preconditions, conditions for creativity; the presence of subjective (personal traits, knowledge, skills, positive motivation, creative abilities of the personality) preconditions for creativity; novelty and originality of the process or result" [15, p. 37]. The interpretation of V.I. Andreev underlines the objective and subjective character of the creativity, novelty and originality of procedural and productivity of the activity.

In psychological and pedagogical literature, the essence and creativity of the teacher are interpreted in narrow meaning: pedagogical creativity is considered as the activity, aimed at acquisition of advanced pedagogical experience and its updating, based on your own professional activity (I.P. Radchenko, M.N. Skantin and others), and in wide meaning: the pedagogical creativity presupposes the perception and solution of problems, emerging in the pedagogical process. In this case, the pedagogical creativity is the setting and creative solution of pedagogical tasks (N.D. Nikandrov, V.A. Kan-Kalik, V.A. Slastenin, L.S. Podymova, V.E. Tamarin and others).

V.A. Kan-Kalik determines the teacher's creativity as "an activity, aimed at constant solution

of countless number of educational tasks in changing circumstances, during which the teacher elaborates and implements in communication with children optimal and non-standard pedagogical solutions, organic for this pedagogical individuality, mediated by the peculiarities of object-subject of the pedagogical influence" [16, p. 39]. Such approach fully characterizes the specificity of pedagogical creativity and allows studying the creativity, as a creation process of new forms, methods, educational means, present, practically, in every teacher; thus, "creativity is an essential condition of pedagogical process, objective professional activity of the teacher" [16, p. 24].

In the opinion of N.F. Talyzina, "the essence of pedagogical creativity lies in improving of yourself and your activity on the basis of research approach and through the connection of science with practice" [17, p. 84]. In this definition, creativity is closely connected with the definite knowledge, abilities to investigate the pedagogical process and effectively use the achievements of science and practice; it is also dependent on one another.

Different interpretations of essence of pedagogical activity, having much in common in their basis, turn the researchers' attention to distinguishing the leading parameters (features) in the teacher's creativity. Let us cite some conclusions of the scientists.

Thus, V.A. Kal-kalik and N.D. Nikandrov refer the following parameters to the factors of creative pedagogical activity: realization of yourself as a creator in the pedagogical process (the evaluation of your own professional aptitude, your place in pedagogical reality); realization of essence, meaning and tasks of your own pedagogical activity, an ability to correlate constantly current and future tasks; realization of your own creative individuality. To learn yourself, your individuality in pedagogical activity means to turn the assimilated theory and experience of other working teachers into the achievement of your own personality.

The Kazakhstan scientists (K.K. Zhampeisova, A.A. Beysenbaeva, N.D. Ivanova, S.I. Kalieva, NN. Trigubova, N.N. Khan, N.D. Khmel) interpret the essence of pedagogical creativity as "...an ability of the teacher, based on internal essential forces, professional-personal and adequate skills, to model (project) and create new pedagogical reality, meeting modern social-pedagogical demands and increasing the effectiveness of formation of the student's creative personality" [17, p. 9-10].

To the number of criteria of pedagogical creativity they include the following: deep and all-round knowledge of the subject by the teacher; understanding of goals, tasks and main stages of

pedagogical process; possession of methodological culture, providing the teacher with an opportunity to use the scientific and advanced pedagogical experience in his own practical activity; special pedagogical abilities and skills: an ability to study the pupils and his own pedagogical activity, an ability to present the material clearly and shortly to the children, to distinguish the problems; the power of observation, allowing to understand the pupil's personality, his mental state in different pedagogical situations, fast and exact orientation in such situations, independent habit of thought, organizational, constructive, communicative and gnostic abilities etc. [17, p. 16-17].

Thus, an ability to pedagogical creativity, alongside with motivational, content and procedural parameters, is obligatory in the evaluation of the teacher's personality.

The teacher's level dynamics plays an important role in his formation of pedagogical creativity. In this relation, there are some best practices in scientific and pedagogical literature. V.A. Kan-Kalik and N.D. Nikandrov distinguish four levels of pedagogical creativity: *the first level* is characterized by elementary interaction with students. The teacher can provide the feedback and correct his actions, he works predominantly as per the example and experience of other teachers; *at the second level*, the teacher, when planning the lesson, determines the goals and tasks, as per which he optimally selects the content, forms and methods of education; *the third level* is characterized by the elements of heuristics in organization of vivid communication with students; *at the fourth level* the teacher shows full independence in projecting and organization of the lesson. The teacher also selects the ways and methods of his activity, in comply with his personal traits and students' peculiarities.

Thus, the creative activity of the teacher develops gradually from the adaptation period to independent, heuristic construction of the lesson. V.A. Slastenin [11], assuming, that the creative nature of pedagogical activity is based on heuristic laws, distinguishes in the creative process the following: the analysis of pedagogical situation (diagnosis), the projecting of result (forecast), the analysis of present means to achieve the result, the evaluation and interpretation of the obtained results.

The issue, what qualities the creative teacher shall have, is widely discussed in modern literature. Different authors refer the following to the qualities of the creative teacher: determination at formation of the students' creative personality, pedagogical touch, empathic ability, artistry, developed sense of humor. Completing this list, N.M. Borisenko refers to the creative personality working capacity, quick

wittedness, emotional sensibility, psychological keen vision, criticality of mind, concentration, endurance in overcoming of conservatism, assertion of his own positions, creativity [18, p. 37].

N.Y. Postalyuk distinguishes two groups of qualities of the teacher's creative personality: style-forming and emotional-volitional. To the style-forming qualities she refers the following: an ability to see the problems, the independence of judgments, originality of thinking, easiness of associating, anti-conformism of thinking, easiness in generation of ideas, criticality of thinking, an ability to transfer knowledge and skills into new situations, readiness of memory. To the emotional-volitional group the researcher involves the following: an ability to concentrate the creative efforts, insistence, tendency to reasonable risk, bravery and independence in judgments, optimism, high level of self-esteem etc. [19, p. 97].

Pedagogical creativity, apart from the enumerated personal traits, requires the observation of ethical norms, because, as distinct from other types of creative activity, the teacher creates on the living "human material". It is connected with the presence of internal motivation of the teacher. The connection of motivation, ethics and working methods is evidently seen in pedagogical activity (V.A. Shadrikov).

The consideration of problematics, presented in this work, is advanced, as "creativity can be linked to different factors, residing both in the individual (cognitive abilities, thinking skills, personality traits, knowledge), and in the surrounding sphere (culture, environment, field and domain). Creativity can be linked to cognitive and thinking processes as much as to emotional states, such as intrinsic motivation and affective learning processes" [20, p. 47], that is why the investigative field is wide.

Conclusion

From the presented above follows that the teacher, working creatively, in the course of time can implement the novelty not only in the pedagogical process of the school, but to the whole pedagogical science.

Scientific-research work of the teacher, the research culture are described in the works of Russian researchers V.E. Gmurman, V.I. Zagvyazinsky, V.V. Kraevsky, M.N. Skatkin, F.F. Korolev, N.V. Yusufbekova, and also the works of Kazakhstan authors Z.A. Isaeva, G.B. Omarova, Sh. Taubaeva, N.D. Ivanova, N.D. Khmel, A.A. Moldazhanova and others. They cover the issues of pedagogical creativity to some or other degree.

Summary

Pedagogical creativity is the higher form of the teacher's activity, directly connected with his initiative.

Thus, we form the characteristics of the teacher's creative activity, future teacher based on the analysis of theoretical achievements of the pedagogical science about the professional activity of the teacher, pedagogical creativity, scientific-research work, which are interconnected with each other.

We consider the creative activity of the future teacher as an obligatory personal quality, integral characteristic and as a process itself.

The original creative activity of the teacher starts there, where is the independent search for nonstandard solutions, determination of new, advanced, original directions of professional way, more rational ways to solve the pedagogical tasks.

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