

## CREATION AND CREATIVITY IN PROFESSIONAL ACTIVITIES PEDAGOGICAL STAFF

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**Abstract.** In this article the concepts of creation and creativity are analyzed in connection with the educational and upbringing activity of teaching staff.

**Key words:** creation, creativity, professional activity, pedagogical staff.

For a number of years, serious studies of the professional activities of teaching staff have been carried out. This is due to the fact that rapid technological development, based on the transformation of science into a direct productive force, requires the education of a comprehensively developed personality and the expansion of the creative capabilities of specialists capable of making non-traditional decisions. The main goal of education in this regard is the formation of a graduate's constant desire for self-improvement, the development of the qualities of a competitive personality. Creativity as a process of creating new forms occupies a certain place in the professional activities of teaching staff. The problems of creativity have long been studied by teachers, psychologists, and philosophers. Philosophy interprets creativity as a process of human activity, which creates qualitatively new materials and spiritual values [1]. In the psychological literature, there are various approaches to the definition and interpretation of creativity. According to foreign researchers, the creative act is multifaceted. The psychometric method of D. Guilford identified in creative activity such features as sensitivity to problems, fluency, flexibility, novelty, ability to transform and develop [2]. As the main features of a creative person, A. Maslow noted spontaneity, expressiveness, lightness, etc. [3]. “A creative person is a healthy, self-fulfilling person” said psychologist P. Torrance. He defined a common feature of a creative personality as a need for development, constant growth [4]. According to G. Altshuller, creativity is an activity based on existing experience and the formation of new combinations of knowledge, which gives rise to something new [5]. L.S. Vygotsky considered creativity as the creation of something new [6]. In pedagogy, creativity is analyzed in connection with the educational process and is defined as a conscious, active human activity aimed at cognition and transformation of reality, at the creation of new original objects and is expressed in the search for the most effective methods of educating students, in the creation of new benefits, constant replenishment of knowledge, viewing outdated pedagogical views, solutions [7]. The essence of pedagogical activity lies in the unity of emotional-sensory and mental development,

the upbringing of the features of a real person, while pedagogical activity must be considered as a rational choice by pedagogical staff of forms, methods, means, conditions for optimized pedagogical activity [1]. The study showed that the professional activity of teaching staff is a special type of social activity aimed at transferring from older generations to younger generations the culture and experience accumulated by mankind, creating conditions for its personal development and preparation for the fulfillment of social roles defined in society [2]. According to S. Smirnov, professional pedagogical activity is a process that begins with the assimilation of previously acquired (adaptation, reproduction, reproduction of knowledge and experience), and then goes into the transformation of existing experience. The path from adaptation to the pedagogical situation to its transformation is the essence of the dynamics of the activity of pedagogical staff [3]. Of interest is the study of E. V. Kuznetsov, who, giving preference to a systematic approach, proved that the following interrelated types of pedagogical activity take place in the educational process: diagnostic; orientational and prognostic; structural design; organizational; informational-explanatory; communicative and stimulating; analytical-tico-evaluative; research and creative [4]. Therefore, in fact, from the standpoint of a systematic approach, the professional activity of teaching staff is considered as an integral system, including interrelated types of this activity. One of the professionally important qualities of a teacher, the conditions for his success as a professional, is his desire for innovative pedagogical activity. This is motivated by the fact that innovative pedagogical achievements provide a new vision of the problem of education and upbringing, create new pedagogical technologies that give the educational process signs of non-standard and originality, and most importantly, create a more optimal form of updating knowledge, upbringing, thinking. It is known that in pedagogical activity it is important how the teacher perceives the goal of the educational process, how he realizes the relevance of the tasks, the forms and methods of his activity, depending on the specific conditions. Considering his individual inclinations, characteristics, the teacher develops a style of pedagogical activity that manifests itself in the pace and rhythm of implementation pedagogical activity, the choice of methods for teaching the style of pedagogical communication, the response to the actions and actions of the trainees, preferences for certain types of reward or punishment, the use of psychological and pedagogical means of influence. E. Ilyin singled out styles that characterize preparation for a lesson, styles of encouraging students to learn, styles of presenting educational material, leadership styles, styles of knowledge assessment, etc. He also notes that teachers often have a mixed style of preparing and conducting classes, since they have typological features that predispose to one of the styles of activity [9]. A. Wernik defines the stylistic features of the motivational-semantic regulation of professional realization among

teachers. He singled out two types of styles of motivational-semantic regulation of professional implementation that are contrasting in their content: constructive (reflexive) and destructive (non-reflexive) activities [2]. A. A. Andreev, V. I. Soldatkin, styles of pedagogical activity are divided into three general features: authoritarian, democratic and liberal [11]. In educational work, the requirements for the level of theoretical knowledge and practical training of teaching staff remain top-priority. It is important to be able to direct the educational process to the development of the personality of students, to build their professional activities in such a way that everyone has unlimited opportunities for independent and productive improvement. This determines the problems and content of the professional and personal training of teaching staff, actualizes the need to create pedagogical systems focused on finding new, non-standard approaches to learning. In this regard, a huge role belongs to the teacher, who has creative potential [1,2]. Such a teacher is able to create and maintain a creative environment in the educational process, which in turn contributes to the education of specialists who are able to find original solutions to complex problems, capable of creativity. A creative teacher is a person who is characterized by a high level of pedagogical creativity, acquired by a psychologist and pedagogical knowledge, skills and abilities that ensure effective pedagogical activity [2]. N.I. Grandfather, characterizing creativity, among its components names the ability to see, pose and solve pedagogical problems in an original way, quickly navigate in pedagogical situations, and foresee the results of one's actions. In his opinion, the peculiarity of pedagogical creativity lies in the fact that not only the process of finding a solution to a pedagogical problem is creative, but also the process of implementing this solution. At the same time, it largely depends on the individual and personal qualities of the teacher<sup>3</sup>. According to V.G. Ryndak and others, the creative potential of teaching staff should be characterized [4] by: developed creative imagination; sustainable knowledge system; the ability to purposefully generate new non-standard ideas using intellectual tools and self-realization mechanisms; psychological and pedagogical knowledge about the development and implementation of innovative processes in the education system; the presence of special psychological and pedagogical methods, techniques and means, the use of which allows you to actively engage in innovative pedagogical activities. Ya. Ponomarev, based on the results of the research, identified the following groups of properties characteristic of a creative personality 1: perceptual (associated with the perception of information) - an unusual ability to concentrate, susceptibility, great vulnerability; intellectual - the presence of intuition, fantasy, imagination, fiction, the ability to foresee, thorough knowledge; characterological - frequent deviation from patterns, originality, initiative, perseverance, high performance and self-organization. According to R. Sternberg, a creative person has a breadth of interests and hobbies, dreaminess, sensitivity, impressionability, a rich inner world, aesthetic susceptibility,

nonconformity, courage, naturalness, spontaneity, emotionality, as well as the ability to take reasonable risks, willingness to overcome obstacles, resist the opinion of others [2]. According to Kh. F. Burlakov, creativity, as an integrated property of the personality of a teacher, is characterized by the following features 3: search-transformative style of thinking; developed intellectual and logical abilities (the ability to analyze, justify, explain, highlight the main thing, etc.); vision of the problem; creative imagination, developed imagination; specific personality traits (independence, perseverance, openness to innovation, purposefulness, curiosity, enthusiasm); specific motives (the need for self-realization, the desire to be recognized, high cognitive interest, enthusiasm for the creative process, one's work, the desire to achieve the greatest results); communication skills; ability to self-government; high level of general culture.

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