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### **КРЕАТИВНІСТЬ ЯК ФАКТОР ГАРМОНІЙНОГО РОЗВИТКУ ПЕДАГОГА**

**Анотація.** *Висвітлено сутність феномену креативності, його особливості, що допомагають педагогу забезпечити творчу атмосферу упродовж занять, успішне опанування учнями будь-якої іноземної мови. Проаналізовано теоретичні і практичні доробки науковців для розуміння креативності особистості педагога як основи його гармонійного розвитку, творчої особистості, здатної легко адаптуватись до швидких змін у сучасному суспільстві.*

**Ключові слова:** *креативність, інновації, ефективне викладання, психологічний фактор, педагог, особистість, творча атмосфера.*

**Балахтар Екатерина Сергеевна**

### **КРЕАТИВНОСТЬ КАК ФАКТОР ГАРМОНИЧНОГО РАЗВИТИЯ ПЕДАГОГА**

**Аннотация.** *Освещены сущность феномена креативности, его особенности, помогающие педагогу обеспечить творческую атмосферу на протяжении занятий, успешное овладение учащимися любым иностранным языком. Проанализированы теоретические и практические наработки ученых относительно понимания креативности личности педагога как основы его гармоничного развития, творческой личности, способной легко адаптироваться к быстрым изменениям в современном обществе.*

**Ключевые слова:** *креативность, инновации, эффективное преподавание, психологический фактор, педагог, личность, творческая атмосфера.*

**Kateryna Balakhtar**

### **CREATIVITY AS A FACTOR OF HARMONIOUS DEVELOPMENT OF TEACHER**

**Abstract.** *The essence of the phenomenon of creativity, its features that help the teacher to provide a creative atmosphere throughout the classes, the successful mastery of students of any foreign language are highlighted. The theoretical and practical developments of scientists for understanding the creativity of the teacher's personality as the basis for its harmonious development, creative personality, capable of easily adapting to rapid changes in modern society are analyzed.*

**Key words:** *creativity, innovations, effective teaching, psychological factor, teacher, personality, creative atmosphere.*

## **Formulation of the problem solving in general and its connection with important scientific or practical tasks**

The current stage of development of education in Ukraine is characterized by significant reforms, changes, which resulted in the destruction of old values, guidelines for the education and training of student youth and led to the search for new ones. The analysis of modern theory and practice shows the urgent need to form a new generation of specialists capable of making non-standard solutions that can creatively think. Unfortunately, the modern school still retains an outdated approach to knowledge acquisition. Quite often, the training is mainly limited to the memory and reproduction of methods of action, typical methods of solving the problem. Therefore, the primary task and the ultimate goal of education in the personality should be the formation of creative thinking that the cognitive aspect of creative activity, a constant companion and a prerequisite for the harmonious development of man throughout his life, providing the person's ability to analyze problems, establish causal relationships, make suggestions of the predictor to characterize, to identify and to formulate contradictions, to achieve the result with less energy and more joy, to understand the "plurality" of the root causes and consequences of situations, actions, decisions, etc.

Therefore, high demands are placed on the teachers of the modern school, after all they must first of all be capable of creative activity, appropriate response to time demands, deepening and improving professional competencies. The task of continuous professional development of teachers is reflected in the Laws of Ukraine "On Education", "On Higher Education", the National Doctrine of the Development of Education of Ukraine of the XXI Century, the Concept of Pedagogical Education, and the State Program "Teacher". As a person throughout his life has never been free of thought and has always tried to solve his thinking power and solve problems in order to achieve growth and excellence. Thus, all human progress and success depends on its fruitful, dynamic and effective mind. The most complex and highest manifestation of human thought is his creative thinking. Creativity means creating a new and appropriate design with a high cost. In other words, creativity uses the mental powers to create a new idea or concept.

### **Analysis of recent research and publications**

A thorough study of scientific literature has shown the social significance of the problem under consideration, enabling the generalization of experience, deepening of theoretical concepts, the development of practical recommendations for understanding the creativity of the individual as the basis of its harmonious development.

The study of creativity is very broad, and covers many areas. However, the literary survey of creative research is very complex through various terms used to describe creativity. For example, in the economic environment, the words "entrepreneurship" and "enterprises" are often used, whereas in sociology the term "innovations" is used. In education and psychology the term "creativity" is also

widely used, but the meaning can change. The word creative is used to describe the teacher, student, process or product. Davis and Rimm<sup>5</sup> suggested that creative students excel at high levels of intellectual property in the attainment of life. However, Gagne<sup>7</sup> argued that there are many factors in the development of outstanding people in society. These factors include both the physical environment and the psychological environment, which are called catalysts of development.

The research of problems of the development of creative abilities is devoted to the works of both domestic and foreign scientists (R. Arnheim, G. Eisenck, L. Vygotsky, J. Gilford, A. Leontiev, J. Ponomarev, S. Rubinstein, V. Dunchev, V. Druzhinina, V. Kozlenko, A. Maslow, S. Mednik, A. Morozov, D. Taylor, E. Torrens, R. Sternberg, J. Rensulli, J. Feldhuisen, K. Rogers, etc.).

The study of the concept of "creativity" is devoted to the works of domestic and foreign scholars (F. Barron, D. Wexler, J. Gilford, V. Druzhinin, L. Yermolayev-Tomin, G. Gruber, R. Kettel, A. Kyselyov, V. Kozlenko, M. Leshchenko, A. Maslow, O. Matyushkin, V. Molyako, A. Morozov, A. Olah, I. Osobov, P. Pavlyuk, V. Petukhov, S. Stepanov, K. Taylor, R. Theremin, E. Torrens, O. Yakovlev, etc.). The works highlight the parameters of the creative environment as an important factor in the development of the creative personality (V. Druzhinin, A. Kovalenko, A. Leontiev, N. Povyakel, V. Yurkevich, etc.), characteristics of the creative personality and peculiarities of the formation of the creative person (N. Alekseev, P. Altshullier, I. Bulakh, A. Vinogradov, N. Vishnyakova, T. Galich, N. Moiseyuk, L. Romanyshina, O. Sannikova, T. Sidorchuk, S. Sysoev, I. Semenov, M. Smetansky, O. Skrypchenko, L. Tarasenko, V. Frytsyuk, I. Shakhin, V. Shynkarenko, E. Yudin, etc.).

The study of pedagogical creativity and the peculiarities of the preparation for future teachers is given due to the attention in the research of V. Kan-Kalika, N. Kichuk, M. Leshchenko, S. Sysoeva, L. Khomych and others.

***The purpose and objectives of the article*** to study creativity as a basis for harmonious development of teacher.

### **Presentation of the main research material**

The term "creativity" in pedagogy and psychology became widespread in the west in the 60s of the 20th century after the publication of the works of J. Guilford, thanks to which the modern psychology of creative endowment is actually born (the psychology of creativity).

J. Guilford and his colleagues identified 16 hypothetical intellectual abilities that characterize creativity, among them: speed (the number of ideas that arise over a certain unit of time); flexibility (the ability to quickly switch from one idea to another); originality of thinking (the ability to produce ideas that differ from

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<sup>5</sup> Davis G., & Rimm S. Education of the gifted and talented (5th ed.). Boston : Allyn & Bacon, 2004.

<sup>7</sup> Gagne F. Transforming gifts into talents: The DMGT as a developmental theory. In N. Colangelo, & G. A. Davis (Eds.), Handbook of gifted education (3rd Ed). — Boston : Allyn and Bacon, 2003.

generally accepted); curiosity (increased sensitivity to problems that do not cause interest in others) irrelevance (logical independence of reactions from incentives)<sup>15</sup>.

Subsequently, J. Guilford concludes that creativity is characterized by six basic parameters: 1) the ability to detect and formulate problems; 2) the ability to generate a large number of ideas; 3) flexibility – the ability to produce the most thoughts; 4) originality – the ability to respond to stimuli non-standard way; 5) the ability to improve the object of perception, adding certain details; 6) the ability to solve problems by implementing the corresponding analytical and synthetic operations<sup>8</sup>.

F. Barron<sup>2</sup> regards creativity as the ability to bring something new to the experience; M. Wollach<sup>18</sup> – the ability to generate original ideas in terms of solving or posing new problems, C. Taylor<sup>16</sup> – a set of different abilities, each of which can be presented to a certain extent, singling out 52 criteria of giftedness.

A. Morozov, analyzing the above variants of the definition of the concept "Creativity," notes that they are united by the idea that a creative person has a certain set of different abilities for creativity. In doing so, he relies on the opinion of L. Yermolayeva-Tomina<sup>10</sup>, which distinguishes the following signs of creativity:

- openness to experience, sensitivity to new problems;
- the breadth of categorization, the remoteness of associations, the breadth of the associative series;
- the speed of thinking, the ability to move quickly enough from one category to another, from one solution to another;
- originality of thinking, independence, unusualness, wit solution<sup>12</sup>.

At the same time, according to the scholars of giftedness, in particular, E. Torrance<sup>17</sup>, creativity (from Latin *creatio* – creation) – the creative abilities of an individual who are part of the structure of giftedness as an independent factor and are characterized by the ability to produce fundamentally new unusual ideas, differ in thinking from the usual schemes, solve problem situations in unusual ways<sup>9</sup>. According to E. Torrance, creativity means the ability to "dig deeper, look better, correct mistakes, talk with a cat, dive into the depths, pass through walls, light the sun, build a castle in the sand, greet the future"<sup>13</sup>. It provides increased sensitivity to

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<sup>15</sup> Stepanov S. Popular psychological encyclopedia. Creativity / S. Stepanov. — M. : Eksmo, 2005. — P. 328–331.

<sup>8</sup> Gifted children [trans. with Eng.] / Society. Ed. G. Burmensky, V. Slutsky — M. : Progress, 1991. — 376 s.

<sup>2</sup> Barron F. Creative person and creative process / F. Barron. — Ibid., 1976. — Vol. 10, № 3. — P. 165–169.

<sup>18</sup> Wollach M. A. A new look at the creativity – intelligence distinction / M. A. Wollach, N. A. Kogan // Journal of Personality. — 1965. — № 33. — P. 348–369.

<sup>16</sup> Taylor C. Various Approaches to and Definitions of Creativity / C. Taylor // The Nature of Creativity ; R. J. Sternberg (Ed.). — Cambridge : Cambridge Univ. Press, 1988. — P. 99–124.

<sup>10</sup> Ermolaeva-Tomina L. Psychology of artistic creativity: a textbook / L. Ermolaeva-Tomina. — M. : Academic Project: Culture, 2005. — 304 p.

<sup>12</sup> Morozov A. Formation of creativity of a teacher of higher education in the system of continuous education: dis. ped. sciences : 13.00.08 / A. Morozov. — M., 2004. — 445 p. — P. 27–28.

<sup>17</sup> Torrance E. The Search for Satori and Creativity / E. Torrance // Buffalo N. Y. : Creative Education Foundation, 1979.

<sup>9</sup> Gubenko E. Diagnostics and development of the child's creative abilities with the means of fine arts / E. Gubenko. — Access mode : <http://festival.1september.ru/articles/578042/>. — Last access date: 24.03.2018. — Title from the screen.

<sup>13</sup> Savenkov A. The main approaches to the development of the concept of giftedness / A. Savenkov // Pedagogy. — M., 1998. — № 3. — P. 24–29. — P. 26.

identifying new problems, to a deficit or contradictions in knowledge, actions to identify these problems, to search for their solutions on the basis of hypotheses, to test and change hypotheses, to formulate the result of the solution<sup>14</sup>.

V. Kozlenko understands creatively the leading vital need, is in the transformation of reality. Developing in activities and take an interest in the leading motives, it is functionally fixed in structural features and manifested as the ability to make productive changes and create a qualitatively new one. Mechanisms for the development of creativity is the creative self-activity of the individual, accompanied by the actualization of the sensory-perceptual realm and individual psychological features of the personality<sup>11</sup>. D. Bogoyavlenskaya defines creativity as a deep personal property, which is expressed in the original formulation of the problem, filled with personal meaning<sup>3</sup>.

According to O. Bondarchuk personality development should be defined as a complex process, in progressive or regressive direction, according to which should be assessed in the following areas:

- value-semantic sphere; which implies a conscious choice of a certain line of behavior, understanding responsibility for the consequences of their choices;
- cognitive-affective sphere, which aims at developing the I-concept, forming a positive global self-linkage; the perception of the social situation as a free movement space; authenticity of self-presentation;
- the regulatory condom sphere, characterized by the external aspect of personality development, degree of self-sufficiency, asert behavior, conscious choice and understanding of responsibility for its consequences, internal control locus, etc<sup>4</sup>.

Thus, G.A. Ball, notes such a need-motivational personality traits that testify to its progressive and harmonious development: a) the dominant role of the need for self-actualization, the existence of a "deed of life" by which a devoted person and about which he cares more than about protecting his self; b) the leading role of higher existential values (good, truth, justice, beauty, etc.) in the system by which the personality is guided, forming an individual variant of the meaning of life<sup>1</sup>.

Creativity is one of the important factors, the obligatory attribute of knowledge that a person acquires in the learning process, the dialogic nature of the subjects of the educational process. There is a contradiction between the objective need of society in an active creative person and educational and educational practice, ignoring the creative potential of each individual. Only a creative teacher is able to

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<sup>14</sup> Stain B. Memory and Creativity B. Stain // Handbook of Creativity; Ed. of J. A. Glover and other. — Plenum Press : N.Y. and London, 1988.

<sup>11</sup> Kozlenko V. The problem of creativity of personality / V. Kozlenko // Psychology of creativity: general, differential, applied ; under. Ed. Y. A. Ponomarev. — M., 1990. — P. 131–148.

<sup>3</sup> Bogoyavlenskaya D. Problems of diagnosis of creativity / D. Bogoyavlenskaya // Journal of Practical Psychology. — 2007. — No 3. — P. 133–148.

<sup>4</sup> Bondarchuk O. I. Socio-psychological content and indicators of personal development of heads of educational organizations in the process of their professional socialization / O. I. Bondarchuk // Scientific Bulletin of Chernivtsi Un. : Sb. sciences works. — Whip 447–448. — Chernivtsi: ChNU, 2009. — P. 60–65. — (Pedagogy and Psychology).

<sup>1</sup> Ball G. O. Methodological principles of humanization (personal orientation) of professional activity and preparation for it / G. O. Ball // Psychology of labor and personal training: teaching. Manual; ed. P. S. Perepelitsy, V. V. Fishermen. — Khmelnytsky : TUP, 2001. — P. 5–25

create, within the educational interaction environment, the most favorable conditions for personal development and student learning. A creative teacher should not deliver ready-made truths, but help to create thoughts in the student's head.

Therefore, the progressive and first of all, harmonious development won't progress without the development of creativity of the personality. Thus, the development of the creativity of the teacher's personality contributes to the observance of certain requirements for the improvement of creative abilities that will promote the creation of a creative atmosphere: 1) the teacher must learn to demonstrate to children a living critical thinking and act as a carrier of certain information, but a person who knows how to gain knowledge; 2) knowledge during lessons should be not only reproductive, but should be formed by collective reflection on the basis of available knowledge and facts from past experience of children; 3) the main goal of the lesson is the creation of such problematic situations, through which children should have a new thought, intuition, guess, creative imagination, but not the search and solving of certain quantitative educational tasks<sup>6</sup>.

### **Conclusions and perspectives of further research**

This study identified some requirements that can affect creativity, its development for creative teaching. Our research has shown that the creativity is the most component of a teacher's personality and well personality itself. Creativity makes individuality harmonious in his/her inner and outer manifestation, capable for self-realization and self-development, open-minded and curious about environment. The idea of creativity is provided by independence, emotional sensitivity, adequate self-esteem, erudition, emotional stability, positive attitude to life, flexibility, as well as such peculiarities of thinking as originality, analysis, constructive activity and emotional thinking. These are the requirements which form the psychological background of development of individuality of teacher's creativity and its harmonious development. At the same time, as O. Bondarchuk notes, we should take into account that an important indicator of the progressive development of the individual as a whole and of educational leaders, in particular, is, besides subjectivity, the achievement by them of the humanistic and, then, the spiritual stage of development<sup>4</sup>.

In addition, further research may be carried out in the future to study the attitude of teachers towards creativity and creative teaching, the barriers or difficulties faced by teachers during creative teaching, creativity and its impact on academic achievement of students in connection with certain demographic changes, etc.

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<sup>6</sup> Fritsyuk V. Creativity of future teachers and the conditions of its formation / V. Fritsyuk // *Pedagogical technologies*. — 2009. — No 1. — P. 27–36.

<sup>4</sup> Bondarchuk O. I. Socio-psychological content and indicators of personal development of heads of educational organizations in the process of their professional socialization / O. I. Bondarchuk // *Scientific Bulletin of Chernivtsi Un. : Sb. sciences works*. — Whip 447–448. — Chernivtsi: ChNU, 2009. — P. 60–65. — (Pedagogy and Psychology).

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The article analysis the term «creativity» and its requirements for the improvement of creative abilities that will promote the creation of a creative atmosphere. Creativity is one of the important factors, the obligatory attribute of knowledge that a person acquires in the learning process, the dialogic nature of the subjects of the educational process.

Hence, there is a contradiction between the objective need of society in an active creative person and educational and educational practice, ignoring the creative potential of each individual. Only a creative teacher is able to create, within the educational interaction environment, the most favorable conditions for personal development and student learning.

Moreover, this study observes that the idea of creativity is provided by independence, emotional sensitivity, adequate self-esteem, erudition, emotional stability, positive attitude to life, flexibility, as well as such peculiarities of thinking as originality, analysis, constructive activity and emotional thinking. These are the requirements, which form the psychological background of development of individuality of teacher's creativity and its harmonious development.