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PSYCHOLOGICAL FOUNDATIONS FOR DEVELOPING CREATIVITY IN PEDAGOGICAL ACTIVITIES

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Abstract

This article examines the psychological foundations of developing creativity in teaching. It analyzes theoretical approaches to understanding creativity, its structural components, and the psychological mechanisms by which it develops in teachers. Particular attention is paid to the role of personal, cognitive, and motivational factors in developing pedagogical creativity. The importance of creativity as a key professional quality for modern teachers in the context of the transformation of the educational environment is substantiated.

Keywords: Creativity, teaching, psychological foundations, creative thinking, teacher professional development, innovative learning.

Introduction

The modern education system is characterized by high dynamism, increasing demands for teachers' professional competence, and the need to implement innovative educational technologies. Under these conditions, creativity becomes one of the key professionally significant qualities of a teacher, determining the effectiveness of pedagogical activity and the success of the educational process. The development of creativity in pedagogical activity is обусловлено not only by social demand but also by the psychological regularities of a teacher's professional development. It is precisely the psychological foundations of



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creativity that determine a teacher's ability to think unconventionally, respond flexibly to pedagogical situations, and create a developmental educational environment.

In psychological science, creativity is viewed as a complex, multicomponent phenomenon. In the works of J. Guilford, creativity is associated with divergent thinking, characterized by fluency, flexibility, originality, and elaboration of ideas. E. Torrance considered creativity as the ability to identify problems, generate hypotheses, and search for non-standard solutions. In Russian psychology, creativity has been studied in the context of activity and personality. L. S. Vygotsky emphasized the social nature of creativity and its connection with imagination. A. N. Leontiev viewed creativity as the highest form of personal activity realized in action. Contemporary studies emphasize the integration of cognitive, emotional, and personal components of creativity.

Pedagogical creativity represents a complex integrative personal-professional formation that develops in the process of pedagogical activity and ensures its innovative, developmental, and learner-centered character. From a psychological perspective, it appears as a systemic unity of interrelated components, each of which contributes to the manifestation of a teacher's creative potential.

The cognitive component of pedagogical creativity reflects the characteristics of a teacher's thinking activity and is associated with the development of creative thinking. It includes the ability for divergent thinking, the capacity to identify problems in non-standard pedagogical situations, to carry out analysis and synthesis of pedagogical information, as well as to transform traditional teaching methods and techniques. A well-developed cognitive component enables teachers to go beyond stereotypical solutions, design new educational strategies, and flexibly adapt learning content to the individual characteristics of learners. An important characteristic of this component is pedagogical imagination, which ensures the forecasting of educational outcomes and the modeling of developmental learning situations.



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The motivational component reflects the orientation of the teacher's personality toward creative activity and innovative exploration. It is characterized by the predominance of intrinsic motivation, a striving for professional self-development, a need for self-realization, and an interest in experimentation within the educational process. The motivational component ensures the sustainability of creative activity and encourages teachers to master new pedagogical technologies and creative teaching methods. When this component is insufficiently developed, creative activity becomes episodic and largely dependent on external incentives.

The emotional–volitional component of pedagogical creativity ensures the teacher's psychological readiness to work under conditions of uncertainty and professional risk. It includes emotional stability, the ability to self-regulate, tolerance for uncertainty, and the capacity to maintain productivity in stressful pedagogical situations. The volitional aspect of this component is manifested in perseverance, goal orientation, readiness to defend innovative ideas, and the ability to bring creative intentions to practical implementation. The emotional–volitional component plays a key role in overcoming professional difficulties and resistance to change.

The personal component reflects the individual psychological characteristics of the teacher that ensure creative self-realization in professional activity. It is manifested in openness to new experiences, independence of judgment, developed reflexivity, and a well-formed professional identity. Reflexivity allows teachers to be aware of their own professional capabilities, analyze the results of pedagogical activity, and adjust their individual style of work. The personal component ensures the integrity of pedagogical creativity and its stable manifestation in various professional contexts.

Thus, the psychological structure of pedagogical creativity represents a dynamic system of interrelated components, the development of which ensures the



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formation of a creative teacher capable of innovative, productive, and personally developmental pedagogical activity.

The development of creativity in pedagogical activity is a complex and dynamic process determined by the action of a set of psychological mechanisms that ensure the activation, realization, and stable manifestation of a teacher's creative potential. These mechanisms mediate the transition from reproductive forms of professional behavior to productive and innovative modes of pedagogical activity.

Reflection is one of the key psychological mechanisms in the development of pedagogical creativity. It enables teachers to become aware of their own professional experience and to analyze the effectiveness of the methods used and the ways they interact with learners. Reflective activity makes it possible to identify contradictions between intended goals and achieved results, which becomes a source of creative search and professional growth. Well-developed reflection contributes to the formation of a meta-position toward one's own activity, ensuring its meaningful transformation and renewal. In the context of creativity development, reflection performs regulatory and prognostic functions, guiding teachers toward the search for new pedagogical solutions.

Self-actualization serves as an important internal mechanism for revealing a teacher's creative potential. It is manifested in the individual's striving for the fullest realization of personal capabilities, professional abilities, and value orientations. A self-actualizing teacher is oriented toward continuous professional self-improvement, the search for an individual style of activity, and the implementation of authorial pedagogical approaches. Within pedagogical activity, self-actualization facilitates the transition from externally prescribed teaching models to personally meaningful forms of creative self-realization, thereby increasing the level of creativity and professional satisfaction.

The internalization of innovative experience represents a psychological mechanism through which teachers assimilate and transform modern educational



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technologies, methods, and forms of instruction. In the process of internalization, external models of innovative activity move into the internal plane, becoming part of the teacher's individual professional experience. An important feature of this mechanism is its creative nature: teachers do not reproduce innovations unchanged, but adapt them to specific educational conditions and to the individual characteristics of learners. Thus, the internalization of innovative experience contributes to the formation of flexibility in professional thinking and the development of the ability for pedagogical design.

Psychological readiness for change is a necessary condition for the development of creativity in the contemporary educational environment. It is expressed in the acceptance of uncertainty, openness to new experiences, and the ability to flexibly restructure professional behavior. Readiness for change implies a positive attitude toward innovations, tolerance of professional risks, and the ability to make prompt decisions in non-standard pedagogical situations. This mechanism ensures the stability of a teacher's creative activity and prevents professional rigidity that hinders creative development.

Taken together, the above-mentioned psychological mechanisms form a holistic system that ensures the development of pedagogical creativity as a stable personal-professional quality. Their purposeful formation in the process of professional training and advanced professional development of teachers contributes to increasing the effectiveness of pedagogical activity and the innovative potential of the educational system as a whole. Effective development of creativity is possible when a psychologically favorable educational environment is created—one that supports teachers' initiative and creative activity. Teachers' creativity contributes to improving the quality of the educational process, activating learners' cognitive activity, and fostering their creative potential. A creative teacher is capable of designing educational situations oriented toward students' personal development, using diverse



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teaching methods and forms, and effectively solving non-standard pedagogical tasks.

Thus, the development of creativity is an important condition for a teacher's professional competence and a factor in their successful self-realization within the contemporary educational paradigm.

The psychological foundations of developing creativity in pedagogical activity are determined by the unity of cognitive, motivational, emotional, and personal factors. Creativity functions as an integral component of a teacher's professional activity, ensuring its innovative character and personal-developmental orientation. Purposeful development of pedagogical creativity requires systematic psychological and pedagogical support and the creation of conditions for teachers' creative self-realization.

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