
SEVERAL ASPECTS OF TEACHER PROFESSIONALISM AND THEIR ROLE IN FACILITATING CREATIVITY OF STUDENTS: ISSUES AND SOLUTIONS

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Topicality of the problem appears from the educational goal – helping student to acquire the knowledge and skills that open for him/her possibilities to create new ideas and new values, to be able to evaluate critically every new fact and situation before accepting or denying it, to be able to communicate with other people and work individually and in a team. The aim of the study is to pay attention to those aspects of teacher's professionalism that facilitate and to those that hinder the development of student's creativity in the pedagogical process at school.

Material and methods. Theories of creativity and constructivist learning and cooperation, the results of unstructured interview and observation of pedagogical process.

Findings and their discussion. The creativity is a personal trait which is characterized by novelty, originality and usefulness of ideas or products proposed. Creativity is not inborn and ready-made but it can be stimulated if the circumstances are created.

Conclusion. There are several aspects of teacher professionalism that facilitate the creativity of student. Attention has been focused to some problems related to teaching/learning aids, teaching/learning content, usage of language in the textbooks and developing student's cognitive activity, critical thinking and self-esteem.

Key words. Creativity, teacher professionalism for developing creativity of student.

НЕКОТОРЫЕ АСПЕКТЫ ПРОФЕССИОНАЛЬНОСТИ УЧИТЕЛЯ ДЛЯ РАЗВИТИЯ ТВОРЧЕСТВА УЧЕНИКА: ПРОБЛЕМЫ И РЕШЕНИЯ

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Одной из основных задач школьного образования в современном мире является подготовка человека к непрерывному самообразованию и самосовершенствованию в течение всей его жизни. Важное умение ученика – развитое продуктивное мышление и творчество.

Цель статьи: **обратить внимание на некоторые аспекты профессиональности учителя для развития творчества ученика в современном педагогическом процессе.**

Материал и методы. В статье излагается теории творчества и педагогики, результаты интервью учителей и наблюдений педагогического процесса.

Результаты и их обсуждение. Изучено понимание творчества, проанализированы педагогические ситуации, раскрыты возможности учителя для развития творчества ученика, активизации умственной деятельности и самостоятельности ученика в педагогическом процессе.

Заключение. Продуктивное мышление характеризуется умениями широко использовать усвоенные знания, преодолеть барьер прошлого опыта, найти разрешение противоречий между актуализированными знаниями и требованиями проблемной ситуации, оригинальность решений. Педагогу необходимо постоянно совершенствовать своё педагогическое искусство, наполняя его глубоким содержанием и изяществом исполнения.

Ключевые слова: творческое действие, целеполагающая деятельность учителя.

We live in a time we cannot expect that the world outside will conform to our needs. There is a necessity for a skill to act creatively acquiring a skill to adapt into the society and to see where the place is where we fit in, what we can do to satisfy our needs, how to act making the environment around us better, how to help those people live, we are closely connected to [1; 2]. The aim of the study is to pay attention to those aspects of teacher's professionalism that facilitate and to those that hinder the development of student's creativity in the pedagogical process at school.

Materials and methods. The exposition of the problem is based on the theories of creativity, ideas exposed in constructivist learning and cooperation theories, unstructured interview and the results of observation of pedagogical process.

Results and their discussion. On the basis of assumption that creativity is a personal trait which is characterized by novelty, originality and usefulness of ideas or products proposed [2;3], fifty two basic education teachers were interviewed to find out how teachers understand the creativity and how they facilitate the development of this personal trait in the pedagogical process at school. Evaluating the results of the interviews it is found out that 70% of teachers understand creativity as the personal trait implying all the criteria mentioned. They acknowledge that the facilitation of the creativity in the pedagogical process at school depends on teacher's professionalism. Other respondents' understanding is different. 26 % of respondents link creativity only to the study subjects of arts (literature, music, visual arts). They think that creativity could appear in the other study subjects at school only episodically. It should be taken into account that 4 % of the respondents state that question about the facilitation of student's creativity is overstated. Two respondents express opinion that creativity in pedagogy is a modern problem, but they cannot explain it precisely. This is the reason why these teachers do not know what to do to facilitate student's creativity. Observation of the pedagogical process using random sampling at schools of Latvia in lessons of ten different study subjects from first to ninth grade, showed that in 67 % of cases the structure of the lesson corresponds to the typical explanatory-illustrative model. This is the model where students spend 65–70 % of the time in the lesson receiving information by listening or reading it. The perception of the information for all the students in such lessons is provided in absolutely equal way taking into account neither student's skills, nor learning experience, prior knowledge and level of skills. Only 30–35 % of the time in the lesson is dedicated to the analysis of the information, communication between students and teacher, sharing opinions, analyzing, specifying it, as well as feedback. Feedback at the end of the lesson basically help to judge how alert student has been during the process of perception of the information, what he/she remembers and how he/she is using the information in similar situations. Considering students' attention, concentration and personal interest, teacher's lecture or reading the text even for a few minutes influence the results of the learning for almost one third of all the students in the class. Students who are not able to concentrate in such a situation because of various reasons give answers that clearly show only mediocrity or even low results for some students when teacher asks questions, finding out how the information has been perceived and in what quality it has been used. If we look at this problem from the point of view of teacher and how he/she understands the creativity, we can assure that student's creativity was not facilitated by teacher's planned and realized explanatory-illustrative activity, where teacher's main task is to explain the teaching/learning content as clear as possible and student's task is to perceive this content, understand and be able to use it following the pattern. Creativity starts in the moment when there is an environment created for students to find the information using different information sources, when there is a necessity to evaluate it critically and use it for creating new knowledge. Thus if explanatory-illustrative cognitive activity facilitates just the perception of the information, remembering it, learning by doing becomes the tool to develop student's intellectual, emotional and social skills, his/her self-assessment skills and facilitation of divergent thinking [1; 4; 5]. 46 % of respondents declare during the unstructured interview that it takes too much time and it is sometimes dangerous to let the student find his/her own way in searching for new information as the student can get non-objective information, learn to do something incorrectly etc. It cannot be denied that in some pedagogical situations pattern is very important, especially when the student has no experience in usage of particular teaching/learning aids or tools, and has no skills how to gather information in a qualitative

way and evaluate it analytically. However it should be considered that this model of the lesson structure orientates students mostly towards the reproduction of the information and not towards the evaluation it analytically finding causal relationship. That is why it should not be permissible to spend so much time in one lesson on student's perceiving, understanding and reproducing information that is prepared in advance instead of identifying, restructuring it basing on the individual experience, sometimes even stepping back from the basic idea, finding new solutions. Creativity is not inborn and ready-made but it can be stimulated if the circumstances are created. Some of the very important factors that facilitate creativity are also student's inner freedom to plan the time for the completion of the task, as well as wellbeing during the teaching/learning process with the responsibility for the result of his/her own activity [4; 5; 7]. Creativity in a child is expressing already in an early childhood. A child in ages 3 to 5 years is ready to solve different problems in an original way, create associations and notice inter-relations between facts making grown-ups wonder. If we put a child in a frame that is created by parents or school not letting a child to take responsibility for the consequences of his/her action, creativity could be suppressed [7]. We can conditionally divide teachers' answers in two groups giving an opinion what factors facilitate student's creativity in the pedagogical process. The first group includes answers that correspond to the creation of an environment that stimulates student's creative activity. The second group includes answers that clearly confirm that school nowadays is not able to provide everything that is needed for the forming personality. It can only offer different opportunities to acquire skills to learn when it is needed. According to the interviewed teachers' answers it is possible to facilitate student's creativity only if such pedagogical tools are used: open questions, problem-situations, conditions of the task that offer a student the possibility to choose the number of activities etc. The observation of the pedagogical process witnesses, that student classes are particularly heterogeneous from the point of view of ethnicity, experience, individual skills and needs. In order to ensure that student feels comfortable and motivated for the creative activity one of the aspects of teacher's professional competence is – integration of the teaching/learning content and the usage of the language used to acquire this content. If a student is forced to work with a teaching/learning content that does not correspond to the level of his/her language skills, the productivity of student's cognitive activity is reduced, sense of self is growing worse, student is not able to control his/her activity, he/she suffers from failures, experiences emotional pressure that leads also to reduction of learning motivation, self-evaluation[8;9]. The results of empirical research show that nowadays teacher must be ready to work with students who use two languages in acquiring education content and skill of self-organized learning process. In order to help the students, who use two languages in learning process for different reasons, it is important that teacher has comprehension in multiculturism, has knowledge of several languages and cultures.

Conclusions. There are differences between teachers' opinions what creativity is, how creativity is connected to student's cognitive activity, what balance should there be between the reproduction of the experience of the former generations and its critical evaluation. Student's creativity is facilitated by student's inner freedom to plan the time for completing the task, feeling comfortable during the learning process and responsibility for the result of his/her own work. Attention has been focused to some problems related to teaching/learning aids, account of the teaching/learning content, and usage of language in the textbooks, to find the balance between traditional and innovative in the pedagogical process.

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