

D. Sakenov¹, A. Zhubandykova²
J. Sultanova², R. Nabuova², S. Osipova¹

¹Pavlodar State Pedagogical University, Pavlodar, Kazakhstan

²Kazakh National Women's Teacher Training University, Almaty, Kazakhstan
(E-mail: djakk@mail.ru, Zhubandykova@mail.ru,
Sultanova@mail.ru, Nabuova@mail.ru, S.Osipova@mail.ru)

Development of creative activity of a university teacher

Abstract. *The article justifies for the development of the creative activity of a university teacher. It analyzes and generalizes the theoretical positions of the modern state of the problem of teachers' creative activity development based on available psychological and pedagogical scientific research. The article justifies for the management of teachers' creative activity development based on best practices described by A. Mirrahimova. It also contains the description of the creation and experimental testing of a creative activity development model applied to university teachers. The approbation of the model for the development of the teacher's creative activity has confirmed its effectiveness. The article highlights the prospects for the modernization of the components of the model of the development of the teacher's creative activity directions of further research of the development of the teacher's creative activity are shown. The results of the study are recommended for practical use in universities to improve the effectiveness of the managerial qualities of the teaching staff.*

Keywords: *development, creative, activity, university teacher, A. Mirrahimova, model.*

DOI: <https://doi.org/10.32523/2616-6895-2021-134-1-148-156>

Received: 14.07.20 / Finalized: 10. 08. 20 / Accepted: 9.12.20

Introduction

In the context of the increased formal requirements for the work of tertiary education teachers, mainly related to the documentary design of educational, methodical, and research work, the issues of professional adaptation, promotion of professional and creative growth often remain beyond the attention of the teaching staff. The issue of management of teachers' creative activity development in tertiary education is currently one of the most urgent ones, as it is closely related to the growing need of the society for active, focused individuals, adapted to the social environment and capable of productive and creative activity. The professional activities of the university teacher have been

studied in the works of various fundamental scholars, such as A. Mirrahimova [1] and Henner, E.K. [2]. Pedagogical communication has been reviewed in the works of Ali Aldhaheri [3] and Sakenov, D.Zh.[4] and A. Mirrahimova [1]. The formation of pedagogical skills and abilities and the proficiency of the teacher have been discussed in the works of G. O. Rakhimbekova, J. Z. Sakenov et al. [5] and A. Mirrahimova [1]. In recent years, several works have been published describing the modern ideas on the creative process offered by different authors (Genghiskhan, Sakenov D. Zh.et al. [6]; Mirza N.V. [7]). Recognizing the personality-forming function of activity, A. Mirrahimova [1], E. K. Henner [2] convincingly demonstrates that the basis of personality development in adulthood

is most closely connected with the choice, collection, training, and performance of a certain type of professional activity, forming the self-determination of a professional, as well as their competence.

The analysis of specific activity components from the psychological point of view allows not only to define the set of professional requirements to the personality of the teacher but also to distinguish the social and pedagogical conditions promoting the development of the creative activity of the tertiary education teacher.

The choice of the topic of this paper was conditioned by the lack of a developed integrated approach to the problem of teachers' creative activity development in psychology and pedagogy, as well as the practical importance and relevance of the problem in the context of higher education.

As noted by A. Mirrahimova [1], the process of managing the teachers' creative activity development is determined by the goals and objectives of the education system, the specifics of this activity, the socio-psychological, organizational and pedagogical conditions affecting it, and the way that the management of teachers' creative activity is organized (A. Mirrahimova [1]).

Despite the importance of previous studies, there is not much data on the specific features of the management of creative activity of the tertiary education teacher, the essence of this activity, and the external and internal contradictions arising in a professional environment. The diagnosis and forecasting of the individual creative activity development process in the framework of the person's occupation require clarification. The nature of objective dependencies between the course of development of teachers' creative activity and the system of influence on their psychological and pedagogical characteristics has been traced poorly. All this testifies to insufficient development of management of the creative activity development process for tertiary education teachers.

This led to a contradiction between the need for the development of teachers' creative activity in modern tertiary education and the

lack of theoretical justification and practical development of a set of conditions that would ensure the effectiveness of this process.

Taking into account this contradiction, the purpose of the study was chosen to identify the conditions that ensure the effectiveness of creative activity development in tertiary education teachers and improve management efficiency.

Methods

Empirical methods were chosen as a way to develop and substantiate the model of creative activity development in university teachers by means of the ascertaining and forming stages of a pedagogical experiment aimed at the process of creative activity development in tertiary education teachers. During the experiment, we used survey methods and methods of mathematical statistics in order to evaluate the experiment results. Methods of qualitative and quantitative analysis of the data were chosen as a way to systematize and summarize the results of the study of the creative activity development in tertiary education teachers. The study was conducted at Pavlodar State Pedagogical University, where about 31 personal characteristics, test method results, and interviews with teachers were analyzed. The respondents participating in this study were the teachers of the aforementioned university. 31 teachers took part in the study. In the course of the study, we summarized and corrected the study materials, formulated the main scientific recommendations, and implemented them into the teaching practice.

Results

The creative activity of the tertiary education teacher means the ability of the teacher to rise above the level of requirements of the professional situation, to set goals aimed at finding a new way to solve professional problems, to find new professional tasks that require creative solutions and implement them into teaching activities, as well as into the teachers' cognitive activities arising due to the need for new knowledge and skills (A. Mirrahimova [1]). Based on the analysis of psychological, pedagogical, sociological

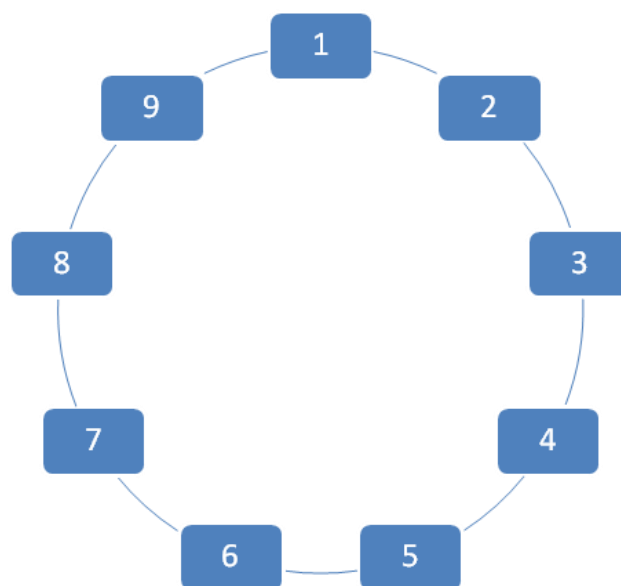


Figure 1. – The model of creative activity development in tertiary education teachers (based on the ideas of A. Mirrahimova)

literature (such as Ali Aldhaheiri[3], Sakenov et al. [4], Gorenkov E.M. [8], Sergeeva M.G.[9]), and the best practices described by A. Mirrahimova

[1], we view the development of the creative activity of the tertiary education teacher as a process and a result of the promotion of human creativity in their work, motivated by the desire for positive dynamics of personal growth. The socio-pedagogical conditions in our study will be interpreted as a set of local (existing in a particular university) factors and requirements that, if taken into account and implemented, provide the expected pedagogical result. According to the experience of A. Mirrahimova [1], it has been established that the effectiveness of teachers' creative activity development is influenced by certain conditions that depend on the teacher (internal conditions) and other conditions that depend on the environment (external conditions).

We have reviewed the process of creative activity development, taking into account the following three factors: 1) immersion in a real educational and creative atmosphere favorable for the emergence of new ideas and opinions; 2) inclusion into the explorative and research activities in order to find targeted solutions to educational problems; 3) the level of mastery

in the methods, forms and means of teachers' creative activity development shown by the head of the university.

The generalized results of the research have been reflected in the model of creative activity development for tertiary education teachers. The model developed by us represents a combination of the goal (teachers' creative activity development in the system of retraining and advanced training), objectives, principles (variability, humanization, coordination, dialogism), conditions (individualization, problem, professional orientation), components (motivational, orientational, content-related and operational, value-based and volitional, evaluative), levels of development (the first level – low (replicating), the second level – medium (interpreting), the third level – sufficiently high (creative), the fourth level – high (perspective-based and creative), and the results of creative activity development in the system of retraining and advanced training (Figure 1).

Explanation for Figure 1:

1 – Goal: To develop the creative activity of the tertiary education teacher.

2 – Objectives: to diagnose the level of teachers' creative activity development; to develop

target settings for teachers' creative activity development; to provide the teachers with the necessary skills in order to complete the goal.

3 – Principles: variability; humanization; coordination; dialogism.

4 – Conditions of implementation: individualization, problem, professional orientation.

5 – Components: motivational, orientational, content-related and operational, value-based and volitional, evaluative.

6 – Levels of development (the first level – low (replicating), the second level – medium (interpreting), the third level – sufficiently high (creative), the fourth level – high (perspective-based and creative)).

7 – Techniques: educating teachers through retraining and advanced training, using a modular program consisting of separate parts of the training material (modules), principles of modular training (modularity, structuring the content of training, flexibility, efficiency, parity), teaching methods (informative (lectures, consultations, conversations); operational (individual tasks, practical work), exploratory (business game, game situations, problem tasks, design), control-related (current, intermediate and final control).

8 – Delivery of a specialized course called «Theoretical basics of creative activity development in tertiary education teachers».

9 – Results: Development of creative activity in university teachers.

Taking into account the structural components of the model of teachers' creative activity development in the system of training and advanced training, it can be assumed that the increase in the level of development of individual components elevates the level of development of the structure as a whole. Hypothetically, we had distinguished four levels of development of teachers' creative activity for each component:

1. The first level was defined as low (replicating). The teachers who are at this level can be distinguished by their passive attitude to the improvement of their professional activities, abstract thinking, and analytic ability, and are incapable of obtaining knowledge independently.

2. The second level can be called medium (interpretive). At this level, teachers possess cognitive abilities, show independence, are actively involved in cognitive and creative activity, but are not confident in their abilities and can be characterized by increased emotional expansiveness.

3. The third level was called sufficiently high (creative), where the cognitive capabilities and skills allow the teacher to master academic material independently. At this level, teachers are quite demanding of themselves and capable of reproducing received knowledge, make an effort to act on the level of creative abilities in new unusual situations, create study assignments and design the process of their execution.

4. The fourth level was defined as high (perspective-based and creative). At this level, teachers are aware of their cognitive capabilities and abilities, have pronounced creative independence in solving professional problems, possess developed value-based, volitional, and evaluative components.

Our goal can be achieved by educating teachers in the process of retraining and advanced training, using a modular program consisting of separate parts of the training material (modules), principles of modular training (modularity, structuring the content of training, flexibility, efficiency, parity), training methods (informative, operational, exploratory), control methods (current, boundary and final control).

The main objectives of the experimental work were to test our model and technique of creative activity development for tertiary education teachers, to establish their substantive and methodological sides, and to check the feasibility of the implementation of this model into pedagogical practice. In order to address them, we have developed a specialized course called «Theoretical basics of creative activity development in tertiary education teachers.»

The topics of the course were supposed to be accompanied by the following types of educational work: participation in the review lecture; individual consultation; independent study of the theoretical material on the program and preparation of an answer to the individual

task of its practical part. The practical classes focused on group forms of active and creative teacher training in the system of retraining and advanced training. The following advantages of group training methods were used: active involvement in the creative process and collective activities of all members of the group. The applied exploratory methods of training (business games, game situations, problem tasks, design, role-playing games) contributed to the formation of skills and abilities of professional and creative activity in atypical situations.

The effectiveness of the developed model was confirmed by the data of self-assessment and expert evaluation of the development of the components of tertiary education teachers' creative activity in the experimental and control groups. The heads of the university (including the dean, their deputies, heads of departments) and highly qualified teachers participated in the evaluation as experts.

In the course of experimental work, it was assumed that work would be considered effective if increasing dynamics of component development were registered in the experimental group (EG) in course of development of the components of teachers' creative activity, and if the increase in quality in this group were higher than in the control group (CG). A CG of 15 teachers and an EG of 16 teachers were selected for experimental work. The creative activity development level in the teachers of the EG and CG was determined at the beginning and at the end of experimental

work. The analysis of quantitative indicators of overall quality development at the beginning of the experiment leads to the conclusion that the difference between the teachers of the EG and CG was minimal.

Table 1 shows that the increase in the average values of structural components of teachers' creative activity in the CG varies in the range from 0.01 to 0.1 points. The greatest increase was observed in the orientational component, which can be explained by the constant employment of teachers in professional activities throughout experimental work. The increase in the EG of teachers varied in the range from 0.88 to 2.19 points. The evaluative component was affected the most, due to the special work with this group of teachers. The positive results of the experimental work carried to test the model developed by us, which integrates the components and diagnostics of the development of creative activity, characteristics of professional creativity of teachers, socio-pedagogical conditions and the learning factor in the system of training into a complex system, allow us to conclude that the identified complex of socio-pedagogical conditions contributes to the effectiveness of the development of creative activity of the tertiary education teacher. The results of the calculations are provided in Table 1.

Table 1 shows that the increase in the average values of structural components of teachers' creative activity in the CG varies in the range from 0.01 to 0.1 points. The greatest increase was

Table 1

Increase in the average level of development of components of teachers' creative activity in the EG and CG.

No.	Quality components	Increase in EG, average score	Increase in CG, average score
1	Motivational	0.88	0.06
2	Orientalional	1.39	0.10
3	Content-related and operational	1.40	0.03
4	Value-based and volitional	1.42	0.01
5	Evaluative	2.19	0.08
6	Overall quality	1.46	0.06

observed in the orientational component, which can be explained by the constant employment of teachers in professional activities throughout the period of experimental work. The increase in the EG of teachers varied in the range from 0.88 to 2.19 points. The evaluative component was affected the most, due to the special work with this group of teachers. The positive results of the experimental work carried out in order to test the model developed by us, which integrates the components and diagnostics of the development of creative activity, characteristics of professional creativity of teachers, socio-pedagogical conditions and the learning factor in the system of training into a complex system, allow us to conclude that the identified complex of socio-pedagogical conditions contributes to the effectiveness of the development of creative activity of the tertiary education teacher.

Discussion

Thus, unlike the studies carried out by Sergeeva M.G. [9], Rakhimbekova G.O., Sakenov J.Z. et al.[5], Mirza N.V. [7], we have proved that the development of creative activity of higher school teachers is an interrelated, interdependent, gradual qualitative transformation of its structural components (motivational, orientation, content-operational, value-volitional, and evaluation). We have proposed a set of socio-pedagogical conditions that ensure the effectiveness of creative activity development in tertiary education teachers and can be formed in course of the conscious efforts of the head of the university (faculty, department) and teachers in the following areas:

- 1) diagnostics of development features of teachers' creative activity and identification of a number of problems connected with these features;
- 2) formation of a special developing environment in the team (department, faculty, university);
- 3) special design of training sessions with a focus on the development of the components of the creative activity structure (motivational, orientational, content-related and operational,

value-based and volitional, evaluative) in the process of professional development of tertiary education teachers;

Conclusion

The conditions that increase the efficiency of teachers' creative activity in tertiary education include the following:

1. Stimulation of teachers' independence, adequate to the level of development of their creative activity;
2. Establishing subject-to-subject relations in the team between teachers and managers, ensuring respect for the individual, their values, opinions, the choice of creative and active solutions;
3. Systematic analysis and moral evaluation of the results and motives of conduct and practical actions of each member of the teaching staff, performed by the head of the department or institution and other teachers;
4. Organization of a set of activities to increase the teachers' motivation in their work, including its prestige and financial interest of university teachers;
5. Organization of individual and collective professional activities of university teachers corresponding to the needs of the society and useful for the university teaching staff;
6. Improving the system of professional development of tertiary education teachers by focusing the educational process on the development of components of the creative activity of the individual.

The model that was developed on the basis of the discovered complex of socio-pedagogical conditions of creative activity development in tertiary education teachers should integrate into a complex system such components as the pedagogical goal (development of creative activity of the teacher), objectives, essential characteristics, and social features of professional creativity which are reflected in the defining principle and conditions of implementation of the model, components of teachers' creative activity, levels of creative activity development and training in the system of professional development of teachers, based on a modular program. In further

research, we see it fit to focus on the definition of psychological and pedagogical mechanisms of design and management of the process of creative activity development in university teachers. The prospect of studying an individual approach

to creative activity development in tertiary education teachers as a means of overcoming emotional tension is of particular importance. We connect the prospects of our further research with the solution to these and other problems.

References

1. Mirrahimova, A. To'plangan asarlar. - Toshkent: Adiba. - 2020. - 757 s.
2. Henner, E.K. Information and Communication Competence of the Teacher: The Structure, Requirements and Measurement System. // Computer Science and Education. – 2004. - Vol. 12. – P. 5-9.
3. Ali Aldhaeri. Cultural intelligence and leadership style in the education sector. // International Journal of Educational Management. – 2017. - Vol. 31. – P. 718-735.
4. Sakenov, D.Zh., Kushnir. Y.V., Shnaider, Y., & Abdulkhamidova, D.Zh. (2012). Preparation of Students of Higher Education Institution for Professional Activity in the Course of Studying of Pedagogical Disciplines. // World Applied Sciences Journal. – 2012. - Vol. 19(10). – P. 1431-1436.
5. Rakhimbekova, G.O., Baigozhina, Z.M., Abdrakhmanova, A.Y., Samatanova, A.R., Orazakova, R.K., Nurtayeva, Z.Z., & Sakenov, J.Z. Development of Professional Competence in Students of Creative Pedagogical Specialties (Professionally-Oriented Aspect). // Life Science Journal. – 2015. - Vol. 12(1s). – P. 24-28.
6. Arsamerzaev G., Dauletova I. Sakenov J., D.-G. Toktarbayev (2014). Formation of professional competence at students (on the example of creative pedagogical specialties). // Life Science Journal. – 2014. - Vol. 11(6s). – P. 97-101.
7. Mirza, N.V. Creative Component of Professional Competence of a Teacher. // International Journal OF Applied and Fundamental Study – 2013. - Vol. 4. – P. 455.
8. Горенков Е.М. Инновационный потенциал как целостная социально-педагогическая система: монография. – М.: Прометей, – 2012. – 124 с.
9. Sergeeva M.G. Creativity in professional activity of university teacher. // Вопросы Педагогики. – 2020. - Vol. 6(1). – P. 277-280.

References

1. Mirrahimova A. Collected works (Adiba, Tashkent, 2020, 757 p.).
2. Henner, E.K. Information and Communication Competence of the Teacher: The Structure, Requirements and Measurement System, Computer Science and Education, 12, 5-9 (2004).
3. Ali Aldhaeri. Cultural intelligence and leadership style in the education sector. // International Journal of Educational Management, 31 718-735 (2017).
4. Sakenov, D.Zh., Kushnir. Y.V., Shnaider, Y., & Abdulkhamidova, D.Zh. (2012). Preparation of Students of Higher Education Institution for Professional Activity in the Course of Studying of Pedagogical Disciplines, World Applied Sciences Journal, 19(10), 1431-1436 (2012).
5. Rakhimbekova, G.O., Baigozhina, Z.M., Abdrakhmanova, A.Y., Samatanova, A.R., Orazakova, R.K., Nurtayeva, Z.Z., & Sakenov, J.Z. Development of Professional Competence in Students of Creative Pedagogical Specialties (Professionally-Oriented Aspect), Life Science Journal, 12(1s), 24-28, 2015.
6. Arsamerzaev G., Dauletova I. Sakenov J., D.-G. Toktarbayev. Formation of professional competence at students (on the example of creative pedagogical specialties), Life Science Journal, 11(6s), 97-101 (2014).
7. Mirza, N.V. Creative Component of Professional Competence of a Teacher, International Journal OF Applied And Fundamental Study, 4, 455 (2013).
8. Gorenkov E.M. Innovacionnyj potencial kak celostnaja social'no-pedagogicheskaja sistema: monografija [Innovative potential as a complete social and pedagogical system: monograph] (Prometheus, Moscow, 2012, 124 p.).

9. Sergeeva M.G. Creativity in professional activity of university teacher, *Pedagogy Questions*, 6(1), 277-280 (2020).

Ж. Сәкенов¹, А. Жұбандықова², Ж. Сұлтанова², Р. Нәбуова², С. Осипова¹

¹*Павлодар мемлекеттік педагогикалық университеті, Павлодар, Қазақстан*

²*Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан*

Университет оқытушысының шығармашылық белсенділігін дамыту

Аңдатпа. Мақалада университет оқытушысының шығармашылық белсенділігінің дамуына негіздеме берілген. Мұнда қолжетімді психологиялық-педагогикалық ғылыми зерттеулер негізінде мұғалімдердің шығармашылық қызметін дамыту мәселесінің қазіргі жағдайының теориялық ұстанымдары талданады және жалпыланады. Жұмыста, А. Миррахимова сипаттаған озық тәжірибелерге негізделген, мұғалімдердің шығармашылық белсенділігін дамытуды басқару негіздемесі берілген. Сондай ақ, университеттің оқытушыларына қолданылатын шығармашылық белсенділікті дамыту моделін құру және эксперименталды тестілеу сипаттамасы берілген. Мұғалімнің шығармашылық іс-әрекетін дамыту моделінің апробациясы оның тиімділігін растады. Мақалада мұғалімнің шығармашылық іс-әрекетін дамыту моделінің компоненттерін модернизациялау перспективалары анық көрсетілген. Мұғалімнің шығармашылық іс-әрекетін дамытудың әрі қарайғы зерттеу бағыттары көрсетілген. Зерттеу нәтижелері профессорлық оқытушылық құрамның басқарушылық қасиеттерінің тиімділігін арттыру мақсатында университеттерде практикалық қолдануға ұсынылады.

Түйін сөздер: даму, шығармашылық, белсенділік, университет оқытушысы, А. Миррахимова, модель.

Д. Сакенов¹, А. Жубандыкова², Ж. Султанова², Р. Набуова², С. Осипова¹

¹*Павлодарский государственный педагогический университет, Павлодар, Казахстан*

²*Казахский национальный женский педагогический университет, Алматы, Казахстан*

Развитие творческой активности преподавателя университета

Аннотация. Статья посвящена вопросу развития творческой активности преподавателя вуза. Анализируются и обобщаются теоретические положения современного состояния проблемы развития творческой активности педагогов на основе имеющихся психолого-педагогических научных исследований. Также обосновывается управление развитием творческой деятельности преподавателей на основе лучших практик, описанных А. Миррахимовой. Описаны процессы создания и экспериментальной проверки модели развития творческой активности, применяемой к преподавателям вузов. Апробация модели развития творческой активности преподавателя подтвердила ее эффективность. Отмечены перспективы модернизации компонентов модели развития творческой активности преподавателя. Показаны направления дальнейшего исследования развития творческой активности преподавателя. Результаты исследования рекомендованы для практического использования в университетах с целью повышения эффективности управленческих качеств педагогического состава.

Ключевые слова: развитие, творчество, активность, преподаватель вуза, А. Миррахимова, модель.

Information about authors:

Сәкенов Ж. – педагогика ғылымдарының кандидаты, профессор, Павлодар мемлекеттік педагогикалық университетінің педагогика кафедрасының профессоры, Бейбітшілік көш., 60, Павлодар, Қазақстан.

Жұбандықова А. – **корреспонденция үшін автор**, педагогика ғылымдарының кандидаты, қауымдастық профессор, Қазақ ұлттық қыздар педагогикалық университетінің педагогика кафедрасының профессоры, Әйтеке би көш., 101, Алматы, Қазақстан.

Сұлтанова Ж. – педагогика ғылымдарының кандидаты, қауымдастық профессор, Қазақ ұлттық қыздар педагогикалық университетінің педагогика кафедрасының профессоры, Әйтеке би көш., 101, Алматы, Қазақстан.

Нәбуова Р. – педагогика ғылымдарының кандидаты, қауымдастық профессор, Қазақ ұлттық қыздар педагогикалық университетінің педагогика кафедрасының профессоры, Әйтеке би көш., 101, Алматы, Қазақстан.

Осипова С. – педагогика ғылымдарының кандидаты, профессор, Павлодар мемлекеттік педагогикалық университетінің педагогика кафедрасының профессоры, Мир көш., 60, Павлодар, Қазақстан.

Sakenov J. – Candidate of Pedagogical Sciences, professor of the Pedagogy Department of Pavlodar State Pedagogical University, 60 Mira street, Pavlodar, Kazakhstan.

Zhubandykova A. - Corresponding author, Candidate of Pedagogical Sciences, Associate Professor, professor of the Pedagogy Department of the Kazakh National Women's Pedagogical University, 101 Ayteke Bi street, Almaty, Kazakhstan.

Sultanova J. – Candidate of pedagogical Sciences, Associate Professor, professor of the Pedagogy Department of the Kazakh National Women's Pedagogical University, 101 Ayteke Bi street, Almaty, Kazakhstan.

Nabuova R. – Candidate of Pedagogical Sciences, Associate Professor, professor of the pedagogy department of the Kazakh National Women's Pedagogical University, 101 Ayteke Bi street, Almaty, Kazakhstan.

Osipova S. – Candidate of Pedagogical Sciences, professor of the Pedagogy Department of Pavlodar State Pedagogical University, 60 Mira street, Pavlodar, Kazakhstan.