

Psychological Justification of Types of Creative Activity of a Foreign Language Teacher

Психологічне обґрунтування видів творчої діяльності вчителя іноземних мов

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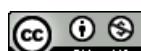
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ABSTRACT

The aim of our research is to show psychological justification of types of creative activity of a foreign language teacher.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of analysis, systematization, modeling and generalization. The experimental method was used as the method of organizing empirical research.

The results of the research. We have attributed to the reconstructive-variative type of creative activity: individual activity with those students who are studying; erudition, general culture; the ability to teach the material; and the authority of the teacher. This choice of criteria can be justified in such a way: the activity attributed to this type requires the presence of a base of information, knowledge, operating with which the teacher achieves the set of tasks. We have included the activation of learners, contact with the audience, culture of communication, the ability to optimize the learning process and education in the learning process to the heuristic level of creative activity.

Conclusions. We proved that the types of creative activity, such as reproductive and reconstructive-variative types of activity, involve a high level of the development of analytical and synthetic abilities and skills, searching for the solution beyond the limits of the model already well-known to a human. We have attributed to the creative level such criteria of pedagogical skills as: improvement of pedagogical skills; a high level of preparation for pedagogical activity; psychological and pedagogical diagnostics, independently, without the help of a school psychologist; high intellectual development of a teacher. These criteria involve developing fundamentally new solutions, consolidating independent search for knowledge and a high level of motivation for the creative activity.

Key words: creative activity, reproductive activity, reconstructive-variative types of the activity, improvement of pedagogical skills, high intellectual development.

Introduction

Deep socio-economic changes taking place in modern society put forward new requirements for the development of a teacher's personality, such as: the ability to navigate in new, often uncertain situations, the ability to independently make decisions and determine immediate and long-term goals, to be socially active, creative and successful. In this case, the creation of psychological and pedagogical conditions for the development of a teacher's creative personality, his/her creative potential is of particular importance nowadays (Гончарук, & Онуфрієва, 2018).

The Psychodynamic Approach is considered one of the earliest psychological approaches to the study of creativity in the 20th century, according to chronology (Greco, Canal, Bambini, & Moro, 2020). In the research of supporters of this approach, the ability to be creative is considered as a variable socially acceptable form of manifestation of unconscious desires (libido) of a person, which may concern power, respect or love (Gathercole, Pickering, Ambridge, & Wearing, 2004). The representatives of the Psychodynamic Approach are scientists (Drigas, & Karyotaki, 2017), who analyzed the problems of creative and human activity in detail in their research and identified three main stages through which the formation of a personality must pass in order to become a creative person. At the first stage, the dominant process is a rather cruel suppression of sexual interest (Astle, & Scerif, 2011); at the next stage, the latter is replaced by active thinking activity (Alahmadi, Shank, & Foltz, 2018); at the third one, the most balanced and structured stage, sexual interest is sublimated into a "special" attitude, which leads to the development of the person's creativity, his/her ability to perform creative activity (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001). These scientists also repeatedly emphasized the connection between creativity and neuroses, indicating the

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dominance of the unconscious in the concepts of creativity in the paradigm of this Psychodynamic Approach (Heidari, 2019).

Subsequently, followers of Psychodynamic Approach, in particular Engle (Engle, 2002), developed some new concepts that explain the mechanisms of the creative act. One of the most famous is the concept of *adaptive regression* and *careful processing of thoughts*, during which the explication of not yet clearly structured thoughts of the individual within the sphere of his/her consciousness occurs. The authors of this concept note that such thoughts can appear in a case of a person during the active solution of a problem or a task, but most often they are arisen in a dream, during fantasy, under the influence of drugs or simultaneously with psychoses, that is, during the activity of the unconscious.

The next stage, as scientists (Ivashkevych Er., & Komarnitska L., 2020) pointed out, is a careful interpretation of thoughts, which included a consistent regrouping and transformation of the material involved into the first stage by means of mental activity with the aim at solving a specific problem by a person, taking into account a certain context of surrounding us reality. Therefore, it is not surprising that these scientists single out a special experiential state as a source of creativity, which is a kind of amplifying some component between *the moment of awareness of reality* and *deeply hidden unconsciousness*.

In contrast to Psychodynamic Approach, the representative of Behaviorist Approach (Alahmadi, & Foltz, 2020), as well as other representative of this Approach (Conners, 2009), did not define creativity as a form of expression of unconscious desires by the person; moreover, scientists noted that in order to better understand the position of the supporters of this Approach regarding the nature of creativity, it is necessary to analyze the fundamental characteristics that form the basis of Behaviorism.

Thus, the central assertion of this theoretical and methodological direction is the idea that Psychology should study

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only what sense can be directly observed; accordingly, *creativity, thinking activity and emotions* were not a subject of serious scientific interest for scientists (Dale, & Duran, 2011) and their followers. In addition, in the theory, in particular, of scientists (Falé, Costa, & Luegi, 2016) there is a considerable contradiction. On the one hand, the basis is taken as the behavior of a person, which determines the foundations of his creative activity. On the other hand, in the researches of scientists (Ivashkevych Ed., & Rudzevych, 2023) creativity is considered as a *metacognitive process*, in which at first a person becomes aware of knowledge that is in the sphere of the unconscious, and then the main is their synthesis in the context of a certain problem situation (Shiva Ram, Bhardwaj, & Phani Krishna, 2017). Over time, the successful solution of the creative task will lead to a decrease in *the creator's internal tension*, and in the future, the positive reaction of others to this creative product will create positive conditions for the development of *the creative potential of the individual*. Although as behaviorists, scientists (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020) emphasized that the basis of both processes is the individual's desire to release his/her internal energy for the sake of behavior, which should be directed towards the creative process of the activity.

Despite the fact that this approach places some emphasis on understanding the features of the creative process, most researchers fairly criticize it for a number of reasons. Firstly, behaviorism has proven to be unable to explain the mechanisms of creativity in cases where it comes to knowledge or skills that a person does not have yet (Hecht, Torgesen, Wagner, & Rashotte, 2001). The justification of the mechanisms of human use of huge amounts of information that are in the unconscious and their further processing is also considered quite controversial (Ivashkevych Er., 2024). Secondly, without highlighting creativity (as well as other cognitive processes) like the main object of psychological research, Behaviorism emphasizes the excessive dependence of a person on his/her social environment, which is not le-

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gitimate in absolutely all cases, and, therefore, may cause disagreement or even denial (Pimperton, & Nation, 2010).

The aim of our research is to show psychological justification of types of creative activity of a foreign language teacher.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The experimental method was the method of organizing empirical research.

In order to obtain more valid results of our research from the general sample (which includes 1250 respondents) by the method of randomization, experimental and control groups were formed, which included 194 of students:

– *experimental groups:*

E1 – 47 first-year students of Khmelnytskyi National University;

E2 – 54 second-year students of the Institute of Philology, Taras Shevchenko National University of Kyiv;

– *control groups:*

C1 – 45 first-year students of the Institute of Philology, Taras Shevchenko National University of Kyiv;

C2 – 48 second-year students of Khmelnytskyi National University.

The experiment lasted from September, 2024 to April, 2025.

In order to identify the level of the development of the motivational component of students' creativity, the following techniques were used:

– *The Methodology “Motivation of the professional activity”* by K. Zamfir in the modification of A. Rean (2023). The purpose of using this technique is to identify creative motivation of students in their professional activities. The methodology is based on the concept of internal and external motivation. Respondents are offered a list of motives for professional activity and they

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were instructed to assess their significance for themselves on a five-point scale. Our research uses indicators of intrinsic motivation, which are a source of creative motivation.

– *The Methodology of determining the orientation of the individual* (by V. Smekalo and M. Kucher) (2023). This technique is used to determine the creative orientation of the specialist. The text of the methodology contains 27 statements and three answers to each of them. The respondents have to choose one of the proposed answers to each statement. *The Methodology of determining the orientation of the individual* identifies the following types of orientation: self-orientation, focus on the case (on the profession), focus on solving the problem. We believe that creative orientation can be diagnosed as business orientation, because the manifestation of creative personal traits takes a place in the process of professional activity. Then, according to the key of *The Methodology of determining the orientation of the individual*, the level of creative orientation of the student was determined.

Results and their discussion

If we mean the creative potential of the individual as a psychological problem, we'd like to point out that the term "potential" (from Latin *potentia* – force, power) is analyzed in dictionaries in two main meanings: 1) a quantity characterizing the force field (electric, gravitational) at a given point (in physics); 2) a set of available means, capabilities in a certain field (Rezaei, & Mousanezhad Jeddi, 2020). The word "potential" means sources, opportunities, means, reserves that can be used by a person or even society to achieve a specific goal. Thus, in etymological terms, according to scientists (Mykhalchuk, & Bihunova, 2019), potential is understood as the ability to do something (physical potential – a reserve of physical forces; electrical potential – a general energy potential, etc.).

In Philosophy, potential is considered as a source, the opportunity, means, reserve that exists, appears as a real context,

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something that can be put into action, used to achieve a certain goal with the aim to solve a problem (Learning Preferences and Strengths, 2023). In relation to the researches on humans in particular and society in general, the term “potential” is used in various combinations: a human potential, a population, psychophysiological potential, personality potential, etc. Different types of potentials are interconnected, however, we rightly would like to note, that the lack of clear definitions leads to different interpretations and substitution of these concepts. In Psychology, the definition of “potential” as an independent definition is absent. In particular, we'd like to note that the development of the theory of potential in Psychology will allow making a significant contribution to solving the problem of *predicting personality behavior*.

In the hierarchy of human potentials, we distinguish the following ones: a biological potential, a mental potential, and a personal one. Biological potential is defined as a common and fundamental level of the hierarchy of individual potentials. It has the ability to transform into both physical activity, external to itself, and mental activity, internal one. At the same time, mental activity performs the function of control with regard to the physical actions performed by a person. The potential that is realized within the limits of the mental activity of an individual constitutes the mental potential of an individual. The complication of the relationship between a person and the surrounding world, primarily a society, leads to the formation of personal potential (based on mental potential). The scientific literature notes that personal potential differs from mental potential, primarily in structure, as well as in size (Alyami, & Mohsen, 2019).

The magnitude of personal potential, of course, is a part of the mental potential. Unlike the genetically determined biological potential of a person, his/her mental potential can, although not radically, change depending on the conditions of the subject's life. In these changes, a personality plays a significant role, or, in other words, the features of his/her realization of

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personal potential. Unlike the two previous types of human potential, personal potential is formed in a case of each individual throughout his/her life (de la Garza, & Harris, 2017).

In turn, personality can be characterized in terms of five main potentials that play the role of dynamic dominants that largely direct the process of personality development, such as: 1) a cognitive potential; 2) a moral and ethical potential; 3) a communicative potential; 4) an aesthetic potential; 5) a creative potential.

These potentials, according to our mind, correspond to the following components of the personality's structure: a person's orientation or attitude to the reality; the capabilities of a personality, which include the system of abilities that ensures the success of the subject's activities; the character or a style of the person's behavior of the individual in the social environment; the management system that influences the process of self-regulation of "Me"; mental processes and states of the personality (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014).

Also, based on the analysis of various types of individual activity, we distinguish *five potentials characteristic of a person*: 1) epistemological potential, which is determined by the volume and quality of information. We mean the individual's knowledge about the outside world, the nature and the society; 2) axiological potential, which is characterized by a system of value orientations; 3) creative potential, which is outlined by the skills, abilities and characteristics of a person to perform a particular activity; 4) communicative potential, which is determined by the individual's sociability; 5) artistic potential, which is determined by the individual's artistic needs and how they are satisfied.

The isolation of creative potential in the structure of the personality is, on the one hand, legitimate, because the latter reflects the role of creative activity in a human life as a whole, however, on the other hand, the connection of creative potential only with a certain level of knowledge and skills of the individual

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is insufficient movement given the higher level of complexity of the phenomenon of *creative activity*.

After organizing our experimental activity, the data on the motivational component (see Table 1) indicate that students of both experimental and control groups have an insufficient level of the development of creative motivation, although the results of creative orientation of respondents were enough high (data on the creative focus on mastering both the profession and the communication).

Table 1

Assessments of students in the experimental and control groups by the degree of mastery of high-level indicators of motivational and intellectual components of creative potential (mean values)

Declarative Study				A Control Stage			
E1	E2	C1	C2	E1	E2	C1	C2
Motivational component of creative potential							
Subcomponent “Creative motivation”							
Creative orientation of the personality (in points, scale from 0 to 40)							
26.3	28.9	27.1	29.4	38.9	39.2	28.2	29.6
Creative motivation specific to this professional activity (in points, scale from 0 to 40)							
17.3	18.4	15.3	17.8	28.6	29.4	16.2	19.2
Subcomponent “Social Motivation”							
Need for Communication (in points, based on the results of factor analysis)							
0.3611	0.3827	0.3901	0.3615	0.7612	0.7002	0.4954	0.5136
Ways to resolve conflict situations (in %)							
Rivalry							
63.58	57.36	43.11	49.95	10.08	2.49	45.08	40.21
Adaptation							
10.02	12.56	7.36	9.19	8.3	4.51	16.52	15.31
Compromise							
12.54	10.03	11.09	9.37	53.83	56.04	20.02	18.16

Avoidance							
5.49	8.88	12.76	10.34	6.97	9.03	13.92	12.36
Cooperation							
8.37	11.17	25.68	21.15	20.82	27.93	4.46	13.96
Intellectual component of creative potential (in points, based on the results of factor analysis)							
Subcomponent "Success in using known methods of cognitive activity"							
Speed of information assimilation							
0.4099	0.4611	0.4527	0.4430	0.6684	0.6917	0.4973	0.5123
Economy in the use of time and means of cognitive activity							
0.3782	0.3619	0.3594	0.3890	0.6213	0.6194	0.3791	0.4008
The ability to take into account the specifics of learning foreign languages							
0.3893	0.4122	0.4458	0.4312	0.6915	0.6934	0.4628	0.4520
Subcomponent "Success in mastering new methods of cognitive activity for the subject"							
Psychological readiness for activity reconstruction							
0.3697	0.3819	0.4063	0.4217	0.6731	0.6548	0.4217	0.4937
The ability to find adequate heuristics, strategies and tactics							
0.4120	0.4227	0.4394	0.4568	0.6922	0.6518	0.4904	0.4568
Speed and quality of learning new information							
0.4217	0.4516	0.4831	0.4792	0.5937	0.6524	0.5103	0.4912
Subcomponent "Independence in cognitive activity"							
Readiness to find a way out of difficult, extreme situations							
0.3494	0.3392	0.3816	0.3534	0.5516	0.5890	0.4216	0.4390
The ability to implement individual strategies and tactics							
0.5612	0.5318	0.4883	0.4097	0.7329	0.7021	0.5126	0.4511

We've justified the choice of this task by the fact that pedagogical mastery is the highest level of education and training, which is constantly improving and is available to every teacher who works by vocation and loves children. The creativity is an integral, the most important component of pedagogical skills, because through creative activity in pedagogical process it is

possible to reach the highest heights, such as the possibility to provide innovative activity. Pedagogical mastery is a process of self-development and self-improvement, a way to achieve the level of acme. It is known that the driving force of the person's development are contradictions, cognitive dissonance and their overcomings. In the professional activity of each teacher the main contradiction that ensures the development of students is the contradiction between the abilities, giftedness of a man and the requirements of pedagogical activity, rules of conducting the pedagogical process and so on. The development is not only initiated by the requirements of the activity, but also it is regulated by both quantitatively and qualitatively. The personal development is carried out by providing a certain quality characteristics of efficiency, adaptation to the requirements and conditions of creative activity. Contradictions between goals, objectives and the means are available to achieve them, between aspirations and opportunities to meet them, between tendencies to variability and stereotyping.

All these characteristics are solved by human activity. The abilities are known to develop only in the process of students' activity. Creative abilities are developed in the activities that require a creative approach to its implementation. Since creativity is organically inherent in the pedagogical activity, the creative abilities of the teacher should be considered not so much as special talents, but as a high level and harmonious combination of all pedagogical skills. This is a level of mastery at which the abilities acquire a new quality, they are expressed in a creative, original, non-standard style of the person's activity. The latter is characterized, first of all, by independent formulation of problems, the so-called intellectual initiative, an original way of solving tasks, the desire and the ability to see something new in the ordinary things.

A total of 96 works were analyzed (54 works of students who participated in the ascertainment study; 42 works of teachers from schools in Kyiv, Khmelnytskyi and Khmelnytskyi district).

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The analysis of these results provided the opportunity to make the following gradation of the criteria for pedagogical skills:

I. The 1st and 2nd year students (this group also includes future specialists of the experimental and control groups):

1. Knowledge of the subject.
2. The ability to teach the material.
3. High level of preparation for pedagogical activity.
4. Contact with the audience, culture of communication.
5. Love for one's subject.
6. Erudition, general culture and improvement of pedagogical skills.
7. Implementation of education in the learning process.
8. The ability to optimize the educational process.
9. The ability to activate those students who study.
10. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.
11. The authority of the teacher.
12. High intellectual development of the teacher.
13. The ability to organize individual work with students.
14. The ability to establish discipline.
15. A contact with colleagues.

II. Students of the 4th and the 5th courses:

1. Knowledge of the subject.
2. High level of preparation for pedagogical activity.
3. The ability to teach the material.
4. Love for one's subject.
5. Erudition, general culture and contact with the audience, culture of communication.
6. The authority of the teacher.
7. The ability to optimize the educational process.
8. The ability to activate those who study.
9. Implementation of education into the learning process.
10. Improvement of pedagogical skills.
11. The ability to establish discipline.
12. The ability to organize individual activity with students.

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13. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.

14. High intellectual development of the teacher.

15. Contact with colleagues at work.

III. Teachers of schools in Khmelnytskyi district:

1. Knowledge of the subject.

2. Love for their subject.

3. The ability to teach the material.

4. A high level of preparation for pedagogical activity.

5. The ability to establish a discipline.

6. Teacher's authority.

7. Erudition, general culture.

8. The ability to optimize the educational process.

9. The ability to activate those students who study.

10. The improvement of pedagogical skills.

11. A contact with the audience, culture of communication.

12. The implementation of education into the learning process.

13. The ability to organize individual activity with students.

14. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.

15. High intellectual development of the teacher.

16. A contact with colleagues at work.

The ranking results showed that the gradation of the main criteria of pedagogical skills, which significantly (to the greatest extent) affect the development of the creative potential of a specialist, does not differ significantly between students and teachers. Students and teachers consider the following material to be the most important criteria of pedagogical skill: "knowledge of the subject", "the ability to teach the material", "a high level of preparation for pedagogical activity", "love for one's subject". In the last place, one can single out such a criterion of pedagogical skill, as "a contact with colleagues at work". At the same time, the desire to work creatively among students at the first glance seems higher than among teachers. In order to addi-

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tionally assess the desire of students to participate in the process of creative activity, we conducted the following study. Based on the analysis of psychological and pedagogical literature, we identified various types of teachers' activity (see Table 2).

Table 2
Characteristics of types of teachers' activities

№	A type of the activity	Activity characteristics
1	Reproductive	Reproductive, imitative nature, working according to a model
2	Reconstructive-variative	Based on the knowledge gained, search for independent ways of working to resolve contradictions
3	Heuristic	Independent search for an answer without relying on a well-known template
4	Creative	Obtaining fundamentally new knowledge, inventing ways to independently search for knowledge

Based on this classification, we attributed each proposed criterion of pedagogical skill to one of four types of activity. Thus, we attributed the following criteria to *the reproductive type of activity*: knowledge of the subject; love for one's subject; establishment of discipline; contact with colleagues at work. As a result of the fact that these criteria do not require the search for new solutions, a new way of acting, they are purely reproducible in their nature.

We have attributed to *the reconstructive-variative type of creative activity*: individual activity with those students who are studying; erudition, general culture; the ability to teach the material; the authority of the teacher. This choice of criteria can be justified in such a way: the activity attributed to this type requires the presence of a base of information, knowledge, operating with which the teacher achieves the set of tasks. We have included the following at *the heuristic level* of creative activity:

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the activation of learners; contact with the audience; culture of communication; the ability to optimize the learning process and education in the learning process.

Conclusions

These types of creative activity, such as the reproductive and the reconstructive-variative types of activity, involve a high level of the development of analytical and synthetic abilities and skills, searching for a solution beyond the limits of the model already well-known to a man. We have attributed to a creative level such criteria of pedagogical skills, as: improvement of pedagogical skills; a high level of preparation for pedagogical activity; psychological and pedagogical diagnostics, independently, without the help of a school psychologist; high intellectual development of the teacher. These criteria involve developing fundamentally new solutions, consolidating independent search for knowledge, a high level of motivation for the creative activity.

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Антиюхова Наталія, Коваль Ірина. Психологічне обґрунтування видів творчої діяльності вчителя іноземних мов.

Метою нашого дослідження є психологічне обґрунтування видів творчої діяльності вчителя іноземних мов.

Методи дослідження. Для розв'язання поставлених у роботі завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Експериментальним методом є метод організації емпіричного дослідження.

Результати дослідження. В статті показано, що до реконструктивно-варіативного виду творчої діяльності ми віднесли: індивідуальну роботу з тими, хто навчається; ерудицію, загальну культуру; вміння викладати матеріал; авторитет педагога. Такий вибір критеріїв можна обґрунтувати наступним чином: діяльність, віднесена нами до цього виду, вимагає наявності бази інформації, знань, оперуючи якими, вчитель досягає поставлених задач. До евристичного рівня творчої діяльності ми віднесли: активізацію тих, хто навчається; контакт з аудиторією, культуру спілкування; вміння оптимізувати навчальний процес; виховання в процесі навчання.

Висновки. Доведено, що дані види діяльності, а саме реконструктивно-варіативний та евристичний види тощо, передбачають високий рівень розвитку аналітико-синтетичних вмінь та навичок, пошук рішення за межами вже відомого для людини зразка. До творчого рівня ми віднесли такі критерії педагогічної майстерності, як: удосконалення педагогічної майстерності; високий рівень підготовки до педагогічної діяльності; психолого-педагогічне діагностування, самостійно, без допомоги шкільного психолога; високий інтелектуальний розвиток вчителя. Ці критерії передбачають вироблення принципово нових рішень, закріплення самостійного пошуку знань, високий рівень мотивації діяльності тощо.

Ключові слова: творча діяльність, репродуктивна діяльність, реконструктивно-варіативні види діяльності, удосконалення педагогічної майстерності, високий інтелектуальний розвиток.

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