

Improving Teachers' Professionalism Through the Development of Creativity

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Abstract: *In Russia, with the advent of new educational paradigm, the role of the teacher in the student's life has changed. However, there is still a need for a teacher's professionalism and a high level of competence, since the quality of student training depends on it. The purpose of the article is to offer a tool to improve the professionalism of teachers. In the article, the authors denote the problem of assessing the professionalism of the teacher, identifying the level of his professional competence. At the same time, emphasis is placed on such important components of teacher's professionalism as creativity and communication. Determining the level of creativity and communication is often a prerequisite when applying for work in world practice and in Russia. Unfortunately, the definition of these personality traits among education employees in Russia is not adopted at the legislative level. Therefore, the article proposes the use of a four-level classification of the analysis of teachers' quality of work as well as the designation of the importance of introducing a short e-course to improve the professionalism of teachers. With the help of a survey among teachers from various universities in the city of Nizhny Novgorod, it was found that the proposed course is in demand. To the question "In your opinion, will the Innovations in Higher Vocational Education System courses help you in improving professionalism?" 75% of respondents gave a positive response. These results suggest that the introduction of these courses will yield positive results. The article presents the experience of assessing the formation of competencies of teaching staff at Minin Nizhny Novgorod State Pedagogical University which consist of several stages: Stage I self-diagnosis, Stage II: a direct assessment of competency formation, Stage III: creation of conditions for the completion of competencies. These recommendations will solve the problem of assessing teachers' professionalism, to identify the level of his professional competence and growth prospects.*

Index Terms: *professionalism, competence, creativity, higher education institution.*

I. INTRODUCTION

The development of education in the framework of the modernization of vocational education makes it increasingly important to address the problem of assessing the teacher's

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professionalism, level of professional competence, growth prospects and career guidance opportunities.

Competence-based approach as one of the bases for the renewal of education is designed to ensure the achievement of a new modern quality of general and vocational education. The problem of professional competence of the faculty was leading in the work of many local teachers and psychologists. Among them, M.N. Skatkin, I.Ya. Lerner, V.V. Kravsky, G.P. Schedrovsky, V.V. Davydov, D.A. Ivanov, O.E. Lebedev, E.Ya. Kogan, V.V. Laptev, E.A. Lenskaya, A.A. Pinsky, I.D. Frumin and others

Today, as you know, the idea of a competence approach and a list of key competencies is reflected in the new Federal State Standards. The demands of systemically organized intellectual, communicative, reflective, self-organizing beginnings, which allow them to successfully organize activities in a wide professional, pedagogical and cultural context, receive a growing priority.

The most effective way today that can solve this problem, in our opinion, is pedagogical training of teachers.

In the process of work, the task of developing the communicative, creative competence of the faculty and the criteria for evaluating their development is being solved. Competence plays a key role in teacher professionalism, because it helps to ensure the effectiveness of its activities. The teacher in his work should show a large share of creativity, constantly improving his teaching skills. Creativity means not only the ability to create, but also the ability to communicate.

II. LITERATURE REVIEW

A. The professionalism of modern university teachers

Such scholars as V. Bondar, I. Bulakh, G. Dmitrenko, L. Kalinina, V. Maslova, V. Oleinik, S. Sysoyeva were engaged in the issues of professional activity of teachers. In the modern world, in the conditions of vocational education system focus on new federal state educational standards, the modern paradigm of teacher professionalism is emerging, new demands are placed on the pedagogical activity and professional competence of the teacher. In addition, the role of modern teacher in the life of the student is shifting to mentoring. In the formation of professionalism must take into account this fact. That is, a teacher is a person with a high level of culture, a creative and highly educated person who combines the abilities and qualities of a competent mentor, a psychologist, a researcher, and the creator of the student's personality.

Pedagogical science defines professionalism as a



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set of personal characteristics of a person, which are necessary for him to master professional skills and successfully complete a certain type or several types of professional activity. In the structure of professionalism, there are several components: psychological and pedagogical competence and the level of the general culture of the teacher; a good level of content in the subjects taught and the use of new educational technologies; the ability to innovate in the educational process; goal setting and goal-setting ability; the ability to quickly navigate in changing conditions, to make important responsible decisions.

Professional pedagogical activity, in the opinion of N. Kuzmina, should be considered as an integral dynamic system. She identifies the following structural components of pedagogical activity: the subject and object of pedagogical influence; the subject of their joint activities; learning objectives; means of pedagogical communication. As the analysis of scientific literature has shown, a teacher in a higher education institution performs the following functions: organizational; informational; transformational; approximate regulatory; mobilizing. To successfully perform these functions, the teacher must maintain his level of competence. Additional courses are one of the tools that help to solve this problem.

III. METHODOLOGY

We have proposed short-term courses "Innovations in the system of higher professional education" which will not only improve the level of competencies that have been formed, but also acquire additional computer literacy.

We carried out a survey of the demand for these courses with the help of a survey among teachers from various universities, including Minin Nizhny Novgorod State Pedagogical University. The survey was carried out in electronic form. It was attended by 127 teachers, including teachers of Minin Nizhny Novgorod State Pedagogical University. Respondents answered the question "In your opinion, will the Innovations in the Higher Professional Education System help you in improving professionalism?" After its passage, it was found that the majority of teachers consider the course a necessary element in increasing their professionalism.

Introduced in Minin Nizhny Novgorod State Pedagogical University, the modular principle of teaching faculty on advanced training programs will make changes to the traditional teaching practice. The proposed form of training can be based on a flexible training schedule, the variability of the choice of the content of blocks and modules depending on the basic education, work experience and other qualification characteristics.

For the majority of teachers, it is not the transfer of information that is of particular importance, but the formation of basic competencies among the trainers which allow them to acquire new knowledge on their own. Courses "Innovations in the system of higher professional education" will give teachers new knowledge, techniques, technologies. The most popular and effective in our opinion are the technologies for the formation of systemic and creative thinking. They allow you to take into account professional orientation of training,

personal characteristics of the teacher; develop the competence of the future specialist. Before starting the course, the teacher must determine his level of work, each of which we have listed in the table (reproductive, conceptual, productive, integrative).

IV. ANALYSIS AND DISCUSSION

Pedagogical training of teachers is formed either upon receipt of pedagogical education, or as a result of long-term pedagogical activity. But even the combination of these two factors does not always lead to a developed teacher's psychological and pedagogical competence. [16] Many examples are known when a teacher without significant work experience and basic pedagogical education is constantly surrounded by students who are happy to carry out joint projects with him outside extracurricular time, are very sensitive to his studies, do not experience discomfort, etc. in his presence. [17] This difference cannot be explained in terms of any quantitative criteria; it can only be explained by teachers' personality characteristics. [2]

First of all, the teacher's charisma (leadership qualities) cannot be raised or acquired, it can only be developed in the process of growing personality. But the student can assess the charisma by setting any grade to this teacher. [6]

Secondly, the ability to determine the psychological characteristics of students is formed during long-term interaction with students, therefore, the pedagogical work experience should be taken into account when assessing the psychological and pedagogical competence of teachers. [4]

It is not correct to evaluate pedagogical skills by the presence or absence of pedagogical education, but it must be remembered that the possession of various learning technologies and their use in the educational process is a direct consequence of pedagogical education. At the same time, teachers can master any pedagogical technology within the framework of advanced training, where an experienced teacher will show the possibilities of teaching methods and teach how to correctly work on this technology. [14] Consequently, psychological and pedagogical competence will include a part of competence on the use of learning technologies in the educational process. [5] Moreover, it is the learner who should evaluate how this technology works in this lesson. [15]

The influence of the teacher's personality on the emerging youth is immense, and consequently, negative phenomena in the teacher's lifestyle, narrowness of outlook, low level of culture, cross-linked systems of universal human values and worldview must be assessed by both students and colleagues. [7] A teacher who frolics in social networks will sooner or later be recognized by students or colleagues and appreciated by them, or rather by his absence. But if a group of people clearly document the deviant behavior or ethics violation by a representative of the teaching staff, their assessment should definitely affect the development of psychological and pedagogical competence. [3]

Psychological and pedagogical competence has a dual character, since on the one hand it is a manifestation of the teacher's personal



characteristics and, on the other hand, a system of professional knowledge and skills that he should have when conducting all types of classroom activities at a high methodological level. [1]

Creativity — creativity and communication — the ability to communicate, are indispensable personality traits for many professions. [19] Determining the level of creativity and communication is often a prerequisite when applying for work in world practice and in the Russian Federation. Unfortunately, the definition of these personality traits in education employees in the Russian Federation is not adopted at the legislative level, which can reduce the quality of education in general, as a deep knowledge of one's subject,

possessing high professional skills does not mean that a teacher is able to transfer his knowledge, skills and trainees. [18] Therefore, high scientific and substantive competence only in combination with creativity, communication and psychological and pedagogical competence will show good learning outcomes, therefore, the university teacher must constantly face the need to develop their pedagogical skills. [21]

Description and analysis of the quality of teachers' work we propose to implement in the following four-level classification, the main characteristics of which are presented in Table 1.

Table 1 Classification of levels of activity of teachers

№ п/п	The level of work of teachers	Level characteristic	Learning outcome
1	Reproductive	The teacher is a "narrow" specialist in his field, but does not have the necessary pedagogical qualifications to transfer knowledge	The teacher is able to communicate knowledge to the student
2	Conceptual	The teacher has a broad conceptual training in the form of knowledge of the concepts of related socio-ecological-economic units.	The teacher constructs an interdisciplinary knowledge system that students are able to master.
3	Productive	The teacher has an invariant above-subject training provided by the system of psychological and pedagogical knowledge and skills.	Effective motivation of students, allowing them to be subjects of the formation of the necessary system of knowledge
4	Integrative	The teacher has the technique of pedagogical communication and personality traits such as creativity and communication.	The teacher participates in the collective process of the formation of the conceptual and social intelligence of students.

As already mentioned, in order for a teacher to reach a productive and further integrative level, it is necessary to form psychological and pedagogical competence, which includes psychological and pedagogical, creative, communicative competences, without which the level of development of teachers will remain reproductive or conceptual, i.e. the teacher, possessing deep knowledge of his discipline and interdisciplinary knowledge, will not be able to technically transfer the full knowledge to the student. [7]

In assessing the listed competencies of the control group of teachers, the following steps were taken. [12, 13] The control group of teachers included 25 people.

I stage of self-diagnosis. At this stage, the teachers of the control group analyzed their potential and their own activities, as well as made their own portfolios for the period from 2013-2018. [25]

For the diagnosis of significant personal characteristics, the control group of teachers was asked to undergo the Myers-Briggs typological questionnaire, J. Holland's test, E. Anchor's career anchor questionnaire, and Creativity test. [8] As a result of the diagnosis, each teacher recognized his own personal characteristics, which enabled him to get to know himself better.

Stage II: assessment of psychological and pedagogical, communicative and creative competences development. [22]

The assessment of teachers' professional qualities (as consumers of educational products) is carried out in many

universities. To determine the communicativeness of the teacher, students developed a variety of. [9] Evaluation of a class not by students, but by experts (leading teachers, employees of the institute's directorate, employees of educational and methodological departments of the university) allows to make a conclusion not only about the profound knowledge of their subject by a teacher, but also about the competent organization of the class itself, as well as about the level of creativity, communicativeness and formation of the teacher's psychological and pedagogical competence. [23] Diagnostics of a teacher's creative competence allows an expert (employer) to show the respondent's potential for developing creativity (the strengths and weaknesses of the teacher's creative competence). [10, 11]

For a quantitative assessment of students we used the questionnaire "Education Quality Management". [24]

Stage III. Creation of conditions for the further formation of competencies.

The use of modular training in the system of retraining and advanced training of teachers at the Minin Nizhny Novgorod State Pedagogical University [20] is new in the management of quality education.

Modular learning is the design of learning content, in which each student can be independent in selecting content and determining the order of its development, based on personal characteristics and



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needs. The goal of modular training is to create the most favorable conditions for personal development by ensuring content of training flexibility, adapting the didactic system to the individual needs of the individual and the level of basic training through the organization of educational and cognitive activities for the individual curriculum.

In the field of higher education, there is a growing need for teachers to improve their professionalism; therefore, higher schools solve this problem by introducing e-courses.

Among the lecturers of several universities in the city of Nizhny Novgorod, an electronic survey was conducted on the topic "In your opinion, will the Innovation in Higher Vocational Education System help you in improving professionalism?" 127 people took part in the survey. Including teachers of the Minin Nizhny Novgorod State Pedagogical University. The results are presented in Figure 1.

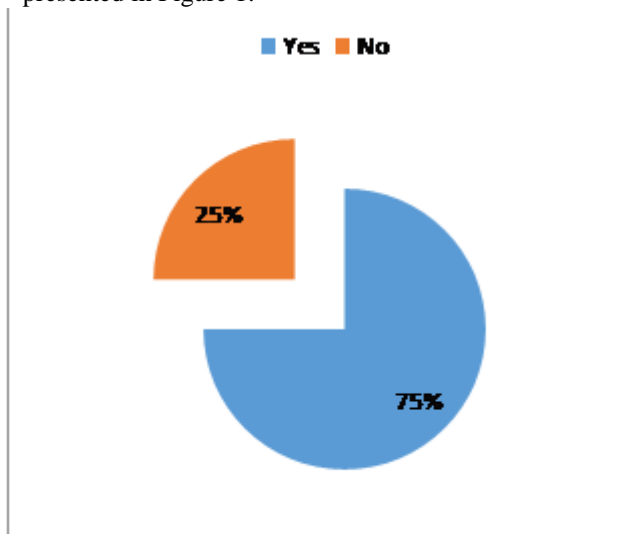


Figure 1 The results of an electronic survey of university teachers in the city of Nizhny Novgorod on the topic of demand for courses "Innovations in the system of higher professional education"

This survey confirmed the need for and demand for short-term courses "Innovations in the vocational education system" not only among teachers at a pedagogical university, but also among the rest.

Short-term courses "Innovations in the system of higher professional education" will serve as an auxiliary element for the formation of the professionalism of the teaching staff. These courses must be held in electronic format. The tendency to use this format appeared quite a long time ago and e-courses have already shown their relevance in many higher educational institutions of the country.

This course will serve not only the formation of professional competencies, but will also contribute to: understanding the essence and importance of information in the development of the modern information society, compliance with the basic requirements of information security; readiness to introduce and use modern information technologies in the process of professional activity; the ability and readiness of self-acquisition through information technologies and the use of new areas of knowledge in professional activities; possession of main methods and means of obtaining, storing, processing information, computer skills as a means of

managing information; work with information in global computer networks.

I. CONCLUSION

Competence-based approach in education allows you to prepare creative-minded professionals who can think creatively to solve new and well-known problems that can take responsibility for their decision. In the framework of improving the professionalism of teachers, this approach allows you to enter e-courses. In this case, we offered short-term courses "Innovations in the system of higher professional education", which will not only improve the quality of the formed competencies, but also acquire additional computer literacy. By offering these courses, we have achieved our goal: to identify a tool to improve the professionalism of teachers.

We carried out a survey of the demand for these courses with the help of a survey among teachers from various universities, including Minin Nizhny Novgorod State Pedagogical University. After its passage, it was found that the majority of teachers consider the course a necessary element in increasing their professionalism.

Before starting the course, the teacher must determine his level of work, each of which we have listed in the table. Thus, it will be easier for the teacher to navigate in the construction of the educational trajectory and to intensively fill in the missing knowledge. Description and analysis of the quality of the work of the teacher, we have proposed to implement in the framework of the four-level classification. These recommendations will solve the problem of assessing the professionalism of the teacher, to identify the level of his professional competence and growth prospects.

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