



REVISTA INCLUSIONES

HOMENAJE A ROSA MARÍA VALLES RUIZ

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Abril / Junio

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Directores

Dr. Juan Guillermo Mansilla Sepúlveda

Universidad Católica de Temuco, Chile

Dr. Francisco Ganga Contreras

Universidad de Tarapacá, Chile

Subdirectores

Mg © Carolina Cabezas Cáceres

Universidad de Las Américas, Chile

Dr. Andrea Mutolo

Universidad Autónoma de la Ciudad de México, México

Editor

Drdo. Juan Guillermo Estay Sepúlveda

Editorial Cuadernos de Sofía, Chile

Editor Científico

Dr. Luiz Alberto David Araujo

Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Brasil

Drdo. Maicon Herverton Lino Ferreira da Silva

Universidade da Pernambuco, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev

Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero

Editorial Cuadernos de Sofía, Chile

Traductora: Portugués

Lic. Elaine Cristina Pereira Menegón

Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos

Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dra. Carolina Aroca Toloza

Universidad de Chile, Chile

Dr. Jaime Bassa Mercado

Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto

Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos

Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos

Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera

Universidad de Valladolid, España

Mg. Keri González

Universidad Autónoma de la Ciudad de México, México

Dr. Pablo Guadarrama González

Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy

Universidad de La Serena, Chile

Mg. Cecilia Jofré Muñoz

Universidad San Sebastián, Chile

Mg. Mario Lagomarsino Montoya

Universidad Adventista de Chile, Chile

Dr. Claudio Llanos Reyes

Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín

Universidad de Santander, Colombia

Ph. D. Natalia Milanesio

Universidad de Houston, Estados Unidos

Dra. Patricia Virginia Moggia Münchmeyer

Pontificia Universidad Católica de Valparaíso, Chile

Ph. D. Maritza Montero

Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira

Universidad de La Coruña, España

Mg. David Ruete Zúñiga

Universidad Nacional Andrés Bello, Chile

Dr. Andrés Saavedra Barahona

Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra
Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz
Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov
South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía
Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas
Universidad Nacional Autónoma de México, México

Dr. Martino Contu
Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo
Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna
Universidad Nacional Autónoma de México, México

Dr. Horacio Capel Sáez
Universidad de Barcelona, España

Dr. Javier Carreón Guillén
Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie
Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar
Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo
Universidad Popular Autónoma del Estado de Puebla, México

Dr. Adolfo Omar Cueto
Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco
Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo
Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandia
Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar
Universidad de Sevilla, España

Dra. Patricia Galeana
Universidad Nacional Autónoma de México, México

Dra. Manuela Garau
Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg
Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos

Dr. Francisco Luis Girardo Gutiérrez
Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire
Universidad de Colima, México

Dra. Antonia Heredia Herrera
Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre
Universidade Estadual da Paraíba, Brasil

Dr. Miguel León-Portilla
Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura
Instituto de Estudios Albacetenses "Don Juan Manuel", España

Dr. Carlos Tulio da Silva Medeiros
Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández
Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango
Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut
Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa
Dilemas Contemporáneos, México

Dra. Francesca Randazzo
Universidad Nacional Autónoma de Honduras, Honduras

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso

Universidad de Salamanca, España

Dr. Josep Vives Rego

Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni

Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo

Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Mg. Paola Aceituno

Universidad Tecnológica Metropolitana, Chile

Ph. D. María José Aguilar Idañez

Universidad Castilla-La Mancha, España

Dra. Elian Araujo

Universidad de Mackenzie, Brasil

Mg. Rumyana Atanasova Popova

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa

Instituto Universitario de Lisboa, Portugal

Centro de Estudos Africanos, Portugal

Dra. Alina Bestard Revilla

*Universidad de Ciencias de la Cultura Física y el
Deporte, Cuba*

Dra. Noemí Brenta

Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca

Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel

Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik

Universidad de Colonia, Alemania

Dr. Eric de Léséulec

INS HEA, Francia

Dr. Andrés Di Masso Tarditti

Universidad de Barcelona, España

Ph. D. Mauricio Dimant

Universidad Hebrea de Jerusalén, Israel

Dr. Jorge Enrique Elías Caro

Universidad de Magdalena, Colombia

Dra. Claudia Lorena Fonseca

Universidad Federal de Pelotas, Brasil

Dra. Ada Gallegos Ruiz Conejo

Universidad Nacional Mayor de San Marcos, Perú

Dra. Carmen González y González de Mesa

Universidad de Oviedo, España

Ph. D. Valentin Kitanov

Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez

Universidad Mayor San Andrés, Bolivia

Dr. Patricio Quiroga

Universidad de Valparaíso, Chile

Dr. Gino Ríos Patio

Universidad de San Martín de Porres, Perú

**REVISTA
INCLUSIONES**
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Carlos Manuel Rodríguez Arrechavaleta
Universidad Iberoamericana Ciudad de México, México

Dra. Vivian Romeu
Universidad Iberoamericana Ciudad de México, México

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dr. Stefano Santasilia
Universidad della Calabria, Italia

Mg. Silvia Laura Vargas López
Universidad Autónoma del Estado de Morelos, México

**CUADERNOS DE SOFÍA
EDITORIAL**

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dr. Evandro Viera Ouriques
Universidad Federal de Río de Janeiro, Brasil

Dra. María Luisa Zagalaz Sánchez
Universidad de Jaén, España

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
Representante Legal
Juan Guillermo Estay Sepúlveda Editorial

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF
SASKATCHEWAN



WESTERN
THEOLOGICAL SEMINARY



Universidad
de Concepción

BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN

Hellenic Academic Libraries Link
HEALLINK
Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών

CREATIVE COMPONENT OF THE PROFESSIONAL ACTIVITY OF A UNIVERSITY TEACHER

Dr. Marina Georgiyevna Sergeeva

Research Institute of the Federal Penitentiary Service of Russia, Russia
ORCID ID: 0000-0001-8365-6088
sergeeva198262@mail.ru

Dr. (C) Natalia Leonidovna Sokolova

Peoples' Friendship University of Russia, Russia
ORCID ID: 0000-0002-0667-5098
n.sokolova@rudn.ru

Ph. D. Maria Lvovna Kunitsyna

Peoples' Friendship University of Russia, Russia
ORCID: 0000-0002-2051-3001
Kunizina_ml@mail.ru

Dr. (C) Tatiana Mikhailovna Rozhnova

University of the Ministry of Healthcare of the Russian Federation, Russia
ORCID ID: 0000-0002-3323-5303
stm-i@yandex.ru

Dr. (C) Ksenia Sergeevna Rozhnova

University of the Ministry of Healthcare of the Russian Federation, Russia
ORCID: 0000-0001-6499-3644
stm-i@yandex.ru

Ph. D. Anna Vasilyevna Paklina

Tyumen State Institute of Culture, Russia
ORCID ID: 0000-0001-9879-2525
paclina.a@yandex.ru

Ph. D. Marina Alexandrovna Berseneva

Penza State University of Architecture and Construction, Russia
ORCID ID: 0000-0003-3659-5870
marina_o2512@mail.ru

Fecha de Recepción: 27 de diciembre de 2019 – **Fecha Revisión:** 19 de enero de 2020

Fecha de Aceptación: 21 de marzo de 2020 – **Fecha de Publicación:** 01 de abril de 2020

Abstract

The creative potential of a teacher's personality has a huge impact on high-quality specialist training, implementing the strategic line of teaching creativity with creativity when shaping the student's readiness for constant search in informational and educational space. The body of knowledge and the requirements for it do not determine the essence of the teaching profession. A particular feature of this profession is that it has an impact on the entire lifestyle of the teacher in terms of its regime, working conditions, format and didactic form of communication with students, as well as emotional and volitional load. Moreover, teaching activities are more personality-centered than other professions and, therefore, personal qualities of the teacher play a significant role in achieving professional success. Pedagogical work is and will be creative because students, circumstances and the personality of the teacher are unique; thus, any pedagogical decision should come from these constant nonstandard factors. A teacher can only educate the way they were

DR. MARINA GEORGIYEVNA SERGEEVA / DR. (C) NATALIA LEONIDOVNA SOKOLOVA / PH. D. MARIA LYOVNA KUNITSYNA /
DR. (C) TATIANA MIKHAILOVNA ROZHNOVA / DR. (C) KSENIA SERGEYEVNA ROZHNOVA / DR. ANNA VASIYEVNA PAKLINA
PH. D. MARINA ALEXANDROVNA BERSENEVA

educated and do it as long as they work on their development, education and improvement of their pedagogical excellence. Pedagogical activity is one of the most difficult areas of human labor. Even the most profound knowledge of the subject is not enough for the successful performance of work. The work of a teacher is not a craft, but an art that requires from them great knowledge, high culture and pedagogical excellence.

Keywords

Creative personality – Creative teacher – Pedagogical excellence – Professional activity

Para Citar este Artículo:

Sergeeva, Marina Georgiyevna; Sokolova, Natalia Leonidovna; Kunitsyna, Maria Lyovna; Rozhnova, Tatiana Mikhailovna; Rozhnova, Ksenia Sergeevna; Paklina, Anna Vasilyevna y Berseneva, Maria Alexandrovna. Creative component of the professional activity of a university teacher. Revista Inclusiones Vol: 7 num Especial (2020): 353-363.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)

Licencia Internacional



Introduction

In the context of restructuring and improving the content of the professional education system, there is an urgent need for an active search for new directions of high-quality specialist training, formation of professional competence and development of a creative approach to future professional activity. Modern education and upbringing policy suggests priority development in students of such personal qualities as creativity, initiative and independence, combined with a high level of education and culture. The solution to these problems depends on the preparedness of teaching personnel, their ability to carry out professional activities in difficult conditions at the current stage of social development. In scientific research, professional activity of a teacher has been long attributed explicitly to creative activities and is considered very difficult work. Its complexity is evidenced by the variety of components and the diversity of relationships between them, as well as between these components and the environment (specific conditions, in which the educational process is carried out).

Successful implementation by the teacher of their professional activity is complicated by a number of objective reasons¹:

- the processes of democratization and humanization of the education system have made its priority the development and education of creative-minded people;
- various types of educational institutions that ensure the right of students to choose the level of education and its form are established;
- the teacher is free to choose almost every component of their professional activity, including the training concept, development of the curriculum and training course program, as well as the sorting of the context of the educational material and the consistency of its study where strict regulation of government plans and programs previously existed;
- the establishment of new qualifying requirements for teachers has determined and attributed the research training of a teacher and their professional creativity to the main indicators that determine their professional level.

All this requires a creative teacher to give up formulaic methods, enhance the creative component in their work and increase the requirements for professional competence. Creative activity of a teacher is aimed to receive, organize, process and transmit new scientific information due to specialist training purposes. This type of activity requires special abilities and long preparation, during which, such abilities develop and improve. As in any kind of creativity, in pedagogical activity, normative and heuristic actions created in the course of their own search combine strangely. Pedagogical work is characterized by relative independence of creative choice of methodological actions and techniques within the generally recognized principles.

¹ A. A. Sergeev y M. G. Sergeeva, Formirovanie professionalnoi kompetentnosti pedagoga v rynochnykh usloviyakh: Monografiia (Tver: VA VKO, 2010).

Literature Review

According to G.I. Khoziainov, the improvement of the professional activity can be carried out under at least three conditions: the determination of the level of this activity, its advantages and disadvantages of each teacher; the development of the theoretical foundation of pedagogical activity within the system, which made it possible to put into practice a quantum leap forward; teacher professional training planning². We agree with A.V. Morozov that modern socioeconomic conditions convince us of the need to reform the existing concept of mass reproductive pedagogical education into the concept of an individually creative approach to preparing a student – a future teacher capable of creative self-development. The transition to the pedagogical value of the self-development of the student and the teacher is the formula of the new pedagogy of the professional school that is emerging today³. The requirements, which were made by an individual and society for the results of education and which determined the need for radical changes in the content of education and in pedagogical technologies, are being implemented in the development of pedagogical excellence of a teacher through the continuous formation of creative thinking and abilities in both students and teachers. A.V. Morozov points out that the main goal of the creative education system is to awaken the creator in a person and develop the creative potential within them. Only teachers with their own sufficiently developed creative potential can accomplish such a task. According to the results of the research, A.V. Morozov concludes that not every modern teacher is ready to accomplish such a task today. The new situation in the society and the education system requires the training of a new type of teacher, capable of efficient and productive work in constantly changing conditions. Today, the teacher ought not only to have a high level of general culture, psychological and pedagogical competence but also to have an unconventional approach to solving various psychological and pedagogical situations, as well as organize their activities on a creative basis. To comply with modern reality, the teacher must not only adapt to a new life situation but also be able to change it, developing themselves, thereby shaping and perfecting their pedagogical excellence⁴. Therefore, studies on the subject of an active creative personality of the teacher and the process of forming creative thinking, taking into account the requirements of modern innovative education systems on the path to the formation and development of teacher's pedagogical excellence are particularly interesting. According to V.A. Kan-Kalik, the creative process of a teacher is a complex interaction of two constantly interacting creative processes of the teacher and the student, the content and result of these processes. Creative pedagogical individuality is always conveyed through the personal qualities of the teacher. In the end, creative individuality is the highest characteristic of a teacher's activity, because it is in the process of comprehending and approving by them their creative personality that the pedagogical process carried out by them goes beyond the scope of ordinary activity and turns into a creative activity⁵. According to V.M. Roginskii⁶, teaching is an art and a science. Each lesson is unique that is why it is an art. Its course, emotional overtone and means used depend on a number of factors, many of which are difficult to predict in advance. In this sense, teaching is somewhat akin to the work of an artist, writer, poet, which requires a

² G. I. Khoziainov, *Pedagogicheskoe masterstvo prepodavatel'ia: Metodicheskoe posobie* (Moscow: Vysshaya shkola, 1988).

³ M. G. Sergeeva, *Razvitie pedagogicheskogo masterstva prepodavatel'ia v sovremennykh usloviyakh: Monografiya* (Moscow, NOU VPO MIL, 2015).

⁴ I.A. A. Ponomarev, *Psikhologiya tvorchestva* (Moscow: Nauka, 1976).

⁵ V. A. Kan-Kalik, *Pedagogicheskoe tvorchestvo* (Moscow: Pedagogika, 1990).

⁶ V. M. Roginskii, *Azbuka pedagogicheskogo truda* (Moscow: Vysshaya shkola, 1990).

deep knowledge of life, the human soul, the ability to see, understand and empathize. However, at the same time, it is a science, which is based on objective laws that capture significant connections and relationships in the process of perception and assimilation of educational material. These laws act, as they were, in the role of supporting structures that ensure the process of purposeful formation of a personality and a specialist.

Proposed Methodology

Pedagogical activity is carried out at different levels of professionalism and gives different results. Each teacher seeks professional growth, as well as the formation and development of pedagogical excellence. According to the definition of R. S. Pionova⁷, pedagogical excellence symbolizes a high level of organization of professional pedagogical activity, which gives optimal results in a shorter period of time. The main steps of pedagogical excellence are:

- pedagogical professionalism;
- pedagogical excellence;
- pedagogical innovation.

R.S. Pionova distinguishes the following mandatory components in the structure of pedagogical excellence⁸:

- professional knowledge, which forms the fundamental basis of pedagogical excellence and includes three blocks of academic disciplines: special, psychological-pedagogical and sociocultural;
- pedagogical technique involves the presence of three groups of skills: to carry out the educational process; to interact with students and manage them in the process of diverse activities; to manage oneself – one's emotions, speech, movements, which emerges in the form of the teacher's behavior. Pedagogical skills help the formation of a professional position of a teacher and improvement of pedagogical technique, as well as provide an opportunity to get the planned result;
- pedagogical abilities: communicativeness, creativity, reflection, perceptual (vigilance, empathy, intuition), intellectual and organizational abilities. Pedagogical abilities accelerate the pedagogical process and make it more productive;
- pedagogical morality implies a humanistic orientation of the teacher's personality and includes their values, ideals and interests; it is expressed in the pedagogical position of a teacher, determines the choice of specific tasks of the educational process, affects the relationship with the students, determines the humanistic strategy of pedagogical activity;
- qualities of professional and individual significance (goodwill, objectivity, exactingness, independence, high level of abilities, self-control, decency, optimism, etc.)

⁷ R. S. Pionova, *Pedagogika vysshei shkoly* (Minsk: Universitetskoe, 2002=.

⁸ R. S. Pionova, *Pedagogika vysshei shkoly...*

can act as a catalyst, increasing the productivity of pedagogical activity or hindering its organization;

- external culture (appearance, speech, forms of non-verbal communication with students and colleagues) plays a significant role in the work of a teacher because they are always in plain view of the student audience.

Thus, pedagogical excellence is a complex, multidimensional concept that is formed and developed throughout the entire professional activity of the teacher. Many researchers look into the question of the possibility of the formation of pedagogical excellence in the student years and give a positive answer to it. During pedagogical university studies, it is necessary for students to form readiness for a pedagogical activity first⁹.

A.A. Mirolyubov, A.V. Petrovsky and I. F. Protchenko include the following in the structure of readiness for pedagogical activity¹⁰:

- psychological readiness, which means formed orientation, desire for pedagogical activity;
- scientific and theoretical readiness, including the availability of the necessary psychological, pedagogical, special and sociocultural knowledge;
- practical readiness, indicating the presence of professional-pedagogical skills formed at the required level;
- psychophysiological readiness, suggesting that university graduates have appropriate prerequisites for mastering pedagogical activity, relevant talents and abilities;
- physical readiness, confirming that the state of health and physical development meets the requirements of pedagogical activity and professional workability.

One of the essential and significant qualities in a modern teacher is a clear correspondence between word and deed. A teacher, irresponsible to their duties, causes skepticism, loss of faith in the meaning of high words and generates passivity in the study of their discipline in students¹¹.

At all times, the effectiveness and quality of training are determined by the personality of the teacher and their professional excellency. According to the expression of A.M. Stolyarenko¹², each educational institution is strong, first of all, by the scientific and pedagogical personnel, which is the basis of the success of its activity, authority and pride. Nothing will improve significantly in the educational process until they themselves become

⁹ I. D. Bagaeva, Professionalism pedagogicheskoi deiatelnosti i osnovy ego formirovaniya u budushchego uchitel'ia. Ph.D. thesis. Ust-Kamengorsk. 1991.

¹⁰ V. A. Bukhvalov, Algoritmy pedagogicheskogo tvorchestva: Kniga dlia uchitel'ia (Moscow: Prosveshchenie, 1993).

¹¹ V. A. Kan-Kalik, Pedagogicheskaiia deiatelnost kak tvorcheskii. Ph.D. thesis (Moscow: NIIVPSH, 1981).

¹² A. M. Stoliarenko, Psikhologiiia i pedagogika: Uchebnoe posobie dlia vuzov (Moscow: UNITI-DANA, 2001).

better. Therefore, the continuous improvement of the quality of scientific and pedagogical personnel in the educational institution, at the faculty, at the department, as well as the professionalism of each teacher, is the main direction to ensure the effectiveness of the educational process¹³.

The work experience of reputable teachers is striking in a wide variety of their understanding of the meaning of their professional activity, as well as the forms and methods of its implementation, and is associated¹⁴:

firstly, with professional psychological and pedagogical training of a teacher. It is known that at present, this training is not unified; its content and level differ depending on where the training takes place and who teaches future specialists of the new millennium. Specialists should not only have in-depth knowledge of psychology and related scientific disciplines but also be familiar with the real life of students and this determines the specificity and complexity of the training;

secondly, with the level and orientation of the general development of a teacher, with their personal characteristics, involvement in modern social life, diverse culture, era and ability to orient in it;

thirdly, with the type of educational institution, in which the teacher works. Each educational institution has its own specifics and in accordance with this, special requirements for the activities of the teacher are made;

fourthly, with the features of a teacher's personal life: how successful is their own life – whether there is love, mutual understanding with the loved ones, acceptable material security, necessary household amenities, etc. A teacher is responsible for many things, but they are vulnerable in many ways: society in the form of the state does not provide them with decent and necessary living conditions. This applies to both the material and legal social security of a professional in the field of modern education.

Result Analysis

Among the main pedagogical abilities of the teacher of a professional school, A.V. Morozov names the following¹⁵:

Pedagogical erudition is the body of modern knowledge that a teacher flexibly applies when solving pedagogical problems.

Pedagogical goal determination is the teacher's need for planning their work and readiness to change tasks depending on the pedagogical situation.

In the analysis of pedagogical situations, pedagogical thinking is developed as a process of revealing by it the externally undefined, hidden properties of pedagogical activity in the comparison and classification of situations and the discovery of causal relationships in them.

¹³ D. B. Bogoiavleskaia, Puti k tvorchestvu (Moscow: Znanie, 1981).

¹⁴ V. I. Zagviazinckii, Pedagogicheskoe tvorchestvo uchitelia (Moscow: Pedagogika, 1987).

¹⁵ M. G. Sergeeva, Imitatsionnye metody professionalnogo obucheniia (Moscow: ITIP RAO, 2007).

DR. MARINA GEORGIYEVNA SERGEEVA / DR. (C) NATALIA LEONIDOVNA SOKOLOVA / PH. D. MARIA LYOVNA KUNITSYNA / DR. (C) TATIANA MIKHAILOVNA ROZHNOVA / DR. (C) KSENIA SERGEYEVNA ROZHNOVA / DR. ANNA VASIYEVNA PAKLINA / PH. D. MARINA ALEXANDROVNA BERSENEVA

Practical pedagogical thinking is particularly important. It is the analysis of specific situations using theoretical laws and making a pedagogical decision on this basis. Practical thinking is always a preparation for the transformation of activity aimed at making changes to it. Practical thinking is usually carried out under conditions of time pressure; it has limited possibilities for verifying assumptions.

To analyze the teacher's thinking, A.V. Morozov compares two of its types: analytical discursive, time-unfolded, with distinct stages, as well as intuitive thinking, which is characterized by the speed of flow, absence of distinct stages and minimal awareness. Pedagogical intuition is a quick, one-dimensional making of a pedagogical decision by the teacher, taking into account the prediction of the further development of the situation without a detailed conscious analysis. If the teacher in the subsequent stages can rationally explain their decision, then one can talk about intuition of a higher level; if they cannot explain their decision, then it is common intuition. Practical thinking and common intuition can give good results: folk pedagogy is an example of that. An intuitive way of pedagogical thinking is necessary for a teacher, because the diversity and originality of pedagogical situations, as well as limited time for searching and making a decision, make exact calculation impossible. Therefore, the pedagogical instinct turns out to be more accurate than logical calculations; it replaces logical reasoning and helps to see the correct decision.

An important feature of pedagogical thinking is pedagogical improvisation – finding an unexpected pedagogical solution and its instant embodiment; it is the combination of the processes of creation and application with a minimum gap. Pedagogical observation, vigilance, pedagogical hearing – the teacher's understanding of the essence of the pedagogical situation according to outwardly insignificant signs and details, the penetration into the student's inner world by hardly noticeable nuances of their behavior, the ability to read a person through expressive movements like an open book.

Pedagogical optimism is the approach of the teacher to the student with an optimistic prognosis, faith in their capabilities and personality and ability to see in each person something positive that one can rely on. Pedagogical resourcefulness is the ability to rebuild flexibly a difficult pedagogical situation, to give it a positive emotional tone and constructive direction. Pedagogical foresight is the ability to anticipate the behavior and the reaction of students before or before the end of the pedagogical situation, as well as possible difficulties. Pedagogical reflection is the teacher's self-awareness that is turned over to themselves, taking into account the student's ideas about their activities and the student's ideas about how a teacher understands the student's activities. Reflection is understood as the teacher's awareness of themselves from the point of view of students in changing situations. It is important for a teacher to develop a healthy constructive reflection, leading to an improvement of activity and not to its destruction by constant fluctuations. Pedagogical reflection is an independent appeal to self-reflection without requiring the university administration to demand it. Based on the results of the study, we have developed a practical scheme for improving the pedagogical excellence of a teacher through the choice of teaching methods (Fig. 1). It represents the relationship between the personality of a teacher and their creative potential, teacher's personality characteristics, pedagogical skills, conditions and characteristics of pedagogical excellence, criteria for assessing pedagogical excellence, methodological work and the algorithm of a teacher's activities in the implementation of imitation teaching methods.

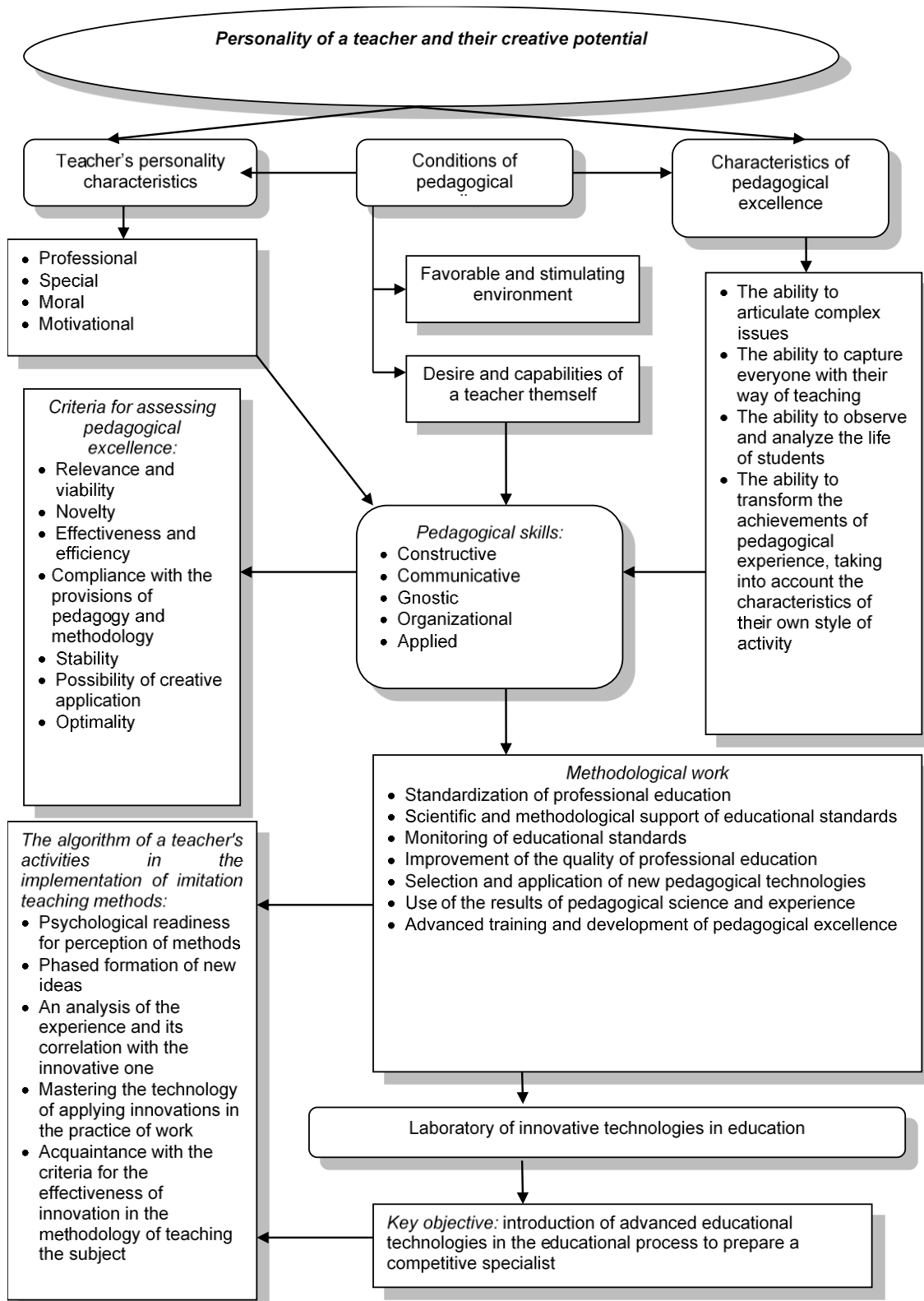


Figure 1
Improving pedagogical excellence through the choice of teaching methods

Conclusion

The professional activity of a teacher involves the demonstration of constant and versatile creativity on the way to the top of pedagogical excellence. The scenario of practical pedagogical activity in the innovative mode cannot provide for each of the unique circumstances that the teacher faces daily. In each new unforeseen situation, the teacher must act independently and solve new practical problems each time. All this requires the development of special qualities of the teacher's personality – creative abilities. The creative educational process requires from the teacher their spiritual and creative strength and knowledge typical for creative activity. A creative teacher possesses scientific, psychological and pedagogical thinking, a high level of pedagogical excellence, certain research courage, critical analysis and rationality of advanced pedagogical experience.

The teacher's creativity is the highest form of teacher's activity in transforming pedagogical reality, in the center of which stands the student. Moreover, pedagogical creativity takes place if the teacher's transformative activity is characterized by such indicators as a systematic rethinking of their activities in the light of scientific, theoretical and pedagogical knowledge, as well as creation of peculiar and effective ways of solving professionally-creative problems at the particular moment of pedagogical reality that contributes to the development of an independent professional position.

References

- Bagaeva, I. D. Professionalism pedagogicheskoi deiatelnosti i osnovy ego formirovaniia u budushchego uchitel'ia. Ph.D. thesis. Ust-Kamengorsk. 1991.
- Bogoiavleskaia, D. B. Puti k tvorchestvu. Moscow: Znanie. 1981.
- Bukhvalov, V. A. Algoritmy pedagogicheskogo tvorchestva: Kniga dlia uchitel'ia. Moscow: Prosveshchenie. 1993.
- Kan-Kalik, V. A. Pedagogicheskaiia deiatelnost kak tvorcheskii protsess. Ph.D. thesis. Moscow: NIIVPSH. 1981.
- Kan-Kalik, V. A. Pedagogicheskoe tvorchestvo. Moscow: Pedagogika. 1990.
- Khoziainov, G. I. Pedagogicheskoe masterstvo prepodavatel'ia: Metodicheskoe posobie. Moscow: Vysshaia shkola. 1988.
- Pionova, R. S. Pedagogika vysshei shkoly. Minsk: Universitetskoe. 2002.
- Ponomarev, IA. A. Psikhologiiia tvorchestva. Moscow: Nauka. 1976.
- Roginskii, V. M. Azbuka pedagogicheskogo truda. Moscow: Vysshaia shkola. 1990.
- Sergeev, A. A. y Sergeeva, M. G. Formirovanie professionalnoi kompetentnosti pedagoga v rynochnykh usloviakh: Monografiia. Tver: VA VKO. 2010.
- Sergeeva, M. G. Imitatsionnye metody professionalnogo obucheniia: Monografiia. Moscow: ITIP RAO. 2007.

Sergeeva, M. G. Razvitie pedagogicheskogo masterstva prepodavatel'ia v sovremennykh usloviakh: Monografiia. Moscow, NOU VPO MIL. 2015.

Stoliarenko, A. M. Psikhologiya i pedagogika: Uchebnoe posobie dlia vuzov. Moscow: UNITI-DANA. 2001.

Zagviazinckii, V. I. Pedagogicheskoe tvorchestvo uchitel'ia. Moscow: Pedagogika. 1987.

CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.