

# opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,  
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, 2018, Especial N°

# 15

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



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Facultad Experimental de Ciencias  
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Maracaibo - Venezuela

## **Philosophical-anthropological view on higher education teacher professionalism and creativity**

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### **Abstract**

The article presents the results of philosophical and anthropological view research on the professionalism and the creativity of a teacher of higher education. Content analysis has been selected and substantiated as a research methodology. Based on the data of scientific literature theoretical analysis and the conducted experiments, the concepts about the state of the psychological parameters of a higher education teacher personality were obtained, which make the basis of creativity. As a conclusion, they revealed and justified the dialectical interrelation and interdependence of a teacher's creativity with his professionalism, and the state was also determined.

**Key words:** Higher School, Teacher, Professionalism, Creativity.

# Visión filosófico-antropológica sobre la educación superior profesionalidad docente y creatividad

## Resumen

El artículo presenta los resultados de la investigación filosófica y antropológica sobre el profesionalismo y la creatividad de un profesor de educación superior. El análisis de contenido ha sido seleccionado y fundamentado como una metodología de investigación. Sobre la base de los datos del análisis teórico de la literatura científica y los experimentos realizados, se obtuvieron los conceptos sobre el estado de los parámetros psicológicos de la personalidad de un profesor de educación superior, que constituyen la base de la creatividad. Como conclusión, revelaron y justificaron la interrelación dialéctica y la interdependencia de la creatividad de un maestro con su profesionalismo, y el estado también fue determinado.

**Palabras clave:** Escuela Superior, Profesor, Profesionalidad, Creatividad.

## 1. INTRODUCTION

### 1.1. Update

The profession of a high school teacher is a creative profession that requires a constant mental effort, a constant use of creativity in the design and the conduct of training sessions, and research, and therefore the development of this quality is of a great importance, primarily for a continuous professional growth of a teacher, and the development of science education system in which he works. According to experts, a

creative teacher is particularly in demand in the conditions of rapid aging and the renewal of scientific knowledge, techniques and technologies, when experts with developed and, most importantly, positive human capital are demanded by a state, first of all, by a creative student. Dynamic processes in society and education system require a constant expansion of scientific and pedagogical staff professional skills, the transition from an established country order of periodic (and in practice - episodic) teacher training to the system of a permanent, a prompt replenishment and the renewal of the professional thesaurus (Babaeva et al., 2012).

In this regard, the purpose of the article is a theoretical analysis of the philosophical and anthropological sources of professionalism and a higher education teacher creativity, the emphasizing on the existing problems with the aim of finding ways to improve the processes and the mechanisms of the professional genesis among high school teachers.

## **1.2. Problematization**

It should be noted that the laws of any social or natural process reflect objective, necessary, essential and repeating elements and connections. The pedagogical system of a university is an open, complex, multilevel, dynamic, polyinformative, social system, and a large number of various connections, relationships, hierarchical constructions are manifested in its functioning. Professional activity in

such a system is a subjective process per se, it is a part of the objective process of social development and concrete pedagogical context. At first glance, the interrelation between professionalism and creativity and the processes of their development is obvious, but accessible scientific literature has only single publications, revealing certain aspects of the interdependence (interrelation, interaction) of creativity and professionalism, and even fewer works directed on the study of practical approaches and the search for the ways (means, methods, conditions) of a teacher professionalism and creativity development, which requires a deep and a detailed study of the laws and the principles of their interconditionality and interdependence.

## **2. METHODOLOGY**

The content of the answers to the issues posed in the framework of this article was received by the authors from a variety of sources and processed using content analysis, which was carried out in the following logic: 1) the study of scientific literature containing the information on the state of the problem under study - the interdependence of creativity and professionalism; 2) reflection and analysis of one's own subjective experience of the author scientific and pedagogical activity; 3) the surveys of university professors through interviews, the research of their activity products, which allow revealing creativity, a type of intellect and creative potential of respondents; 4) statistical processing of the obtained data and their

interpretation; 5) the transformation of the received thought and empirical material into the textual model of this article content.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Prerequisites for problem research**

The philosophical and anthropological basis of pedagogical creativity consists mainly of the same properties, processes, tendencies that are inherent in creativity as a whole, although there is a number of a difference. Let us start with the fact that the nature of a person is also creative, which found its interpretation, for example, in the concept of self-actualization by Maslow:

A man is a conscious and an intelligent creature, capable of self-improvement, the essence of which is in a constant movement towards personal growth, creativity and self-sufficiency and, the nature of the pedagogical profession, due to the uniqueness of the conditions, situations, characteristics of the educational process subjects and the process itself (2008: 14).

It is also known that professional creativity is the component of the operational sphere of professionalism, manifested in the search for non-standard ways of constantly emerging and professional task solution which is new each time, the making of professional decisions,

and in pedagogical creativity - pedagogical tasks and pedagogical decisions, respectively. Hence, the main criterion and the sign of creativity is the novelty of its product. But creativity is a complex and contradictory process involving both productive and reproductive activity of a teacher, while reproductive one, preceding the productive one, is one of the conditions for creativity, since creativity is impossible without the actualization of past experience. The reproductive activity provides continuity in the creative process, however, being a condition of creativity, it is not its cause, does not lead to it inevitably, and this is a necessary, but the insufficient factor of creativity. Under certain conditions, the reproductive activity may be unchanged, self-contained, while in other conditions it can promote the realization of a productive creative act. Therefore, the researchers note that the novelty can be adaptive - associated with the adaptation of methodical or didactic design to the specific conditions of the learning process; combinatorial - the design is created by various combinations of known methods and techniques; radical - containing a principled novelty (Gorovaya, 2005).

The difference between pedagogical creativity and the creativity in other spheres is that it is not aimed at the achievement of the novelty and a social value of a pedagogical product itself: its content and result is the creation (upbringing, development) of a man. Only with the highest level of creativity in practical pedagogical activity - the creation of fundamentally new and highly effective systems of education and training - an objective radical novelty takes place. Therefore, the generality of creativity in general and

pedagogical in particular is formed on the basis of a single psychological criterion characterizing the very process of activity and defining it as a creative or a stereotyped - this is the method of a new result obtaining for a creator, i.e. for oneself.

### **3.2. Philosophical and anthropological foundations of creativity**

The analysis made it possible to single out philosophical, psychological, intuitive and other aspects in the theory of creativity. Without going deep into each of the areas, let us note that such an important factor is highlighted in them, which many researchers mention as freedom. Therefore, we also refer freedom to the anthropological foundations of pedagogical creativity as a factor of a teacher's personality self-realization in activities. A free self-conscious creative person is an educational ideal, and it is, as scholars believe, already inherent in a man. Self-consciousness also means a person's awareness of his self-worth, which is a prerequisite for the development of his creative individuality. An appeal to the system essence of a person in the pedagogical creativity aspect demanded the correlation of the concept of personality, subject, individuality and creative individuality (Kankalik and Nikandrov, 1990).

Personality is a unique structure of all characteristics of an individual that is determined and changed as the result of adaptation to a constantly changing environment and, to a large extent, is formed



under the influence of the reactions of others on the behavior of this individual. Being a part of social system, a person acts as an objectively correlated with the rest of its components. A personality appears as an internal and an external correlation with the society, an objective and subjective existence of socially correlated in a person. A personality exists in the context of self-determination, that is, it determines its position in society. A key characteristic of the personality is consciousness, which does not exclude the identification of the concept personality and subject. But, if a subject acquires and implements the norms that have been developed in society, without going beyond their limits, he is a person. If a subject creates norms and models a new activity, he is regarded as an individual. A personality is expressed in reference, individuality is expressed in bringing about, and the nature of a subject is dual: on the one hand, personal (socially-related), on the other - individual (socially-introduced, creative) (Gruzenberg, 2010).

The ability to exert influence on the world around is inherent in both personality and individuality. At the same time, the transforming activity of a teacher's personality is based on a choice, the proof of his credibility, the influence on others, the transfer of experience. The transforming activity of a teacher as an individual is creativity, the production of objectively (or subjectively) new. Proceeding from this, it is more logical to operate with the concept of creative individuality, which is a system integrative personal education, including a set of intellectual, motivational, emotional-volitional, professional-value qualities, which, first of all, include: the ease of association, critical

thinking, the ability to the curtailment of mental operations, the timely rejection of a hypothesis, analysis and synthesis, the ability to notice and formulate a problem, to work in a group, the ease of idea generation, the integrity of perception, readiness of memory, the rejection of orientation toward authorities, etc (Kharchenko, 2005).

Consequently, the cognitive, emotional-volitional, motivational and need characteristics of a personality are manifested in unity in the creative activity of a teacher, which are most fully reflected in such functions of creative individuality as:

- Motivating - conducive to justification and decision-making;
- Mediating - transferring external influences into internal impulses that guide behavior;
- Collision - allowing see the hidden contradictions of reality, a phenomenon;
- Reflexive - constructing and retaining the image of me within the context of an experienced event, as an attitude towards oneself;
- Critical - in relation to the values and norms proposed from outside;

- Semantic - determining the system of vital meanings; orienting
- promoting the construction of a personal picture of the world (an individual worldview);
  
- Creatively transforming - ensuring the creative character of any personally significant activity, the activity of relations and communication as an activity of comprehension and creativity;
  
- Self-fulfilling - as a desire to recognize one's identity by others;
  
- The functions of spiritual life level provision - in accordance with personal claims, which do not allow the adoption of utilitarian purposes.

### **3.3. Procedural aspects of pedagogical creativity**

The scheme of pedagogical creativity in general corresponds to the structure of creativity revealed by heuristics, where the main stages are the stages of finding and formulating a problem, its saturation, bearing, the insight and the verification as an error and utility check. The creative process has a psychological content and includes the following phases: logical analysis (reliance on knowledge), intuitive decision, the verbalization of the intuitive decision (procedural side), formalization of the verbalized solution, the provision of logically completed form to a creativity product (Talyzina, 1998).

The structure of a teacher creativity combines a subject, means, motive, operations, methods, the orienting basis of an action, a product, a process, a creator's personality, an environment, an individual orientation, intuition, the needs of society are the components that can be distinguished as internal and external ones. And although a higher education teacher activity is not subject to a full algorithmization, nevertheless, a certain stage structure is traced in pedagogical creativity: 1) the emergence of a pedagogical plan, 2) the development of a plan, 3) the embodiment of an idea in activity and communication, 4) the evaluation and the analysis of results. Outwardly, pedagogical creativity begins to manifest itself when, a teacher encounters difficulties in the process of activity to implement the set of educational goals, and the attempts to overcome these difficulties through a simple reproduction are ineffective. His activity has a more or less pronounced pause, which usually ends with a found solution, but, often, a decision does not come exactly when it is needed (Wentzel, 1993).

The driving force of an individual pedagogical creativity lies in the constantly arising and resolved contradiction between the standard actions fixed in the pedagogical technique and the necessity of other task application to solve the problems arising in practice. But it must be remembered that the characteristic features that influence the result of pedagogical creativity are the following ones: regulation and compression in time, which requires an operative transition from one stage to another; the remoteness of pedagogical creativity result manifestation, which actualizes the need for an analytical and reflexive

ability to predict the consequences of pedagogical influence; the conjugation with the creativity of each subject of direct pedagogical interaction; emotional and communicative nature of pedagogical creativity, which determines the nature of professional-pedagogical communication and the management of creative well-being in activity (Kulnevich, 2001).

### **3.4. Teacher's creativity mechanism**

A teacher's creativity mechanism is often seen as opposed to methodological norms (standards, standardization), at the same time, it is determined by the normative and heuristic (created in search) elements, logical and irrational, conscious and intuitive ones. A normative approach can be considered as a natural one since a choice is a creative operation, but this choice must be scientifically justified. For example, such characteristics as the recognition of oneself as a creator, the assessment of one's professional suitability, the correlation of current pedagogical tasks with perspective ones, etc., can serve as normative-heuristic indicators of a teacher's creativity level (Zagvyazinsky, 1987).

The comprehension of creative process mechanism sometimes leads to the thought of its spontaneity and a sign of spontaneity in the creativity of an individual can act, for example, as a kind of creator's impersonality, when he is not responsible for what he creates; but he is conscious of the need to carry out a creative act in one or another

pedagogical situation. In this case, the peculiarities of creativity mechanism are manifested. If creativity is deliberate, thought out in shape, calculated for a certain desired effect, then its type is introverted one. If the forms and the methods are mediated by the unconscious, sometimes even in opposition to consciousness, the type of creativity is extrovert one. It is obvious that an introverted type is characteristic for pedagogical creativity, since all pedagogical decisions of a teacher require conscious and purposeful acceptance (Druzhinin, 1997).

### **3.5. Teacher's creativity**

A necessary condition for the pedagogical creativity of a high school teacher is his creative potential, as a system of natural and social forces of a teacher, which encourages creative self-realization in the profession and which allows the changes in the methods of educational action pedagogically justifiable in accordance with the new conditions. Like the structure of creativity, the creative potential of an individual is considered multidimensionally in psychological and pedagogical studies, and reflects various approaches to assess the individual and the social character of its structural components (Panova and Kharchenko, 2009).

In the criteria characteristic of a teacher's creative potential, it is customary to allocate the following: knowledge (about higher education in social, historical, methodological aspects, the technologies and the methods of educational process organization at a university,

about cognitive processes, about essence, logic, the methods of pedagogical research, the essence of pedagogical foresight, forecasting and etc.); skills (reflexive activity, the design of learning process, aimed at student creative potential revealing, the organization of activities in accordance with the individual characteristics of students, improvisation, etc.); beliefs (the awareness and inner acceptance of creativity, creative dominance as personally necessary); relations (enthusiasm, an active search for original ideas, co-creation with colleagues and students); orientation (on the reflection of pedagogical activity, the increase of professional competence level, creating a personal attitude towards the mastering of pedagogical potential essence and the process of its development); abilities (criticality of the mind, ingenuity, empathy and a number of others) (Kharchenko, 2014).

Naturally, the issue of abilities is the most contradictory one, the range of its decisions is from the total denial of creative abilities to their recognition as an intellect independent factor. So, the concept of psychic energy was used to explain the nature of creative abilities, which corresponded to the need to explain an individual scatter in the manifestation of creative abilities, while simultaneously fixing the mechanistic tradition and defining the idea of creative abilities as the maximum expression of general and special abilities. This understanding was promoted by the methodology of factor analysis, the method of problem situations. This allowed us to represent thinking as an independent function, and then subject it to the scientific analysis

as a productive process that appeals only to a person's mental abilities (Ponomarev, 1999).

### **3.5.1. Creativity**

The desire to highlight some specific ability for creativity led to the allocation of creativity coefficient by scholars and to the transition from a direct identification of creativity with the intelligence to their opposition. Today, creativity is defined as the most common ability to realize one's own personality, consisting of intellectual activity and sensitivity to the by-products of creative activity. In addition to these (activity, sensitivity), originality, heuristics, fantasy, concentration, clarity are the signs of a teacher's creativity. Our curtesy towards creativity is explained by the fact that the research data show that the effectiveness of pedagogical creativity is dependent on the availability of both general and special abilities and creativity. And, if creativity can be attributed to the category of general abilities, then to the category of special abilities include specific ones to the teachers of different disciplines, probably a philologist must have different abilities than a physicist or a biologist (Ozdoeva and Kharchenko, 2017).

By the way, it should be noted that the research carried out among university teachers of Karachaevsk, Rostov-on-Don and Stavropol university (130 people took part in the studies), revealed a rather low level of creativity, especially among those teachers who



combine pedagogical work with managerial work. There were only 6 teachers (or 4%) with a high level of creativity in the surveyed sample. Such data were obtained on the basis of the study of their research results, displayed in the open press and, based on the results of interviewing, aimed at the identification of cognitive, motivational and activity components of creativity in the structure of teacher's professional activities.

### **3.5.2. Intellectual activity types**

We also could not ignore the fact that the terms of pedagogical creativity are environment-based as an integral phenomenon and specific in human activity. Thus, the difference between the first and second signal systems and the asymmetry of the brain divide people into three types: the artistic, the mental, and the average one. An artist-type person (the first signal system predominates) is characterized by practicality in concrete matters, the brightness of perception, the imagery of ideas and thinking, the preference for visualization and concreteness. Teachers-artists are more emotional, expressive, direct, prone to sociability, while they have a sharpened self-esteem, the sensitivity to the opinions of others more than other types (Panova and Kharchenko, 2016).

The representatives of the thinking type (the second signal system prevails) are characterized by thoroughness of their action comprehension, a tendency to doubt, analysis, reflection, foresight,

belonging to the audio type according to the peculiarities of perception. Teacher's thinkers are distinguished by their objectivity and discretion, the attachment to students, an independence from opinions and attitudes, exactingness, and, at the same time, a reduced empathy towards students. The third group of teachers combines the features of the artistic and cognitive types, and this type is characterized by moderation, conscientiousness, but at the same time, weak expressiveness as a person. The data of studies obtained by the results of their pedagogical activity study and observation, conducted by the author's team, to determine the types of intellectual activity of university teachers at Karachaevsk, Rostov-on-Don and Stavropol (more than 130 teachers were surveyed) indicate that the scientific and pedagogical workers with an average type prevail in the university environment. The share of teachers with this type of intellectual activity in the sample was 47%, or 62 people. The share of teachers with the cognitive and artistic type of intellectual activity in the sample were approximately equal, 25% (or 32 people) and 28% (or 36 people), respectively. A positive correlation was found between the type of intellectual activity of teachers and the effectiveness of their research and pedagogical achievements. The teachers with intellectual and artistic types have much higher results than those of the middle type of intellectual activity. Such a distribution of types of intellectual activity among university teachers, in our opinion, is the result of the lack of systemic, purposeful work of education managers in the selection of cadres for higher education.

### **3.5.3. Creative activity**

Further, the analysis of the literature made it possible to reveal that creativity is associated with the creative activity of a teacher - a peculiar mental state of an individual, expressed in readiness and to create a new pedagogical and research product openly and highly motivated. Such a state can arise in the process of the activity itself, leading to a creative result, and speaking in such context as creativity - a psychological property that is reduced to intellectual activity and sensitivity. The degree of creative activity manifestation can be traced at its levels:

- Stimulus-productive - when it is completely dependent on external stimulus;
- Heuristic - when it is not stimulated by external factors, reveals an empirical discovery and the manifestation of an intellectual initiative;
- Creative (actually creative) - when the discovered regularity is the determinant of the further creative process, there is a need for a systematic creative work (Kharchenko et al., 2014).

We also studied the level of the creative activity of teachers at higher education institutions of the cities mentioned above. A high level of creative activity was noted when a teacher published one article in Russian and foreign peer-reviewed journals throughout the

year, participated in full-time in one international conference and submitted one application for the participation in grant or other competitions. An additional bonus was the availability of a teacher's certificate or an invention patent. The average level of creative activity was noted in the case when teachers reached half of these indicators. The results of the research were the following ones: the overwhelming majority of teachers had average and below average creative activity indicators during a number of years. A high level of creative activity was revealed among several teachers among the respondents.

The fact is that the level of pedagogical and research creativity is connected with the processes of professional becoming, managed from the outside and spontaneous self-improvement, planned self-organization and optimization. These processes are distinguished in accordance with the structural-level model of creativity, including contemplative-explanatory, empirical and efficiently-transforming levels and they can be correlated with the stages of professionalism development, which emphasizes the unity and the interdependence of professionalism and creativity of a teacher once again. The highest level of pedagogical creativity process and result optimization means the possession of scientific methods of research, the ability to design and implement their experience, and indicates the transition to a teacher-researcher position. This is what the principles of innovative education demand, aimed at a search approach to learning, at students' experience of independent reflection development concerning psychological and pedagogical problems, striving for new knowledge and creative activity in combination with the development of value

orientations in the organization of educational-game, modeling, communicative and interactive, systematic research activities, etc (Aybatyrov et al., 2016).

In this regard, the innovative potential of a teacher, which is the unity of components, is in demand:

- Motivational - the aspirations and the needs for innovative activities, the motivation for innovation, creative growth, creativity, terminological and legal literacy of a teacher in the field of innovation;
- Designing - project management skills, the ability to involve students and colleagues in project activities, the willingness to design and carry out professional activities and their own educational trajectory throughout life, ensuring success and competitiveness;
- Methodological - mastering the conceptual and theoretical foundations of pedagogical and research activities, the orientation in modern approaches to solve scientific and pedagogical problems; the presence of one's own position;
- Technological - the ability to choose an innovative research problem, to develop a program of search work, mastering the methodology of author program development, the ways of

innovation introduction, the technique for tracking experimental work results;

- Reflexive - the ability to self-analysis of their activities and emerging pedagogical problems, the meaningfulness of any type of professional activity, the focus on the effectiveness of activities, the work on a teacher's own image (style).

The data of the empirical researches carried out by the authors, aimed at determination of listed components of the innovative potential among teachers, characterize this level as average. Hence, a number of contradictions arise and the problem of research and development of special educational programs and / or trainings aimed at the development of pedagogical creativity for scientific and pedagogical personnel and, accordingly, the growth of their professionalism, which make a complete system according to the results of the research and their theoretical interpretation.

#### **4. SUMMARY**

Thus, the study and the analysis of the philosophical-anthropological foundations of professionalism and the creativity of higher education teacher make it possible to make the following generalizations:

- Pedagogical professionalism and creativity of a high school teacher are interdependent, which is confirmed by the data of theoretical analysis of scientific literature and the data carried out by the authors of empirical studies;
  
- The combination of professionalism and creativity allows us to solve long-term tasks, educational and scientific progress is possible, both for a teacher and for a student and for a university as a whole;
  
- A teacher's professionalism and creativity are anthropologically oriented, because they are based on the actual human nature of the pedagogical activity and meet the following requirement: to hear, to feel, to understand the nature of a learner and the nature of the scientific and pedagogical activity.

The authors failed to overcome the existing procedural complexity of the research, which is related to the fact that the attitude of teachers to the study of their professional activity results is extremely negative, which limits the number of respondents (Guilford, 2014).

Another difficulty of carrying out such a research is that the activity of a teacher is multifaceted and includes such kinds of work as educational, methodological, scientific, and methodological, research, innovation, educational and organizational, and the results of these activities can also manifest the interrelation of creativity and

professionalism. This line of research requires further refinement and reflection, which determines the further prospects of our research.

## **5. CONFLICT OF INTEREST**

The authors confirm that the presented data do not contain a conflict of interest.

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Revista de Ciencias Humanas y Sociales

Año 34, Especial N° 15, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

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