

Creativity of Foreign Languages Teachers in Ukrainian Higher Education Institutions: Empirical Data

Kateryna S. Balakhtar^{1,2}^a, Olena I. Bondarchuk²^b and Serhii E. Ostapov²^c

¹*Yuriy Fedovych Chernivtsi National University, 5 Sadova Str., Chernivtsi, 58012, Ukraine*

²*University of Educational Management, 52A Sichovykh Striltsiv Str., Kyiv, 04053, Ukraine*

Keywords: Creativity, Foreign Languages Teacher, Creative Components, Value Component, Cognitive Component, Behavioural Component, Individual Psychological Factors, Organizational and Professional Factors.

Abstract: The study highlights the problem of creativity of foreign languages teachers of higher education as a powerful resource for self-realization and the development of the personality of higher education student. The research aims at describing the teachers' creativity as their ability to creative non-standard thinking, to effectively solve complex problems of both professional activity and their own lives. The article highlighted the results of empirical research of value, cognitive and behavioural components and individual-psychological and organizational-professional factors of creativity of foreign language teachers. According to the results of ANOVA, there were established statistically significant differences in the manifestations of creativity of foreign language teachers depending on their gender, age and organizational and professional characteristics. We offer the structure of the program of the development of creativity of the foreign languages teacher directed on the development of value, cognitive and behavioural components and individual-psychological and organizational-professional factors.

1 INTRODUCTION


At the age of innovative changes, unpredictable and ever-changing life demands the evolutionary transformations in all fields, including education. According to Kozbelt et al. (Kozbelt et al., 2010), these changes are impossible without the development of creativity. Since this development takes point from education, to form the foreign languages teacher's creative potential has becoming an urgent request. Moreover, the education base is creativity due to Guilford (Guilford, 1967), which expands the teacher's worldview; makes them to solve serious problems; promotes personal development; diversifies life; strives to self-realization and self-actualization.


The World Economic Forum in Davos at 2016 predicted that creativity in 2020 would be one of the three most essential skills that employers will value in their employees, along with critical thinking and comprehensive problem-solving. This forces higher education institutions to form an institutional environment,


a creative teaching community capable of developing creativity, creative thinking, and involving students in the production of creative knowledge at all levels (Council of the European Union, 2007).

Increasing creativity in the educational process always begins with the education of teachers (Rinkevich, 2011), the formation of their competencies, which depends on motivation, competence content of the educational process and the competence of research and teaching staff and regulated by the Law of Ukraine "On Higher Education", Standards and Recommendations on quality assurance in the European Higher Education Area, Tuning Educational Structures in Europe (González and Wagenaar, 2008) and other normative legal acts, administrative documents which are in the field of responsibility of higher education institutions in the context of their autonomy.

In changing real-time conditions, teachers of higher education institutions by the requirements of international institutions to form general and special competencies of graduates (González and Wagenaar, 2008; Bakum and Morozova, 2015; Kazhan et al., 2020) should demonstrate a high level of effective development and implementation of innovative educational technologies, forms, methods and techniques

^a  <https://orcid.org/0000-0002-9154-9095>

^b  <https://orcid.org/0000-0003-3920-242X>

^c  <https://orcid.org/0000-0002-4139-4152>

in the organization and content of the educational process (Kulbashna, 2014; Savchenko et al., 2018). Teachers have to not only be creative and productive in any reformatations but also: interact effectively in society; adequately respond to challenges; and activate their creative potentials. Thus, a modern graduate is ready to perform novel unexpected professional tasks that exceed knowledge and experience and require non-standard creative solutions from him or her.

Teachers have a pivotal role to play in creating a quality experience for students and providing conditions for the acquisition of new knowledge, competencies and skills (Smidt, 2015). And it is impossible to do without critical and creative thinking (Vlasenko et al., 2020), highly developed imagination, aesthetic worldview, and openness to new life and professional experience, flexibility, originality and so on.

Hence, to form a creative personality, it is relevant to: create an appropriate creative environment, promote the development of a high level of creative abilities, creative potential and be inclined to creative activity, etc. "High educational institution has always been a place of creativity but in the XXI century. There are much higher requirements for educational institutions - to become a creative teaching community, where students participate in the production of creative knowledge at all levels" (Korniyenko, 2021).

Creativity is essential both in the theoretical and practical activities of higher education teachers. After all, as Zhuravlova and Filonenko (Zhuravlova and Filonenko, 2012) point out, a creative teacher perceives problems from a different angle, does not turn into a stereotypical solution to the problem, but solves it in an intriguing new way. The creative teacher personality is characterized by originality, tolerance to uncertainty, openness to new informative and thorough knowledge, diligence and self-demands. These allow the teacher to create new products and implement them in professional activities.

Hence, creative teaching is important in all fields of education, as a creative foreign languages teacher of higher education improves and develops students' creativity, their perception about creativity, and assists with a successful way into further life.

But the main outcome of creative teaching is that creative foreign languages teachers of higher education institutions teach their student how to upgrade their creative ideas, beliefs and behaviour (Morris, 2006). In addition, creative teaching is natural part of foreign languages teachers of higher education institutions. Accordingly, foreign languages teachers of higher education institutions have three advantages in creative teaching, i.e. all languages are naturally creative; languages classes are unlimited in time of top-

ics, and the visualization of real life situations through different tasks in the classes (Stepanek, 2015).

Creativity of foreign languages teachers of higher education institutions acquires special meaning, as it is a powerful resource for the development of student's personality of higher education institutions (Moskaliyova, 2014), promotes the development of constructive, critical thinking and professional competence.

Therefore, the teacher's creativity, his ability to creative non-standard thinking, the ability to effectively solve complex problems of both professional activity and his own life are of particular importance (Balakhtar, 2019b,c). Consequently, the present study has aimed to explore the peculiarities of creativity of foreign languages teachers of higher education institutions.

2 LITERATURE REVIEW

Around the world, there are many scholars, scientists and theorists who have made a great contribution to research about creativity. Creativity is seen by many researchers in terms of novelty, originality, productivity, problem-solving ability, the ability to be reflexive and risky (Amabile, 2001; Tanggaard, 2011). To identify the concept of creativity, it is better to differentiate the terms of creative potential, creative actualization and creative talent (Barbot and Lubart, 2012; Besançon et al., 2013).

Walberg (Walberg, 1988) stated that the creative potential is hidden skill to generate the effective original work which is a part of personal's capital. Creative potential is a mixture of resources becoming functional with aspects of motivation, cognition and personality (Sternberg, 2020; Sternberg and Lubart, 1995). The personal's achievement, which is creative, considers as creative actualization. Therefore, creative talent is an ability to produce creative work (Besançon et al., 2013).

Among modern Ukrainian researchers, a significant groundwork in the development of the concept of creativity as a deep, initial and completely "natural" personality traits, mechanisms of creative thinking, the creative potential was made by Maksymenko (Maksymenko, 2013), Moliako (Moliako, 2007) and others.

Particular attention in the context of the problem under study deserves the work of scientists devoted to the study of the psychological characteristics of the creative potential of heads of general educational institutions (Bondarchuk and Pinchuk, 2015) as a factor in constructive solutions to managerial problems

(Moskaliova, 2014), the formation of communicative competence of leaders of educational organizations (Briuhovetska, 2010), the formation of a creative style of activity, knowledge and development of intellectual and creative abilities (Sologub, 2005, p. 4-5) and others.

Hence, creative potential specifies the mixture of individual and contextual resources becoming effective in a creative work within motivation, cognition and personality factors (Sternberg and Lubart, 1995). Importantly, Sternberg and Lubart (Sternberg and Lubart, 1995) determine creativity is more than a combination of an individual's resources.

Scholars consider on the three points: creativity is impossible if there are some thresholds for some components (for instance, knowledge) even when other components are high; some compensation prevails when one component is more powerful than the other one and confront it (e.g. knowledge versus motivation); creativity is in process when all the categories are present and active (Sternberg, 2020).

The system of knowledge, skills and abilities is dominant in the activity of teachers. It is vital to develop the mental qualities, types and forms of thinking (including critical) depending on the specifics of professional activity. According to Makarenko (Makarenko, 2017), the cognitive component relies on the intellectual sphere and reflects "awareness and knowledge of reality about the profession, possession of a set of theoretical and practical knowledge on which praxeological foundations of professional activity and practical thinking, and ways of acquiring knowledge are based".

Knowledge serves as a "special form of spiritual assimilation of the results of cognition, the process of reflecting activities, which is characterized by awareness of their truth". Assimilation of knowledge is characterized by purposefulness, systematicity, consistency, logic and meaningfulness. Knowledge determines the teacher's attitude to morality, work, value system, activity and reality in general.

The recognition of the values has a significant role as certain beliefs remain a central place in the individual belief system and serve as guiding principles of life. Value orientations are a mandatory component in the professional teacher's activity, display the life experience, life goals of the individual, and indicate what is most in demand for him/her and has a personal meaning. After all, the internal acceptance of personally unhesitating senses is an imminent condition for the personal values formation (Honcharenko, 1997, p. 137). As for personal values, it is, as Radul (Radul, 2019) notes, aware and accepted by the individual general meanings of his life.

A teacher of higher education must have universal (life, man, tolerant, society, happiness, justice, etc.), national (national idea, native language, the language of other peoples, traditions, customs, national symbols, folklore, etc.), civil (democratic) rights and responsibilities, tolerance for dissenters, respect for the culture and national traditions of other peoples, religious tolerance, etc.), family (values of family life: respect, love, mutual aid, the harmony of relationships, etc.) and personal (education, self-realization, health, life wisdom, etc.) values (Yanitskiy, 2000, p. 6).

It is worth noting that teachers' ideas about the system of values, the hierarchy of its beliefs are relevant today. Thus, Rokeach (Rokeach, 1973) describes values as a firm belief that a particular behaviour or ultimate goal of existence has potential significance from his point of view, and may differ from the opposite or opposite behaviour or ultimate goal of existence. Thus, values act as the standards or the criteria regulating as installations, so and actions, comparisons, estimations. In other words, they legitimize the individual and his environment (Farcane et al., 2019).

Creativity is the foremost quality of a person of the XXI century and is of paramount importance in the formation of higher education institutions teachers' professional and methodological competence, in general, and teachers of foreign languages in particular. It "... is a human activity, as a result of which new material and spiritual values of social significance are created. Creativity, being the work result and individual's efforts, at the same time, always has a social character" (Rokeach, 1973). Creativity is a process that contributes to the creation of new. Creativity is considered as a potential, an inner person resource, which is a relatively stable characteristic of the individual and provides the ability to abandon stereotypical ways of thinking, acquire the ability to identify new ways of solving problems or new forms of expression (Bondarchuk and Pinchuk, 2015; Dyachenko and Kandybovich, 1998).

According to Hamza and Griffith (Hamza and Griffith, 2006), teachers should be "accessible, friendly, knowledgeable, interesting, caring, leaders, insightful, imaginative, and able to manage conflicts, minimize disruptions and create innovative classes in the classroom".

According to Saprykina (Saprykina, 2013), the components of creativity of the teacher's personality are motivation, psychological and pedagogical knowledge, general erudition, pedagogical intuition, highly developed intellect, high level of universal culture, and professional mastery of various methods of teaching and education. The researcher notes that a creative teacher is independent, self-reliant and per-

sistent, has high intellectual development, sense of humour, lively mind and acting character, and is able to show flexibility in their views.

Achieving the formation of the components of creativity is complicated by the specific features of the pedagogical activities of higher education institutions teachers, which are characterized by: “a special kind of subjective professional interaction; multifunctionality and increased degree of professional responsibility; the need for continuous self-improvement in teaching and research; the ambiguity of criteria for assessing the effectiveness of scientific and pedagogical activities; increased social requirements for professional and personal qualities of the teacher, etc” (Bondarchuk and Pinchuk, 2020).

The creativity of a higher education institutions teacher, including a teacher of foreign languages, is an integral part of personal development, which interacts with creative socio-cultural relationships, intellectual baggage of knowledge and spiritual values, experience, skills and abilities between all subjects of socio-pedagogical activities, which necessarily contributes to self-realization, adaptation, socialization and self-affirmation of the higher education teacher (Petryshyn, 2014).

A foreign language teacher may implement various activities in the process of teaching foreign languages, which contribute to both the development of thinking skills and pronunciation of students: “creation of associations, analysis of cause-and-effect relations, decision-making, problem-solving, creative thinking” (Puchta and Williams, 2011). The higher education teacher may carry out the creative teaching in two ways: a) creatively teach and present educational material; b) teach for encouraging the development of creativity in the personality of each student.

Creative teaching involves the use of figurative approaches in the construction of the educational process to make teaching more entertaining, exciting and productive. Teaching for creativity is challenging but enjoyable, fascinating and efficient. In this case, the teacher spends more time on: planning the lesson; creating and developing ideas; evaluating the effectiveness of selected tools and teaching methods; improvising, using interactive teaching methods; taking risks every day; and assuming that the methods and techniques he/she uses do not always work. Creative teachers are always ready to experiment, realizing the need for teaching experience (Guilford, 1959), “extremely responsible for the quality of teaching, always energetic, caring about the subjects and creative” (Volobueva, 2011).

Buzovska (Buzovska, 2014) considers the pedagogical creativity of a foreign language teacher to be

a decisive factor in the development of creativity in professional activity on the way to the top of pedagogical skills. She estimates the components are creative thinking, production and generation of new original ideas and approaches, problem-solving unconventionally.

According to Morozov (Morozov, 2004), pedagogical creativity consists of communicative and didactic components. At the same time, the basis of communicative creativity is dialogue and improvisation, and didactic creativity is receptivity to intellectual values and the ability to innovate.

According to Sidorenko (Sidorenko, 2001), the creativity of a foreign language teacher has contradictions in problematic situations or creative tasks, as well as objective (social and material) and subjective (purpose, knowledge, skills, motivation, etc.) prerequisites for development and realization of creativity in the process of teaching foreign languages, the presence of novelty and originality in views on the process and outcome of teaching.

Moreover, the teacher may indirectly influence the modelling of value orientations of higher education institutions students, their behaviour and actions during teaching foreign languages. The peculiarity of a foreign language teacher professional values is due to his/her teaching a language that, “regardless of ethnicity and genealogy is one of the most valuable works of humanity as a civilized community, a reflection of the mentality of the natives, the phenomenon of identification and culture” (Mamchur, 2016).

Besides, scientists believe that such components like his/her inner potential, social and professional experience, psychological, pedagogical and subject knowledge, the ability to create new ideas, skills and capabilities of the future specialist shape the creativity of a foreign language teacher (Marchiy, 2008); creative thinking (improvisation, fictional spontaneous situations, real experience, existing knowledge in a new form, etc.) (Fisher, 2005; Oliver, 2013; Sawyer, 2011); intelligence, knowledge, thinking skills, personality, motivation and environment (Sternberg and Lubart, 1993), etc.

It is also worth noting that the pedagogical creativity of a foreign language teacher is realized during working and is manifested in the desire to improve the professional level and achieve pedagogical skills. Thus, if teaching a foreign language is fascinating and exciting, then, as Starbuck (Starbuck, 2006) says, it is creative teaching with a creative foreign language teacher.

The professional development, high level of motivation, openness, high sense of security, propensity for new and flexible actions, goal-oriented teaching

are those means that better characterize the creative personality of a foreign language teacher. At the same time, it is also vital to have remarkable intelligence, diligence, energy, intuition and self-confidence (Tavarez DaCosta, 2019).

The indicators of creativity of a foreign language teacher include:

- a developed memory;
- the ability to concentrate;
- to clearly and logically formulate their ideas, tasks;
- to acquire skills of analysis of complex situations and problems, using them in terms familiar to the interlocutor;
- to have a high intensity of generating ideas, carefully filtering;
- the capability to synthesize the general picture;
- to be creative;
- to critically evaluate the results of research, especially their own;
- to develop a broad scientific worldview;
- to get acquainted with the scientific and practical results of related fields;
- to strive for high culture, etc.

Creativity promotes self-development, adaptive response to changing societal conditions and allows producing new ideas using the creative abilities of teachers, their intellectual experience, and openness to experience. We suppose it necessary not only to consider the essence and structure of creativity but also to explore factors that contribute to the development of the creative potential of foreign language teachers.

Thus, among the factors that contribute to the development of the creative potential of foreign language teachers, Bretsko and Marushka (Bretsko and Marushka, 2018) identify: the motivational sphere, the desire for self-development, improvement of personal professional skills and abilities; taking into account individual personality traits; awareness of the significance of the humanistic value of the creative individuality of the individual; specific organization of training of future foreign language teachers; development of abilities of future specialists to the analysis, awareness of results of own professional activity; mastering the knowledge of creative potential, knowledge and understanding of the peculiarities of its development, combine and use in pedagogical activities in the study.

Besides, the researchers have found that following properties characterize the creative personality of

a foreign language teacher, as: flexibility, spontaneity, creative thinking, imagination, originality, creative attitude to the profession, demanding the results of their work, achieving the defined goal of creative activity and effective solutions to problem situations, the ability to deviate from stereotypes and inertia of thinking in teaching, create creative products; need and readiness for creative and professional self-realization; non-standard attitude to oneself, the world around, to any life situations and phenomena.

The psychological factors of development of professional creativity of a teacher of foreign languages singled out by Hotsulyak (Hotsulyak, 2008) deserve special attention in the context of our research. These include the motivational readiness of the teacher to work systematically to improve the level of methodological skills; ability to critically analyze one's own professional activity, which makes it possible to identify characteristic psychological barriers and choose "developing" strategies for their prevention and overcoming; self-analysis of the formed system of methodical and professional knowledge, skills, abilities and search of new means and ways of teaching a foreign language; mastering by the teacher of innovative interactive methods, forms and methods of solving specific tasks of teaching a foreign language with the observance of the appropriate psychological continuity of the stages of mastering the methods of solving methodological and pedagogical problems.

Thus, taking into account the above and taking into account the definitions of creativity in the works of scientists, we interpret the creativity of a foreign language teacher as personal property, an inner resource that allows creative and innovative activities aimed at producing and generating original (non-trivial) foreign ideas and approaches. languages, effective solution of tasks in a non-traditional way, constructive non-standard and critical thinking, the desire to improve their own experience, professional abilities on the path to self-realization and the formation of creative personality of students in foreign languages, using interactive teaching methods involving innovative technologies.

Components of creativity of a foreign teacher are a cognitive component (system of general and appropriate knowledge about creativity, features of creative potential, understanding and understanding of methods of teaching foreign languages based on creative technologies, production of non-trivial ideas, critical thinking), value (set of values, needs and motives), which promote and accompany creative and innovative activities) and behavioural (effectiveness in making non-standard decisions, creating creative products, the ability to self-organize

creative work, etc.) components. The individual psychological (perfectionism, self-esteem, etc.) and organizational-professional (creative environment, professional workload, communication, compression, etc.) factors promote the development of the creative potential of foreign language teachers is promoted.

In addition, contrary to common beliefs, creativity is not only for exceptional people but it is a developmental thing for all people (Kaufman and Sternberg, 2007; Sternberg and Williams, 1996).

3 METHODOLOGY AND RESEARCH PROCEDURE

Presently, there are many different technologies to measure the personality's creativity and creative potential.

To study the components of creativity of foreign language teachers, we used: M. Rokeach's method "Value orientations" (Rokeach, 1968), K. Ryff's questionnaire "Scales of psychological well-being" (Ryff, 1989), test "Diagnosis of the creative potential and creativity" (Rogov, 1999), scale "Aspiration to be an independent person" test "Creativity" (Nikiforov et al., 2003), V. Boyko's method "Diagnosis of communicative tolerance" (Boyko, 1998), method of reflexivity by A. Karpov (Karpov, 2003), method "Scale of self-efficacy" by R. Schwarzer and M. Jerusalem (Topolov, 2011), O. Filatova's methodology "Passive Perfectionism Scale" (Filatova, 2016), S. Budassi's "Personality Self-Assessment Method" (Chudnovskiy, 2006), P. Spector and S. Jex's "Professional Stress Scales" (Topolov, 2011), P. Spector and S. Jex's "Professional Workload Scales" (Topolov, 2011), P. Spector and S. Fox's (in the adaptation by E. Topolov) method "Factual Autonomy Scale (FAS)" (Topolov, 2011), constructive resistance scale (Topolov, 2011), method of incomplete sentences in author's modification.

The research was conducted among the foreign languages teachers of higher education institutions. The total size is 208 foreign languages teachers of higher education from different regions of Ukraine (Chernivtsi – 53% of respondents and Kyiv – 47% respectively). The test includes eight indicators: curiosity, self-belief, resilience and persuasiveness, ambition, auditory memory, visual memory, the desire to be an independent person, the ability to think abstractly and, the last one, the ability to focus on business. Accordingly, we identified the levels of creativity:

- low – creative potential is limited, there is a lack

of faith in own strength, self-underestimation;

- average – indicates the ability to improve the creative potential by destroying the fear of failure and public condemnation;
- high – creative potential is enough high and broadens the creative opportunities.

The respondents were grouped by:

- gender (male – 39.4% and female – 60.6%);
- age – 1 - up to 30 years (22.1%), 2 – 30-40 years (28.8%), 3 – 40-50 years (26.9%) and 4 – over 50 years (22.1%).

We processed the data and made the presentation of results with the statistical software package SPSS 21.0.

4 ANALYSIS OF RESEARCH RESULTS

First of all, we were interested in the system of general and special knowledge of foreign language teachers about the essence of creativity, understanding and awareness of the features of creative potential, the specifics of creativity in the professional activities of higher education institutions, their ability to reflect and more.

After all, there is a growing need for people with non-standard thinking, ready to show a creative approach to solving various problems, able to adapt to rapidly changing socio-economic conditions, competitive in the European labour market. Creativity is a formidable factor in the development of personality, its ability to abandon stereotypical ways of thinking, to bring something new to the experience (Barron, 1969), "the ability to reflect the individual's ability to create new concepts and develop new skills, i.e. the ability to create" (Morozov and Chernilevskiy, 2004).

The cognitive component of teachers' creativity in foreign language teaching should be based on mental processes and actions, the basis of which is the understanding and use of this phenomenon in speech (Hodovanets and Lehan, 2016).

According to Kolesnikova and Dolgina (Kolesnikova and Dolgina, 2001), in the acquisition of cognition the following components play a significant role: the performance of speech actions according to rules (level of rules); awareness and understanding of meanings of lexical units (level of meanings); peculiarities of formulation of utterances, their structure (level of speech activity); awareness of utterance function (requests, advice, objections, etc.) (social level); awareness of the conformity of

the reported information to the cultural norms of native speakers (cultural level); awareness of higher education students of the peculiarities of education (techniques, methods, tools, etc.); evaluation of their effectiveness, and also self-assessments of the level of language learning (students' cognitive style of work).

Teaching foreign languages involves not only mastering the actual linguistic knowledge but also the translation of knowledge about the world. After all, mastering a foreign language, we "learn the image of the world inherent in the relevant people, a vision of the world through the prism of national culture, one of the most important components of which is language".

According to Leontyev (Leontyev, 2017), the main task of mastering a foreign language is to "learn to orientate as a native speaker does". This forces teachers to ensure the appropriate context in the classroom by regularly creating tasks following new modern needs and challenges (problem situations, active communication, active participation in dialogues, seminars, workshops, conferences, creative tasks, projects, etc.), initiative and the development of interactive teaching skills.

The study of the features of creativity of foreign language teachers in higher education institutions was conducted by the indicators and criteria of value, cognitive and behavioural indicators of the components presented in the author's model. First of all, we were interested in the value attitude of foreign language teachers to the constructive transformation of reality.

After all, the study of foreign languages involves not only direct modelling of the person's value behaviour and actions but also (Topolov, 2011):

- involves students in socio-cultural relations;
- promotes a person's ability to be tolerant of another nationalities and cultures;
- pays attention to their own culture.

According to the results of empirical research, we revealed an insufficient level of development of value, cognitive and behavioural indicators of the components of creativity of a foreign language teacher.

Thus, table 1 shows that the vast majority of researchers are characterized by a low level of need for interesting (creative) classes (76%), which probably leads to a lack of motivation to create innovative methods and techniques (75.5%), designed to improve the quality of activities, its effectiveness. It is worth remembering that needs are the primary source of motivation to implement interesting (creative) activities.

Besides, motivation is related to attitude, in particular, a high level of positive attitude to the formation and development of creative abilities was found in 75.5% researched teachers.

However, the value of creativity in the transformation of reality characterizes about half of the respondents (49%), and the desire for self-development (27.9%), freedom (individual independence) (38.5%) – in about a third of respondents. In our opinion, this may cause problems in the implementation of creative thinking and the development of abilities, motivating, directing and regulating functions in teaching foreign languages to students.

Analysis of the value component of the creativity of foreign language teachers shows a certain inconsistency of their values with the purpose and objectives of professional activity, however, without a value approach, "neither activity nor human life as a being with different needs, interests and goals is impossible" (Tugarinov, 1988, p. 256).

Therefore, in our opinion, special attention should be paid to promoting the development of motivation, values, the interest of teachers in creative teaching of foreign languages, reducing the influence of various demotivators of their professional activities (low wages, lack of opportunities to improve skills, develop their creativity, develop and implement innovations, etc.).

Table 2 shows an insufficient level of the cognitive component indicators of creativity of foreign language teachers. Thus, most of the respondents are characterized by low (clear ideas about creativity and features of foreign language teaching) (77.9%), the ability to produce non-trivial ideas (original) (69.2%) ability to understand and accept the individuality of another (46.2%) and average (an initiative of teachers in the organization and conduct of creative classes (57.2%), self-belief (80.2%), critical thinking (59.6%)) levels.

The value of a person, in general, and teachers of foreign languages is determined by their ability and experience to meet their own needs, motivate themselves to achieve goals and desires. In other words, it means to take responsibility for your privacy. According to the study, most teachers are characterized by an average level of self-belief, their strengths and abilities, their self-worth as a teacher of foreign languages (80.2%). It may be due to various reasons and indicates problems in accepting oneself as a person, a teacher, dissatisfaction with oneself, destructive behaviour etc.

According to Dostovalov (Dostovalov, 2004), faith serves as a three-component social attitude, which, depending on the consistency of its compo-

Table 1: Levels of the value component of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Value component</i>			
the value of creativity in the transformation of reality	49.0	34.6	16.3
desire for self-development	26.9	45.2	27.9
motivation to create innovative methods and techniques	75.5	19.2	5.3
positive attitude to the formation and development of creative abilities	2.4	22.1	75.5
the need to implement interesting (creative) classes	76.0	18.3	5.8
desire to be an independent person (desire for freedom)	22.1	39.4	38.5

Table 2: Levels of the cognitive component of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Cognitive component</i>			
clear ideas about creativity and features of foreign language teaching	77.9	15.9	6.3
ability to produce non-trivial ideas (original)	69.2	21.2	9.6
initiative	26.4	57.2	16.3
the ability to understand and accept the individuality of another	46.2	46.2	7.2
Self-belief	14.4	80.2	4.8
Ability to understand and reflect	20.2	59.6	20.2
Critical thinking	23.1	59.6	17.3

nents (operational and reflexive), requires sufficient maturity and focuses on internal mental processes.

After all, “self-confidence may not always be reflected in a particular life situation or area due to lack of time or self-interest, a tendency to self-knowledge”. The scientist notes that the individual’s awareness of self-worth, the cognitive component of self-confidence is manifested first at the operational, more superficial level, and later – at the reflexive level. The ability to understand and reflect on most teachers is developed at an average level (59.6%).

The obtained results testify to the existing problems not only of knowledge and understanding of oneself but also awareness of how others understand and perceive the teacher’s personality: emotional reactions and cognitive representations of personality. Only the one-fifth of the respondents (20.2%) has a high level of reflexivity, which, in turn, ensures the direction of their activity on the development of themselves as a whole, as a “system of systems” (Kostiuk, 1989); and on their characteristics on the possibilities of self-construction, self-cause, self-development and self-improvement.

The obtained results show that the respondents are insufficiently aware of the essence, the content of creativity, innovative methods and forms of foreign language teaching. Likewise, this complicates the ability of teachers to implement creativity, accept and cre-

ate new, non-standard thinking, generate original and useful ideas. After all, it is the creativity of a foreign language teacher that determines their “readiness for change, rejection of stereotypes, and search for original solutions to complex problems in a situation of uncertainty” (Yakovenko, 2012).

Exploring the ability to implement creativity in the professional activities of foreign language teachers, we studied the features of the behavioural component. The obtained results 3 showed a low level of ability to take creative solutions (84.6%), to create new creative products (76.4%), to introduce innovative methods and forms (83.2%), ability to innovate, ingenuity (87%), despite the average level of self-organization of creative work (66.3%) and a high level of focus on business (70.2%) (table 3).

Thus, the behavioural component requires a significant expansion of teachers’ behaviour through awareness of some common ways of teaching foreign languages, creating conditions for the effective formation and development of creative competence.

The effectiveness of professional activity of teachers relies on several individual psychological and organizational-professional factors that provide significant conditions and factors influencing foreign language teaching success.

Success factors are based on the structure of the professional activity. It allows identifying them with

Table 3: Levels of manifestation of the behavioural component of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Behavioural component</i>			
The ability to take creative solutions	84.6	13.0	2.4
The ability to create new creative products	76.4	16.8	6.7
The ability to introduce innovative methods and forms	83.2	10.1	6.7
The ability to self-organize creative work	17.3	66.3	16.3
Focus on business	27.9	1.9	70.2
The capacity for innovation, creativity	87.0	10.6	2.4
The ability to manage a professional environment	31.7	42.3	26.0

its structural components, creating conditions for the development of internal motivation to generate and implement creativity, improving the educational process by creating innovative methods and techniques of teaching foreign languages.

We are impressed by the opinion of Buchatska (Buchatska, 2005) on the importance of creating such conditions under which the student would be a subject of educational activity, its active participant and creator.

Given the importance of individual psychological factors that contribute to the successful learning of foreign languages, it is necessary to teach students how to:

- work independently;
- act thoughtfully, consistently, systematically;
- build self-confidence;
- develop their professional competence;
- promote personal development, and so forth.

According to the results of the study of individual psychological factors of creativity of foreign language teachers (table 4), we revealed a low level of perfectionism (39.4%), which complicates a responsible attitude to foreign language teaching, following internal patterns and high standards. Only 39.4% of respondents strive to be the best, perfect, and unsurpassed, grow personally and professionally, motivating oneself to successful creative activity (table 4).

Besides, more than half of the teachers displayed low inadequate self-esteem (65.4%). Only 4.6% of teachers have an adequate attitude to themselves, their abilities, capabilities, orientation, activity and social significance. That is just self-esteem is a vital internal mechanism of self-regulation of behaviour and functioning, which may change in the process of operation and interaction of a foreign language teacher with the environment.

Almost half of the respondents (49%) showed the low level of adaptive abilities in interaction with peo-

ple, which complicates the creating positive motivation to form innovative methods and techniques of teaching foreign languages and acceptance by teachers of norms and values of creative professional activity. Adaptive abilities register that 3.8% of respondents have convenient and modifying opportunities to interact while learning foreign languages, hence, which contribute to:

- the growth of internal motivation;
- positive changes in the value, cognitive, emotional spheres.

They display in behaviour, creativity, generation and implementation of innovative methods and forms of foreign language teaching.

Autonomy (self-government) is a personal quality insufficiently developed (39.4% - the average level), which characterizes: independence; and the ability to self-determination in decision-making and actions of the teacher to learn foreign languages based on their principles, views, values, strategies, goals, available resources and motives, etc.

According to the Vinogradova (Vinogradova, 2002), this is “the main quality of personality, which is manifested in tolerability, non-conflict, as well as resilience, trust and the ability to calmly and without irritation to accept the individuality of others”. Communicative tolerance is relevant to foreign language teachers.

Thus, communication is one of the essential tools of their professional activity, based on a friendly attitude to others and a desire to interact based on constructive dialogue in foreign language learning.

So, it is necessary to realize creativity, energy, activity, diligence and purposefulness, ability to transform the reality (Balakhtar, 2019a).

We established the average level of development of communicative tolerance (67.8%) as the most typical for foreign language teachers. This indicates the ability to not fully interactively use language and

Table 4: Levels of manifestation of individual psychological factors of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Individual psychological factors</i>			
perfectionism	39.4	21.2	39.4
self-esteem	65.4	34.6	-
adaptive abilities in interaction with people	49.0	47.1	3.8
Autonomy (self-government)	24.0	39.4	36.5
Communicative tolerance	32.2	67.8	-

other means of communication (a range of interactive technologies, skills and abilities to function in socially heterogeneous groups). Thus, the results indicate the probability of not always successful interaction, cooperation in teaching foreign languages (table 4).

In our opinion, the development of creativity of foreign language teachers is influenced not only by individual psychological factors but also by organizational and professional ones, namely: professional workload, professional compression, ability to constructive resistance.

Thus, 20% of the studied teachers showed a high level of professional workload; 25% of people experience professional stress while teaching foreign languages; 27.9% of respondents are capable of constructive resistance (table 5).

Summarizing the results of the empirical study of value, cognitive and behavioural components, the following levels of creativity of foreign language teachers, in general, were identified: above average (10.6%), average (42.3%), below average (37.0%) and low (10.1%) (table 6).

At the ascertaining stage of the empirical study, there were no foreign language teachers with a high level of creativity. At the same time, the results of ANOVA revealed statistically significant differences in the manifestations of creativity of foreign language teachers depending on their gender and age (figure 1, $p < 0.05$) and organizational and professional characteristics (figure 2, $p < 0.01$). Thus, teachers of foreign languages, both female and male, have a tendency by creativity at the level to increase in ($p < 0.05$).

We suppose that the increase of creativity of foreign language teachers with age comprehends through: holding a higher position; obtaining a degree and academic title; respectively higher pay; higher social status; more opportunities to meet the needs of teachers, i.e. a more inclusive balance between contributions efforts and benefits, although not enough.

We may assume that the insufficient level of creativity is due to the introduction of mass distance

teaching in a pandemic of the COVID-19 in higher education institutions. It has led to an increase in the working teacher's load upon digitalization of education (Tkachuk et al., 2021; Velykodna, 2021; Velykodna and Frankova, 2021).

The teacher is forced, in addition to teaching foreign languages, to master: new digital tools by the model of digitization chosen by the institution of higher education; ICT and learning tools; new roles, tasks and activities; new methods, forms and techniques of distance teaching; and to establish effective communication of all participants in the educational process on network platforms, etc. (Areshonkov, 2020).

Besides, the peculiarities of the creativity of teachers of foreign languages, depending on the position, show that, in general, creativity grows with increasing professional status (figure 2, $p < 0.01$).

This is probably due to different requirements for the professionalism of teachers (assistant, senior lecturer, associate professor, professor), as well as "the urgent need for a radical change of emphasis on professional competencies of teachers in the transition to digital universities and distance education in particular" (Areshonkov, 2020, p. 3).

The results are consistent with the JD-R model, in which professional activities include requirements and resources (Demerouti et al., 2001, p. 501).

Authors defined the Job requirements as "aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs".

The higher the status of the teacher, the presence of a scientific title, scientific degree – diversify the opportunities of teachers in the implementation of creative activities, the higher the level of autonomy, interaction. At the same time, the lower the status of the teacher, the fewer opportunities he/she has and the more work overload. This, in turn, causes stress, conflict and insecurity and can lead to burnout. According to the JD-R model, stresses arise due to an imbalance between the requirements of professional activ-

Table 5: Levels of manifestation of organizational and professional factors of creativity of foreign language teachers.

Creative potential indicators	Levels number of (respondents in %)		
	Low	Average	High
<i>Organizational and professional factors</i>			
Professional workload	30.8	49.0	20.2
Professional stress	40.4	34.6	25.0
Ability to constructive resistance	34.6	37.5	27.9

Table 6: Levels of manifestation of components and factors of creativity of foreign language teachers.

Components and factors	Levels of manifestation of components of creativity, in %				
	low	below average	average	above average	high
Value component	6.3	47.1	34.1	12.5	
Cognitive component	0.5	41.8	51.9	5.8	
Behavioural component	10.1	62.0	23.6	4.3	
Individual psychological factors	11.5	25.0	54.3	9.1	
Organizational and professional factors	26.0	3.8	39.4	28.8	1.9

ity and the resources that the teacher invests to meet these requirements (Schaufeli and Salanova, 2011).

We established statistically significant differences in the creativity of foreign language teachers leaning on the language of teaching. Thus, the study results of teachers' creativity while teaching English showed lower rates than teachers of other foreign languages, including French. So, teachers may implement the creative approach in the teaching of foreign languages; and language is a means of communication that is studied through the personal activities of students. Typical tasks are search and creative, for instance:

- filling information gaps;
- role-playing games;
- solving problems, and so on.

Typical forms of work are group and pair work, which contribute to the formation of a creative personality of both student and teacher. After all, it is impossible to teach something if you do not own it yourself. The use of interactive forms and methods of work helps to form a positive interdependence and individual responsibility. Face-to-face interaction creates a collective and friendly skill. The process of working in groups or pairs is always creative and exploratory: the task is set before the group, and everyone has an incentive to excel and make a contribution. The use of group forms of work creates conditions for both the development of thinking and for self-affirmation.

We assumed that the creativity of foreign language teachers affects their life satisfaction and subjective well-being in general. Hence, teachers of higher educational institutions have to achieve subjective and

psychological well-being, "strive to develop their personal potential, to create positive relationships, to engage in productive and creative activity, to use their creative abilities to generate innovative ideas, improve their well-being and satisfaction with life, work and self-develop" (Androschuk et al., 2020). According to the results of ANOVA, we found statistically significant differences in subjective well-being depending on the level of development of creativity of foreign language teachers (figure 4, $p < 0.01$).

Figure 4 shows that teachers with a higher level of creative potential development show higher indicators of subjective well-being. This means that:

- they feel happy and confident;
- they are able to adapt to changing the professional conditions;
- they are motivated to implement creative methods and techniques for the development of value, cognitive and behavioural components of individual psychological and organizational-professional factors of creativity of foreign language teachers.

In our opinion, it is impossible to achieve subjective well-being without enthusiasm for one's work, without motivating oneself to achieve success, professional growth, positive attitude to oneself as a teacher, a person. Therefore, in our opinion, it is expedient to develop a training program for the development of creativity of foreign language teachers to achieve their subjective well-being and success in professional creative activity.

The training program "Development of creativity of a foreign language teacher as a factor of their subjective well-being" consists of 5 sessions aimed at the development of value, cognitive and behavioural

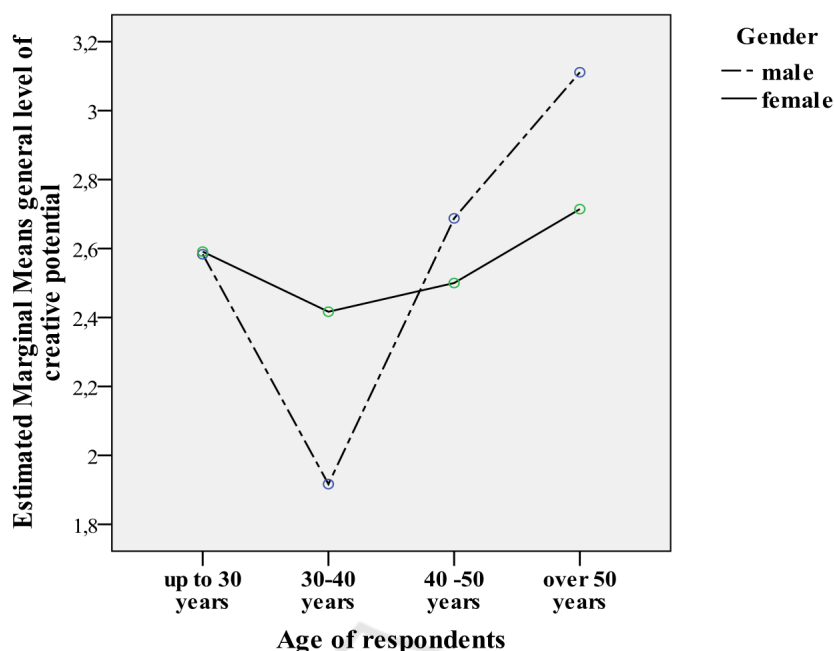


Figure 1: The peculiarities of psychological safety of the educational environment of participants in the educational process depending on gender and professional status ($p < 0.05$).

components and individual psychological and organizational and professional factors. Each session contains informational, diagnostic, developmental and creative stages. Each stage involves tasks of different types and kinds of complexity (interactive lectures, thematic discussions, use of questionnaires, surveys, methods (“Creativity” (Nikiforov et al., 2003), “Your creative potential” (Rogov, 1999), “Diagnosis of communicative tolerance” (Boyko, 1998), methods of measuring reflexivity (Karpov, 2003), etc.), the method of incomplete sentences, developmental exercises (“Creativity”, “Creative qualities of a teacher of foreign languages”, “Believe in their creative abilities”, “16 associations”, “Alphabet”, “Creative life”, “Suitcase, basket, meat grinder”, “Teacher’s creative personality”, “Life situations”, “Visualisation”, “Drawing of professional “I”, “Realization of professional skills”, “To be a teacher”, “Experience of my mistakes”, “Who we are in a changing world”, etc.), conducting organizational and activity games, performing creative tasks, etc.

The first session aims at forming a value attitude to the constructive transformation of reality and promotes the development of the value of creativity for the individual; striving for self-development and being an independent person; the development of motivation to create innovative methods and techniques; positive attitude to the formation and development of creative abilities; needs for the implementation of interesting (creative) classes.

The second session involves the formation of knowledge, awareness and understanding of the peculiarities of teaching foreign languages through the use of creative technologies: expanding ideas about creativity, innovative methods and forms of teaching foreign languages; ability to produce non-trivial ideas (original); to show initiative in the organization of creative activity; ability to understand and accept the individuality of another person; self-believe and the ability to understand and reflect; think critically.

The third session promotes the creative effectiveness of teaching foreign languages, namely the ability to make non-standard decisions, create new creative products, self-organization of creative work; to introduce innovative methods and forms; focus on business; be capable of innovation, ingenuity, management of the professional environment.

The fourth and fifth sessions aim at the development of individual psychological and organizational-professional factors, which promote the development of creativity and motivate foreign language teachers to achieve subjective well-being and success in professional creative activity.

5 CONCLUSIONS

Thus, the results of the study revealed an insufficient level of formation of cognitive, value and behavioural components and individual-psychological

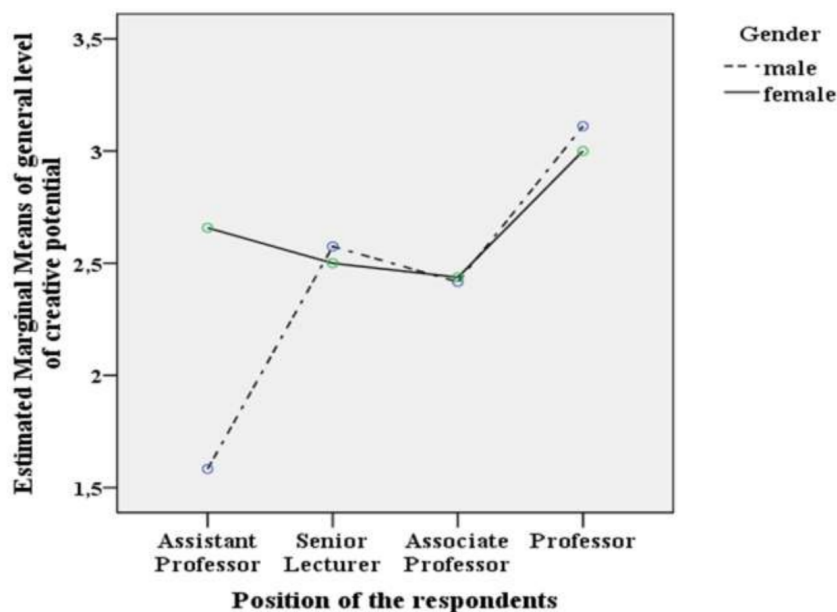


Figure 2: Features of creativity of foreign language teachers depending on the position ($p < 0.01$).

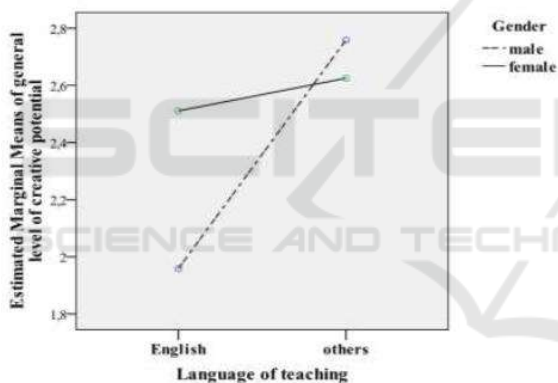


Figure 3: Features of creativity of foreign language teachers depending on the language of instruction ($p < 0.01$).

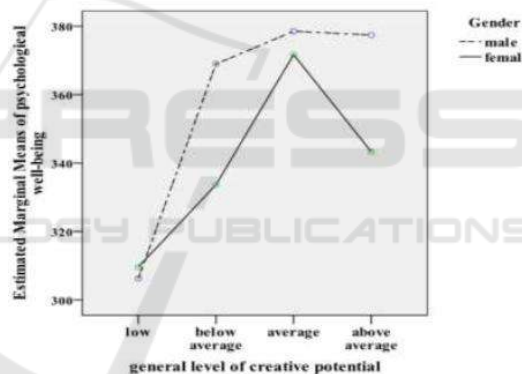


Figure 4: Features of creativity of foreign language teachers depending on the subjective well-being ($p < 0.01$).

and organizational-professional factors of creativity of language teachers. According to the results of an empirical study of the value component of creativity, we have identified a low level of development of the value of creativity, the transformation of reality, motivation to create innovative methods and techniques, the need to implement interesting (creative) activities. The high level is revealed only by the indicator of a positive attitude to the formation and development of creative abilities.

We revealed an insufficient level of development of the cognitive component of creativity of foreign language teachers, namely: low level of clear ideas about creativity and peculiarities of foreign language teaching, ability to produce non-trivial ideas (original), ability to understand and accept the individual-

ity of another. The study revealed the average level of the initiative of teachers in the implementation of creative activities, self-belief, and ability to understand and reflect, critical thinking. The low level was characteristic of the relevant behavioural component of the creativity of foreign language teachers, namely: the ability to make non-standard decisions, create new creative products, implement innovative methods and forms, be innovators, and show ingenuity. The results showed an insufficient level of manifestation of the development of creativity of foreign language teachers depends to a large extent on individual psychological factors (perfectionism, adaptive abilities in interaction with people, autonomy) and organizational and professional factors (professional workload, professional compression, communicative tolerance, ability

to constructive resistance).

We consider the development and testing of the program an urgent need for their psychological support and additional support in the development of the components of creative potential, the ability to think critically, establish contacts and interact, be creative, creative individuals.

Besides, we came up with the following way of solving the current problem in the future, i.e. to test and develop the program to promote the creativity of teachers of foreign languages.

We offer the structure of the program of development of creativity of the foreign languages teacher consisting of 5 sessions directed on the development of value, cognitive and behavioural components and individual-psychological and organizational-professional factors. The program contains informational, diagnostic, developmental and creative stages that promote the development of creativity and motivate foreign language teachers to achieve subjective well-being and success in professional creative activities.

Prospects for further research on this issue are the extension of the criteria and methods for studying the effectiveness of the training program “The development of creativity of foreign language teachers as a factor in their subjective well-being”.

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