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### **Creative activity as a component of the professional culture of university teacher**

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The pedagogical creativity of the teacher is a fundamental factor for the assimilation of the material by students and the acquisition of the necessary skills for professional activity. The ability of the teacher to convey information to the students, to interest them in the material of the discipline and to show the applicability of the acquired knowledge of skills and abilities in professional activity is the main task of every teacher of higher education.

In modern science, there are various approaches to the definition of the concept of "creative activity". Creative activity is interpreted as a specific activity, which is based on activity, with its own procedural and technological features, using which you can develop the creative potential of the teacher (A.I. Seravin) [1]; any activity that creates something new, original, which, moreover, is included in the history of the development of not only the creator himself, but also science, art (S. L. Rubinstein) [2].

The incentive to creative activity is a problem situation that cannot be resolved on the basis of available data in traditional ways. The original product of creative activity is obtained as a result of formulating a non-standard hypothesis, observing an unconventional relationship between the elements of a problem situation, attracting implicitly related elements, establishing new types of interdependence between them. The prerequisites for creative activity are the flexibility of thinking (the ability to vary ways of solving), criticality (the ability to abandon unproductive strategies), the ability to converge and cohesion of concepts, the integrity of perception, etc. According to the researchers, the implementation of creative activity requires the presence of the following interrelated components: intellectual abilities, special knowledge, development of the necessary type of thinking, personal characteristics, motivation, environment [3, pp. 53].

The main features of creative activity are creative thinking; the ability for intense productive activity and its critical analysis (to see and formulate a

problem, make an accurate forecast, extend the available data to new conditions, find original ways to solve the problem); creativity and needs, manifested in the desire to achieve an original, individual result of activity [4].

In the pedagogical literature, the structure of creative activity is considered from the point of view of two approaches: through the stages of creative activity and through various types of thinking (productive and reproductive, divergent and convergent). Recently, the third psychological and pedagogical direction of the study of creative activity is being developed, associated with the analysis of the process of creativity on the basis of problem solving (T. Ball, A. Brushlinskiy, I. Il'nitskaya, I. Lerner, A. Matyushkin, M. Makhmutov, L. Fridman, T. Shamova and others). Creative activity is viewed here through the prism of a person's personal qualities, which include productivity, originality of thinking, ingenuity, the ability to see the problem, the ability to generate new ideas, etc. [5].

A.I. Kochetov distinguishes three types of creative activity:

- combined creativity is the creation of a new one based on a combination of the known, variations of elements and connections between them;
- innovative creativity is the inclusion of new, previously unknown elements in the subject of human activity (in labor, product, training, education, etc.);
- research creativity is the creation of a new approach or ideas that qualitatively change the content of forms and methods of labor. Research creativity is based on scientific methods of analyzing processes and phenomena, the culture of scientific research [6, pp. 56].

According to research, the central link of the mechanism of creative activity includes the work of the following phases: logical analysis of the problem, which ends with the collapse of logical programs; an intuitive solution; verbalizing an intuitive solution; formalization of new knowledge. Creative activity includes three main components: creative attitude, creative expression and creative production.

Pedagogical activity, like any other, has quantitative and qualitative characteristics. The content and organization of the teacher's work can be correctly assessed only by determining the level of his creative attitude to his activities. While highly appreciating any manifestation of pedagogical creativity, it is nevertheless necessary to approach it in a differentiated manner, to be able to assess its social significance, novelty, and depth. The level of the teacher's creative activity reflects the degree to which he uses his capabilities to achieve the set goals.

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### Структура профессиональной культуры преподавателя

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Проблема формирования профессиональной культуры преподавателя для современной образовательной системы чрезвычайно важна. В условиях многомерных трансформаций во всех сферах общества последних десятилетий значительно возрос интерес к вопросам развития профессионально-педагогической культуры преподавателя высшей школы. Данная проблема имеет ведущее значение как для научно-педагогического сообщества, так и для государства и общества в целом.

Новые тенденции в развитии современного образования, ориентированные на целенаправленное интеллектуальное развитие обучающихся, требуют реформирования профессионального педагогического образования. Актуальность данной темы обусловлена тем, что главной целью образования является не только качественная подготовка специалиста, но и создание условий для его непрерывного саморазвития на основе требований научно-технического прогресса. Современный преподаватель должен обладать высокой общей и педагогической культурой, являться совершенным профессионалом.