

Pedagogical Artistry as a Professional Feature

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ABSTRACT

The relevance of the research problem due to the fact that a creative person becomes popular with society at all stages of its development, as the global and numerous changes in the social life occurring within a short period of time, we strongly require the presence of qualities that enable creatively, responsibly and productively to solve rising tasks. The article leads to study the problems of creativity and pedagogical artistry as a professional competence of a higher school teacher. The leading methods to the study of this problem is a psycho-diagnostic method and a method of mathematical statistics (correlation analysis Pearson). In the result of the study obtained significant relationship between different measures of the high school teachers' pedagogical artistry. The article can be useful for psychologists and teachers when qualification working with students of pedagogical educational institutions and courses of teachers qualification improvement.

Keywords: pedagogical artistry, creativity, educational activities

INTRODUCTION

Education is a core of the public life, including cultural, which unites and cements the society, indicates the future development and ensures this development enables the society to have protected its competitive place in the global division of labor that maintains social stability. The system of education is a complex social instrument of solving social problems, modernization and optimization of public life, integration of the entire community, the continuity of the educational process throughout life, providing competitive advantage and appropriate future for each subject of the educational space.

The methodological basis of research are scientific notions of universal connection and mutual conditionalism of phenomena, the basis of which pedagogical artistry should be considered as a whole, which combines acting, directing skills, personal and professional quality, professional ability. For the content and structure analysis of pedagogical artistry of high schools teachers were used a system-structural, personal approach that allowed us to reflect the diversity of the studied phenomenon.

The development of different aspects of the problem of pedagogical artistry was involved in such famous scientists as I. V. Adoevtseva [1], O. S. Bulatova [2], V. I. Zagvyazinsky [3], etc. At the beginning of the XX century A. S. Makarenko [4], S. T. Shatsky [5] considered the artistry of the teacher as a combination of actors and directors skill in pedagogical activity.

Great domestic representatives of the theatrical art [6, 7, 8] were not only brilliant writers, directors and actors, but also great educators, who in their writings laid down the basic approaches to the formation of creative personality. It should be noted that in the last decade had appeared psychological researches aimed at the formation of the pedagogical artistry of students, who will be teachers in future [9, 10].

Gender features of formation and development of personality in education have been researched by such scholars as J. B. Bagicheva [11], E. N. Kamenskaya [12], I. F. Igropoulo & U. V. Sorokopud [13], L. N. Nadolinskya

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[14], Z. N. Dyuldina & A. Y. Skorobogatova [15], L. A. Lukinskaya & V. A. Shupina [16], T. N. Vepreva [17], R. R. Saifullova et al. [18] and etc. However, the problem of gender- sexual aspect of pedagogical artistry of high school teachers remains in educational psychology least developed.

MATERIALS AND METHODS

Research Methods

During the research were used the following methods: theoretical (analysis, comparison, synthesis, concretization, generalization), diagnostic (Individually-typological questionnaire of personality, test of personal creativity, the California psychological questionnaire: the scale of femininity/masculinity. Five-factor personality inventory: scale expressivity-usability, methods of mathematical statistics and graphical display of results [19].

The Experimental Base of the Research

The study of pedagogical artistry was attended by the teachers of higher educational institutions in the amount of 40 people, including 20 men and 20 women. In the study of the teachers artistry took part students of higher educational institutions in the amount of 100 people: 50 boys and 50 girls.

The Stages of the Research

The study of the problem was carried out in 3 stages:

- in the first stage was carried out theoretical analysis of methodological approaches in the philosophical, psychological and pedagogical scientific literature, the thesis on the issue, as well as theories and methods of psychological and pedagogical researchers;
- in the second stage was carried out the experimental research work, the insights obtained in the course of a search operation were analyzed, tested and refined;
- in the third stage the search work has been completed, clarified theoretical and practical insights, generalized and systematized the data obtained.

RESULTS

In the study of high school teachers' pedagogical creativity was used a complex of complementary research methods adequate to its subject matter. In order to understand the manifestations of pedagogical artistry, the level of artistry of the teacher, we need to focus on the full potential of teacher's personality (individual properties, creativity, expressiveness of speech, behavior, communication, perceptual abilities).

To the question in the research process: should the teacher be artistic - 97.5% of teachers of high school gave a positive answer. To the question: do you consider yourself an artistic teacher- 100% of teachers of male high schools define themselves artistic teachers, at the same time, 65% of teachers are women believe that they are not.

All the interviewed students noted that the teacher needs to be artistic. Students believe that the artistry of speech plays an important role in the activities of the teacher, and also highlight the importance of the emotional component of the artistry of the question - 57% of the students. 44% of the students appreciate actosemantics means in the activities of the teacher: gestures, facial expressions and plastic movements, the emancipation of the teacher. Students highly appreciate the emotional component of the actosemantics means of pedagogical artistry. 61% of students have average values in terms of emotional impact. Most valuable in this component is isolated semantic. It is an emotional manifestation, activity, exuberance of emotion, the ability to broadcast the positive state of the audience.

The most important, from the point of view of students of higher educational institutions is the involvement of the audience in the content material, when ranking the professional skills of the teacher (**Table 1**). On the second place in importance of professional skills is interaction with the audience. W The students have put originality in the first place when ranking traits of the teacher as a creative personality. Cognitive activity of the teacher occupies the second position. In the third place, the students set a hell of a teacher, as the boldness of thought. Artistry occupies the sixth place in the ranking of the characteristics of teacher allocated by the students.

Table 1. Ranking of professional skills of teachers and students

Professional skill	Improvisation	Credibility for other audience	Engagement in the content of the material	Elements of suggestions	Interaction with the audience	Recognition audience reaction	Fast reaction to all occurring	Ability to hear and listen	Dialogue	Observation
Rank score (teachers)	5,4	4,9	2,8	8,1	3,2	5,5	6,1	5,6	6,5	6,6
Place	4	3	1	10	2	5	7	6	8	9
Rank score (students)	6,3	4,5	3,3	6,8	3,4	6,2	5,7	5,0	6,5	6,9
Place	7	3	1	9	2	6	5	4	8	10

Table 2. The results of the comparative statistics

Rate	Coefficient Man-Whitney	Level of knowledge	Cp. rank gr. men teachers	Cp. rank gr. women teachers
Semantic components actosemantics means	134,5	0,0074459	17,225	23,775
Artistry	105	0,0095734	15,75	25,25
Femininity/masculinity	92	0,0032605	15,1	25,9
Artistry/lack of artistry	133	0,0065636	17,15	23,85

Analysis of a survey of the higher school teachers showed that the Desire to Excel as a feature of the creative personality of the teacher was classified in the first place by the teachers of high school. Cognitive activity is in the second place. Imagination takes the third position among the traits of the creative personality of the teacher. Originality and curiosity are on the fourth and fifth places.

In terms of artistry discovered highly significant differences between women teachers and men teachers. The average score on this indicator is more in the female group than in the male group of teachers. So, in the group of women teachers is highly valued, it is recognized that the quality of the creative personality is the artistry. Artistry is expressed not only in appearance but also in active inner work. Women teachers focus on the spiritual component of the personality of the teacher, his creative abilities in expressive behavior. Women teachers recognize the importance of this quality in the personality of the teacher more than the teachers of men.

It was revealed a highly significant difference in terms of artistry/the lack of artistry. Accordingly, men teachers tend to lack artistry. These teachers are consistent and reliable in all that surrounds them, the consistency of behavior. Men teachers differ in accuracy, consistency in their actions, prefer the material side of life than the spiritual. Women teachers have artistic abilities, well-developed aesthetic and artistic taste, which is the basis for the teaching of artistry, a strong expressiveness, emotion. Ordinary lecture women teachers are able to give interesting, colorful, rich form. To do this, they use all their potential, their pedagogical skills. These are expressiveness of speech, artistic abilities, imagination, thinking, intuition, empathy, improvisation. Men teachers perform all teaching tasks in accordance with the instruction manual, the plan, but women teachers complement it with spiritual content, due to their pedagogical artistry.

Based on the results of comparative analysis on a sample of the higher school teachers, it can be concluded that the difference in indicators such as artistry semantic component ectosemantics means, artistry, femininity/masculinity, artistic/lack of artistry between women teachers and men teachers is highly significant, i.e., discovered gender differences (Table 2). Women teachers differ in the expressivity, the expressiveness of gestures, movements, emotions, bodily not constraint, freedom, sensitivity. Men teachers, on the contrary, exercise restraint in expressing their emotions, movements, rationality, certainty in behavior. For men teachers inherent unexpressed emotional culture, inability to hold the form of emotional experiences, lack of understanding of emotions in others. Teachers who can active and expressive show their feelings, emotions, know how to be direct, able to establish strong emotional contacts with the students. Emotionality, expressiveness of the teacher contribute to the appearance of interest among students, which ultimately leads to productivity, efficiency of the learning process.

To understand the relationships between all parameters, the correlation analysis of the data sample of higher school teachers was performed. The analysis was conducted with the help of the nonparametric Spearman rank correlation. Positive, highly significant relationship is observed between the indicators: the artistry of speech and actosemantics means ($r=0,726$, $p=0,000001$), the artistry of speech and emotional impact ($r=0,708$, $\alpha=0,000001$), actosemantics means and emotional impact ($r=0,717$, $p=0,000001$). Artistic speech of a higher school teacher will require reinforcement and actosemantics mens, and emotional impact. The more the speech of a higher school teacher is expressive, imaginative, melodious, clear, the more it will be supplemented by the contents of gestures, plasticity of movements, body not constraint of the teacher. Artistic speech of a teacher is impossible without the expression of emotion of the teacher. The brighter emotional responsiveness of the teacher, the richer his speech be the melodic expressiveness. Expression, activity, and the infectiousness of emotions will be expressed through the

teacher's actosemantics means. The more relaxed will be the teacher, the more expressive, natural will his emotional impact.

Positive, highly significant relationship is observed between the indicators: curiosity and artistry of speech ($r=0,725$, $\alpha=0,006258$). Curiosity is expressed in the manifestation of interest in the new, unknown, to learn as much as possible, in identifying new ways of thinking, solving professional problems. Therefore, the higher the curiosity, as the quality of the creative personality of the teacher, the brighter, more expressive becomes the speech of the teacher. Curiosity affects such element of the artistry of speech, as the richness of vocabulary of the teacher. The artistry of speech is expressed in a variety of use of language means of speech. High cognitive activity of the teacher, his desire to develop and self-improvement is reflected in the artistic speech. If your teacher complements the theoretical material in lectures, practical classes with the interesting scientific facts, give examples, therefore, his speech becomes artistic, because the teacher uses comparisons, examples, images that make his speech expressive, melodic and bright. Positive, highly significant relationship is observed between the indicators: curiosity/conservatism and personal creativity ($r=0,741$, $\alpha=0,00031$). Thus, the interest in different aspects of reality, to unpredictable events, to new, unknown leads to the development of personal creativity of the teacher, manifested in the development of imagination, the desire to put and solve complex tasks in the high level of claims. Positive, highly significant relationship is observed between the indicators: artistry/ lack of artistry and extraversion ($r=0,8491$, $\alpha=0,00031$). Artistry is expressed in emotional, expressive behavior, in understanding of art and aesthetic culture, the inner world. Teachers, which differ in a pronounced artistry, have well-developed communicative culture, which is reflected in the abilities of productively interact with the subjects of education, recognize their condition, in order to make the process of communication. Positive, highly significant relationship is found between such indicators: personal creativity and artistry of speech ($r=0,470$, $p=0,0021$), personal creativity and actosemantics means ($r=0,451$, $p=0,0034$). These relationships can be explained in such ways that the development of creative ability of the teacher contribute to the formation of the expressive verbal and non-verbal speech. Negative, highly significant relationship between the indices: introversion and artistry of speech ($r= - 0,710$, $p=0,0084$), introversion and actosemantics means ($r=-0,429$, $\alpha=0,0069$), introversion and emotional impact ($r= - 0,540$, $\alpha=0,00031$), introversion and expressiveness/usability ($r=-0,458$, $\alpha=0,0029$), introversion and plasticity/rigidity ($r=-0,570$, $\alpha=0,000123$). A teacher, which is more focused on the cognition of inner experiences, of the phenomena of our own world, is not artistic speech. His speech is devoid of melodic accents, unfeeling, monotone. It is characterized by stiffness, passivity of body, lack of emotional culture. Introverted teacher is difficult to adjust in the changed circumstances, to correct his action, introduce an element of novelty in his activities.

Thus, it is possible to draw the following conclusions: there are significant relationships between indicators of the structure of the artistry of the teachers, and there are differences in artistry between men teachers and women teachers.

DISCUSSIONS

Teaching profession is a special form of joint activity of the teacher and the learner. The main "weapon" of a teacher for the transmission the socio-cultural experience, for the development of natural inclinations of students are not only knowledge of the subject which he teaches, knowledge about methods, pedagogical technologies of teaching, professional skills, and special personal qualities, among which a special place is the teaching artistry.

Pedagogical activity is considered a unique profession. It is unique, creative, because it is a combination of science and art. The most specific to the higher school teacher is a combination of teaching and research. The research work enriches the inner world of the teacher, develops its creative potential, promotes the scientific level of the lectures.

The professionalism of the teacher in pedagogical activity is reflected in the ability to see and articulate the pedagogical tasks at the base on the analysis of pedagogical situations and to find optimal ways of their solution. In advance, it is impossible to describe the diversity of situations addressed by the teacher while working with students in advance. A teacher must make decisions every time in a new situation, peculiar and fast-changing. Therefore, one of the most important characteristics of pedagogical activity is its creative character. Professional activity of a higher school teacher is always unique because it includes creativity of the individual teacher.

Thus, creativity is a necessary condition for pedagogical process, objective professional need for teachers' activity [20]. S. T. Shackiy [5] noted that the process of learning, like children, should be alive, active, moving. Since the pedagogical activity is creative, accordingly, there is experience in this activity, it is art experience. High school teacher due to the peculiarities of professional activity combines scientific and pedagogical creativity. The peculiarity of pedagogical creativity is that it should be defined as the co-creation of the teacher and the student, despite the fact that they are subjects of different types of activities. V. I. Zagvyazinsky, & P. Atakhanov, [21] writes about this: "The teacher is busy at pedagogical creativity, student is busy at substantive creativity. It is important that the coincidence of the character (in case of incomplete coincidence of the subject) activities and gives rise to

collaboration, co-creation, spiritual closeness, the participation in the cause, possibility and necessity of experience exchange between the teacher and the student”.

For solving creative problems, a teacher must also possess a set of specific activities for creative thinking skills: the ability to see the problem and correlate it with the actual material; the ability to open the relationship problems, i.e. to see this issue as an integral part of a more general one; the ability to express a problem in a specific cognitive task; the ability to hypothesize and carry out a mental warning of action and etc. [22].

In addition to the basic pedagogical abilities and skills in the arsenal of the higher school teacher, for effective educational creative process reveals a necessity in the description of such a specific, personal and professional qualities is pedagogical artistry. The essential component of pedagogical artistry is art component that includes creativity, the ability to reinvention, improvisation. The elements of a psychophysiological component such as imagination, thinking, attention form the basis of the development of the teacher creative ability. An essential condition for the actualization of this ability is self-control and confidence. The main feature of the creative person is the creativity that becomes a necessity.

The American psychologist J. P. Guilford [23] believed that person's intellectual abilities had led to the development of creativity (creative abilities). Internal conditions that promote the development of creative abilities: 1) lack of rigidity, which is reflected in the plasticity of a person, the restructuring of his behavior, thinking, and rejection of stereotypes; 2) pluralism in views, opinions, evaluations; 3) aesthetic consciousness, a component of which is the aesthetic sense. Aesthetic sense is a bad sense of enjoying the beauty of the world. A developed aesthetic sense makes the personality unique, sophisticated. A person with such feeling is considered as a person with a creative impulse, the creative attitude to life.

At the beginning of the twentieth century, the artistry of the teacher was considered as a combination of acting and directing skills [4, 5]. A. S. Makarenko [4] pays attention to the staging of the voice of the teacher, self-mastery, facial expressions, standing, sitting. “Can't be a good up-bringer who is unable to give his face the necessary expression or to keep his mood”. S. T. Shatsky [5] gave the teacher's ability to influence the children, he owns the idea that the teacher should not only care about the content of his claims, but the form and tone of their presentation. V. A. Sukhomlinsky [24] encouraged teachers to control the tone while speaking to the students.

Studying the art of infectiousness, the aesthetic appeal of the teacher's speech as a component of pedagogical artistry was done by V. A. Kan-Kalik & N. D. Nikandrov [22]. Considering I. V. Adoevtseva [1] pedagogical artistry is an integrative quality of the subject of pedagogical activity due to the presence of aesthetic and creative qualities: inspiration, artistic-pedagogical imagination, emotional credibility, moral position, transformation. L. S. Maikovskaya [20] defines pedagogical artistry as “the ability that integrates in its content emotionally expressive, artistic, intellectual, artistic and operational aspects of activity”. Pedagogical artistry is a holistic system of the teacher's personal qualities that encourages the free expression of personality, which characterizes its G. A. Garipova [9]. O. S. Bulatova [2] allocates internal and external artistry. Internal artistry is the culture of the teacher, his charm, emotion, imagination, internal setting on creativity, self-control in terms of publicity etc. External artistry is a technique training, its skillful direction, transfer their emotional relationship to the activity, possession of skills of self-presentation.

Nowadays there is no clear definition of pedagogical artistry in educational psychology, because each researcher examines the certain facets of the teacher's artistry, they constitute its essence. We will provide the following components in the structure of pedagogical artistry: 1. The speech component is the artistry of speech (expression, brightness, clarity, imagery speech, clear diction, pause, melody of speech), nonverbal means (facial expressions, gestures, plastic movements, bodily emancipation). 2. The emotional component is the emotional manifestation, sensitivity, activity, exuberance of emotion, the ability to translate positive emotional state of the audience, the expression of empathy. 3. Psychophysical component is the peculiarity of the nervous system, mental processes (memory, attention, imagination, thinking), charm. 4. Artistic component is the creativity (pedagogical thinking, artistic imagination), teaching directing, ability to improvise, reincarnation.

The complex structure of pedagogical artistry fully reflects its essence. To pedagogical artistry applies the full potential of teacher's personality, his professional and personal abilities and skills.

Philosophical ideas about the essential nature of human artistry fail to comprehend the pedagogical artistry as the ability to understand mental states of other persons. Artistry encompasses spiritual, social, natural aspects of personality, correlated with creative abilities and inclinations, which allows to correlate a creative profession with the pedagogical work.

So, a teacher in high school implements a creative activity, which is defined as the co-creation of subjects of the educational process and he is considered to be a creative person [25, 26]. It is characterized as a complex of creative qualities of a teacher's personality that form the basis for general pedagogical abilities and skills for solving various pedagogical problems and pedagogical artistry is the creativity of the teacher.

There is no doubt that pedagogics is an art, which is often called a one-man show, so it is important for the teacher to know the principles of theatrical action, and its laws. Pedagogical system of K.S. Stanislavsky [6], a greater theatrical figure, a teacher, reveals the essence of the creative process, examines the problems of the creative process, explores issues of ethics and aesthetics, acting and directing, allows us to understand the causes of a particular result of creativity, it solves the problem of conscious mastery of unconscious creative processes.

CONCLUSION

Modern economic situation in our country is reflected in such important sphere as education. A teacher of high school educates by his personality, his attitude to the world and people, he impacts on students emotionally. The teacher's ability to engage his students, to pass beautifully, convincingly scientific information, to engage in the creative process of cognition reality is teaching artistry. Therefore, pedagogical artistry is regarded as a professional competence in the activities, both women and men teachers.

A teacher of high school implements a creative activity, which is defined as the co-creation of subjects of the educational process and he is considered to be a creative person. Such person is characterized as a complex alloy of creative qualities of a teacher's personality that form the basis for common pedagogical abilities and skills for solving various pedagogical problems. Thus, pedagogical artistry is the creativity of the teacher. The teacher has greater creative freedom in class, although he follows a single state program, he is limited by time, goals and tasks. The teacher, analyzing pedagogical situations, students' activity in the classroom, can change the speed, tempo, filled the lesson with different content. Artistry helps to build the educational process under the laws of the direction, to do this skillfully, professionally, that students becoming participants of this performance, would like to return to such teachers in the lectures, practical classes.

RECOMMENDATIONS

Activities of the higher school teachers is aimed to the development of future specialist personality, development of their professional skills, training of students in accordance with the requirements of state educational standards. High school teacher evaluates the effectiveness of training subject (discipline course) students, respects the rights and freedoms of students, supports the academic discipline, mode of attendance, respects human dignity, honour and reputation of students, designs and implements the trajectory of the development of his personality. The teacher's ability to create a creative atmosphere, fast, accurate reactions to actions of students and it is logical to build behavior, to stimulate their cognitive, creative interest is the merit of the artistic component of pedagogical artistry.

Pedagogical artistry is the necessary professional characteristic of a higher school teacher equally needs to be like the women teachers, and male teachers. To develop this professional quality, you need to create in pedagogical higher education institutions gender-oriented educational environment to the fullest creative potential of each subject of educational activities.

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