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THE WORK PRINCIPLES OF A CREATIVE TEACHER

I

The teacher's personality and, mainly, work can either support the development of a creative personality, or it may hinder the development of pupils' creativity. Luk (1981, p. 62) maintains that „if the teacher is creative, gifted pupils achieve considerable success [...] If his creative abilities lie at the scale bottom, the success of less talented pupils appears to be greater. In this case, extraordinarily talented pupils do not either manifest or make the most of their capabilities. The teacher seems to prefer the type of pupils he belongs to!”

II

Each teacher develops his own working philosophy. Growing experience, age, and especially knowledge, make the teacher fix or modify, creatively develop, or even completely change his philosophy. The philosophy interweaves with the process of education, which results in establishing certain principles utilised in teacher's approach to pupils. The principles represent a basis assisting the teacher to solve everyday pedagogic situations. The principles are breached only exceptionally since they represent certain standards, rules and values of the utmost priority, and the teacher believes in their importance.

If, for example, the teacher in his philosophy considers the teacher-student relation to be built upon the principle of superiority and subordination, then he adheres to principles developing, maintaining and supporting the superiority, approach. Obviously, these features are typical of an autocratic teacher.

III

What is characteristic of a creative teacher? What is typical of his work? What does such a teacher follow in his practice? A creative teacher does not behave as a formal authority with exclusive rights. He does not rely on non-alternative specification of curriculum, ignoring specific individual features of pupil's personality. Within the educational process he does not insist on his decisions under all circumstances for fear of losing his dominant position. He does not exert pressure on pupils by misusing the assessment of their achievements for casting doubt upon their abilities. Such features characterize an insufficiently creative teacher. A creative teacher prefers other values that enable the students to fully develop their faculties.

In the role of a **tutor** he acts as a competent authority who, based on his high professional level, offers his students advice, recommendations, consultations and explanations. However, he does not force his opinion upon pupils; on the contrary, he takes into consideration individual abilities, needs and opinions of pupils.

In the role of a **motivating person** he cares for pleasant climate; elimination of pupils' uneasiness and fear; interest in learning; appreciation of performances and effort; unbiassed assessment; encouragement in overcoming difficulties.

In the role of an **older and more experienced personality** he represents a bearer of humane relationships. He acts as a person with rich life experience believing in pupil's personality and ready to help in difficult and damanoling situations. The contemporary knowlledge in this field does not permit us to give an exhaustive answer to the problems of philosophy, methods and principles of work of a creative teacher. It is an open issue with regard to both the generalization of practical experience of creative teachers and scientific research. Its examination is of practical significance relative to the development of the creativity theory as well as the practical application to the teacher's tasks.

IV

We are aimed at the establishing of the principles of creative teacher's work, i.e. principles that are preferred (or should be preferred) by a creative teacher. Our considerations are based on the following psychological and social knowledge:

1. The relation of cooperation between the teacher and the pupil. The relation should be a fundamental prerequisite not only for an effective educational process, but also for a complete development of creative potential of pupils. The creative teacher-pupil relation thus features the following peculiarities:

- it is the teacher who activates the relation,
- the relation is aimed at the full development of pupil's potential and personality,
- the relation is a one-way activity of the teacher exerting an influence on pupils; it is a matter of interaction.

2. The pupil should be conceived of as a unique personality that develops. Such an approach makes it possible to reflect pupils' autonomy, support their independence, self-educational tendencies and self-development, and to take into account individual differences.

3. Factors affecting pupils' positive motivation within the process of learning. The latter is preconditioned by pupils' internal motivation. Hence, the emphasis is laid on their emotional commitment to the process of education, attracting and maintaining pupils' attention, interest, their activation directed towards educational tasks, and unbiased assessment of pupils.

V

What follows is a hypothetical system of principles of work of a creative teacher, distinguishing the principles based on what the teacher, in his attitude to pupils,

- respects,
 - rejects,
 - supports,
 - requires,
- and how he motivates his pupils.

The creative teacher respects:

- that he is not an ideal teacher for all pupils,

- talented pupils who, with regard to their knowledge, surpass other pupils and the teacher himself,
- different opinions which do not comply with his own views,
- discussion about problems,
- pupil's right of mistakes,
- variety of pupils' motivation to learn,
- individual differences in mental and physical abilities of pupils.

The creative teacher rejects:

- a power-based authority,
- pupils' blind obedience,
- pupils' lack of independence,
- order-based activity of pupils,
- complacency of pupils and himself,
- opinion that everything should be unambiguous and smooth,
- atmosphere of fear,
- pretention of his infallibility,
- his right to have the last word.

The creative teacher supports:

- development of pupils' potential abilities and positive qualities,
- pupils' independent thought and activity,
- specific way of learning, thought and conduct of each pupil,
- unconventional approach to problems and tasks,
- incurring a risk in solving problem situations and tasks,
- cooperation and team work,
- balance of cooperation and competition among pupils.

The creative teacher requires:

- pupils commitment to his development,
- pupils' conscious discipline,
- pupil's personal opinion,
- pupil's active understanding of himself, of other people, society and nature,
- pupil's understanding the essence of his activity,
- pupil's variable conduct under various conditions and situations,
- pupils to analyze the reasons of their mistakes, failure, and also success.

The creative teacher motivates pupils as follows:

- he appreciates pupil's independence, creativity and ingenuity,
- he assesses pupil's work relative to his previous outcomes,
- when assessing pupil's work he takes into consideration also the opinion of his schoolmates,
- he does not assess pupil's outcomes only, but also the way towards them,
- he appreciates his efforts,

- his relation to the pupil rests on pupil's merits,
- he applies the principle of an individual approach to pupils,
- he creates situations enabling pupils to experience success,
- he does not mock pupils who are eager to learn, and are inquisitive,
- he appreciates inspiring ideas and pupil's achievements,
- he supports pupils in their effort aimed at proficiency.

The outlined system of principles of a creative teacher delimites the most important principles relative to the development of cooperative relations and atmosphere stimulating pupils to activity for the sake of their development and overcoming obstacles which hinder the creative thought and performance of pupils.

The principles are not conceived dogmatically as a static system, but rather as a system open to modifications and corrections. When analyzing his work, or trying to transform his principles along the lines of creativity, the teacher needn't comply with all the above given principles. However, what is crucial is to adhere to the philosophy and the rationale of the principles.

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ZASADY PRACY TWÓRCZEGO NAUCZYCIELA

Autor artykułu uzasadnia, iż osobowość i styl pracy nauczyciela może oddziaływać sprzyjająco lub hamująco na rozwój twórczości ucznia. Nauczyciel dążąc do wspierania rozwoju ucznia wybitnie zdolnego, powinien posiadać własną, wypracowaną filozofię. Filozofia ta winna obejmować przede wszystkim założenia kształtowania jego relacji z uczniem, a także określać rolę, jakie winien pełnić wobec ucznia. Przedstawione zostały również liczne i konkretne zasady współpracy nauczyciela z uczniem wybitnie zdolnym.