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The main constituents of teacher's pedagogic creation style

Abstract: The article reveals the notion of teacher's pedagogic creation style, defines its attributes, the systemically important factors, the approaches to its study and the levels of demonstration.

Key words: individual style, teacher, creativity

A teacher's pedagogic creation style is a system of harmonization by a personality its individuality with the conditions of creative life, a system of personal fulfilment in a creative process, a determining beginning of creation and the result of creative work; the integral education, characterizing the individual features of teacher's personality which appears in the activity and the satisfaction of needs of a creative personality.

To investigate the style of pedagogic creation, the following approaches have been applied:

- the holistic approach, aimed at consideration of the moral and axiological components of a creative teacher's personality, his positions in creation, components of the sense aspirations- success, prestige, belonging to a pedagogical community, commitment to results of creative work;
- the integrative approach considering the creative potential as an integrative quality of a personality which expresses a human relation to creation; which determines the need and the possibility of creative self-realization and self-development; which reflects the possibilities of actualization of its essential efforts;
- the processual approach where a personality is a universal formation with the motives, functions, norms, roles, individual peculiarities and manifestations;
- the cultural and historical approach considers a creative individuality through the cultural development, the capability to accept cultural and axiological heritage;
- the axiological approach consists in understanding and confirmation of the value of human life, the significance of subjectivity, i.e. the personality origin in a human and the education as one of the means of his development.

- the culturological approach- teacher's personality is considered through the integration with the common and professional pedagogical culture where the active learning of the pedagogical theories, values and technologies secures the creative self-realization of teacher's personality in his professional activity;
- the personal approach supposes that a teacher should identify himself as a creative personality;
- the subjective approach supposes studying the personality "from within", on the part of a subject;
- the competence-based approach includes the psychological and pedagogical, educative and nurturant, learning and teaching, social and pedagogical, interpersonal, self-educative, creative, emotional, communicative, reflexive and other competences of a creative teacher's individuality.

The attributes of pedagogical creation style find expression in teacher's individuality, temperament, professionalism, motives and purposes of a creation, the character of reactions to some or other pedagogical situations, the freedom to select teaching methods, the choice of upbringing means, the style of pedagogical communication, etc.

The process of creative teacher's self-realization in pedagogical creation has different expressions:

- individual distinctions as fragmentary or episodic manifestations of diversity in creative behavior and activity;
- pedagogical creation style as differences in creative activity, being permanently kept during a long period of time, the individual combination of means and tasks of a creative process;
- individuality as the expression of uniqueness and distinctiveness of a teacher's personality in creation, individual creative world view, frequently an individual variant of a creative type of personality in work.

The individual structure of teacher's pedagogical creation style is composed of the individuality of a teacher, his experience, forms of reflexion such as attention, perception, memory, peculiarities of thinking and abilities. It is also composed of biologically specified substructure, which includes typological features of a personality.

The success of a creative process in many respects depends on the communicative, organizational, creative, gnostical and constructive abilities.

The effective formation, development and realization of teacher's pedagogical creation style are being performed due to the presence of the following functional components: cognitive

and creative, personal and pragmatical, motivational and axiological (semantic), emotional and communicative, reflexive and evaluative, instrumental and technological.

There are following systemically important factors, which form the style of pedagogical creation: formation of a successful situation, methods which stimulate creative thinking; visual thinking, imagination, phantasy; favourable emotional atmosphere; creative abilities of students; professional reflection.

We define the following levels of manifestation of the pedagogical creation style: informational and axiological, pragmatical and generic, content-related, subjective and methodical, reflexive and creative.