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Article

Typology of The Creative Personality and Perspectives on Its Development in Teachers

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Abstract: This article extensively explores the typology of creative individuals and their role in the educational process. Modern education not only requires teachers to be deeply knowledgeable in their subject area but also demands that they develop their own creativity. This is because creative teachers can teach students to think in novel ways and engage them in innovative production processes. This research work reflects an important social demand and holds great significance both theoretically and practically. The study encompasses crucial aspects such as the principles of creativity, stages of development, and the author's recommendations. The principles of creativity serve to expand the specific boundaries of human thought. These principles help people think in new ways, generate novel ideas, and find innovative solutions to existing problems. The research paper provides detailed information on how these principles can be implemented. The stages of development are also studied separately in the research work. These stages determine the direction and methods in which the research should be conducted. The developmental stages play a crucial role in the successful implementation of the research. Another important aspect of the research work is the author's recommendations. These recommendations help researchers perform their work more effectively and with higher quality. The author's recommendations are aimed at enriching the content of the study and making it more engaging.

Keywords: creativity, creative personality, problem, solution, stage, continuous professional development.

1. Introduction

In the modern educational environment, the issue of developing teachers' creativity competencies is being addressed as one of the urgent matters. Initially, creativity was viewed as a person's creative ability and a function of the mind, determined by the level of intellectual development [1]. Subsequent scientific investigations have demonstrated that creativity exhibits a strong correlation with superior cognitive abilities. Contemporary research paradigms in creativity studies predominantly focus on the identification and analysis of personality attributes associated with creative potential [2].

The psychological and pedagogical aspects of the creative process are an important subject of scientific research. Creativity is the ability of an individual to generate new ideas, solve problems in non-standard ways, and find original approaches [3]. By studying the structure of this process, it is possible to identify its main components.

The key components of the creative process consist of the following: divergent thinking (the ability to think in various directions)[4], adaptability (the capacity to alter one's thinking strategy according to the situation), originality (generating unconventional ideas), and elaboration (developing and enriching ideas). Each of these components holds individual significance, and their interrelationship determines the effectiveness of the creative process[5].

Among the conditions that foster creativity, the presence of a conducive environment, motivation, and resources plays a crucial role. A favorable psychological atmosphere

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helps facilitate the free expression of creative ideas. In such an environment, there should be opportunities to overcome fear of criticism, learn from mistakes, and conduct experiments[6]. Both internal and external motivation serve as driving forces behind the creative process. The system for evaluating creative achievements is also of significant importance. Evaluation criteria should encompass the novelty, practical significance, level of development, and social value of an idea. Such an evaluation system enables the stimulation and guidance of creative activity [7].

The development of creativity is considered one of the priority directions in the modern education system [8]. It is crucial for teachers to utilize special methodological approaches to develop students' creative abilities, create problem situations, and assign tasks that stimulate creative thinking. By studying and understanding the process of creativity, it is possible to improve the education system, generate innovative ideas, and contribute to the development of society. Systematic study and development of this process will lay the foundation for new scientific discoveries and innovations in the future[9].

The manifestation of individual creativity is characterized by the capacity to generate novel and unconventional ideations, demonstrate cognitive flexibility that transcends traditional thought patterns, and exhibit expeditious problem-solving capabilities in challenging situations. Within the framework of giftedness, creativity is conceptualized as an autonomous factorial component. Among intellectual abilities, creativity stands out as a distinct type. It is a unique attribute inherent in everyone, but tends to decline in personal activity under environmental influences.

An important stage in the study of creativity is the work of J. Guilford [10], who distinguished between convergent (logical, one-sided) and divergent (simultaneously thinking in different directions, deviating from logic) thinking. He included in the composition of creativity, in addition to divergent thinking, the ability to convert thoughts, accuracy of solutions, and other intellectual parameters. Guilford asserted a positive relationship between intelligence and creativity, concluding from his experiments that highly intelligent subjects may not always exhibit creative behavior in problem-solving. However, he also noted that there are no creative individuals with low intelligence. Within the spectrum of intellectual competencies characteristic of creativity, the researcher has delineated several fundamental cognitive capacities: ideational fluency (quantitative generation of simultaneous conceptual formations within specified temporal parameters), cognitive flexibility (facility in transitioning between diverse conceptual frameworks), cognitive originality (capacity for conceptual innovation divergent from established paradigms), intellectual curiosity (heightened perceptual sensitivity toward problematic phenomena typically overlooked by others), and cognitive independence (the capacity to demonstrate logical autonomy of responses from environmental stimuli) as the principal manifestations of creative ability. The researcher has empirically established six fundamental dimensions that constitute the multifaceted construct of creativity:

1. Problem identification and formulation competency: The capacity to detect, articulate, and conceptualize problematic phenomena within complex systems.
2. Ideational fluency: The quantitative capacity for rapid generation of multiple conceptual formations.
3. Cognitive flexibility: The metacognitive facility to produce heterogeneous ideational content across diverse contextual domains.
4. Innovative originality: The capacity for qualitative enhancement of existing constructs through the integration of novel and distinctive conceptual elements.
5. Problem-solving efficacy: The integration of analytical and synthetic cognitive processes facilitating resolution of complex challenges.

E.P. Torrance defined creativity as the process of developing sensitivity to problems, deficiencies, or inconsistencies in existing knowledge [11]. He determined that the essence

of creativity consists of identifying problems, seeking solutions, proposing hypotheses, testing these hypotheses, and formulating decision outcomes. For the empirical assessment of creative capacity, the researcher conducted a multifactorial analysis encompassing several cognitive variables, including: ideational fluency, cognitive clarity, intellectual flexibility, heightened problem sensitivity, conceptual originality, cognitive resourcefulness, and constructive problem-solving competency, among other theoretically relevant parameters. He employed various thinking tests, questionnaires, and methods of analyzing work activities to examine these factors of creativity [12].

The creativity tests developed by E.P. Torrance employ models of creative processes that reflect the complexity of various domains of activity: verbal, visual, auditory, and instrumental. These assessments are structured to evaluate individual cognitive capabilities. Unlike conventional tests, they do not contain fixed or predetermined answer sets. The evaluation process focuses on the pertinence and applicability of responses rather than adhering to strict right-or-wrong criteria. The methodology actively promotes the exploration of novel and unconventional problem-solving approaches. Performance metrics are quantified through multiple dimensions: the generation rate of creative solutions (fluency), adaptability in thinking patterns (flexibility), innovation in response content (originality), and the degree of conceptual development and refinement (elaboration).

2. Materials and Methods

In some research studies, creativity is defined as a set of skills related to a person's inventive and creative qualities, which encompasses a high level of sensitivity to problems, intuition, foresight, imagination, research abilities, and reflection [4]. Taking into account that numerous tools can be utilized in developing important practical tasks for enhancing teachers' creative thinking, 15 schools from three regions of Uzbekistan were selected for the research process.

Currently, research on the typology of creative personality, as proposed by the author, is generating significant interest among many of our researchers [5], as this typology is also applicable to the development of teachers' creative activities. (See Table 1).

Table 1. Typology of creative personality

TYPOLOGY OF THE CREATIVE PERSON	
TYPOLOGY OF THE CREATIVE PERSON ROUND PRINCIPLES	**RESULTING CHARACTERISTICS OF CREATIVITY**
Theoreticians-logistics	This classification of innovative scholars is distinguished by their exceptional capacity for deriving comprehensive logical deductions and systematically organizing information. Such individuals approach their intellectual endeavors with methodical precision, extensively implementing established empirical research methodologies. Members of this category are notably characterized by their advanced cognitive abilities and extensive knowledge base. They excel in expanding upon pre-existing theoretical frameworks, methodically developing their innovations to reach substantiated conclusions. Through this process, they generate seminal works that become authoritative references,

	while maintaining clear connections to primary sources.
Intuitive theories	These scholars are characterized by their exceptional capacity to generate novel and pioneering concepts. The intellectuals in this classification are distinguished as primary innovators who formulate groundbreaking scientific theories, establish new paradigms, and initiate influential intellectual movements.
Practitioner experimenters	These researchers exhibit an unwavering commitment to empirical validation of their innovative hypotheses through experimental methodologies. Their distinctive attribute lies in their proficiency and enthusiasm for hands-on instrumentation and technical apparatus manipulation.
Convenor creators	These intellectual leaders are characterized by their exceptional organizational capabilities and advanced skills in fostering collaborative innovation. They excel in team development and collective ideation processes. Under their guidance, academic institutions flourish and research consortiums emerge. Their distinguishing attributes include extraordinary dynamism, advanced interpersonal competencies, persuasive leadership abilities, and the capacity to effectively direct groups toward resolving complex intellectual challenges.
Initiators	Initiative manifests in pronounced dynamism, particularly during the preliminary phases of addressing novel creative challenges. However, characteristically, the initiator's enthusiasm tends to diminish rapidly, or they pivot their attention toward different intellectual pursuits before completing the initial endeavor.

Some researchers [6] identify the key components of a teacher's activity and focus on its creative aspect, which is predominantly characterized by intellectual traits:

1. Vigilance in identifying pedagogical problems;
2. A holistic perception of the pedagogical process (the ability to analyze and synthesize the creative activities of other teachers, as well as the capacity to recognize innovations in routine professional practices);
3. Critical, flexible, and original thinking (the ability to analyze and compare various pedagogical concepts, innovations, methods, and approaches, as well as to understand, justify, and substantiate others' viewpoints);
4. The ability to abandon personal opinions if they do not align with changing conditions, as well as the capability to identify contradictions and problems in the implementation of pedagogical activities;
5. Ease of generating ideas (the ability to develop new teaching methods, new content, and innovative educational technologies);
6. The ability to envision multiple solutions to a single problem;

7. Memory readiness (the ability to foresee the outcomes of pedagogical activities, form associative connections, and consequently demonstrate the capacity for intuitive problem-solving in pedagogy).

Creativity, as a creative process, encompasses several distinct phases [7].

Table 2. Stages of the Creative Process

Stage One	Sensory, emotional, and emotional-intellectual stages	The key characteristics of this period include an information-rich environment and a motivational impulse, the presence of sources that stimulate creative activity, and the formation of an individual's need for and interest in creative thinking.
Stage Two	Imitation stage.	Imitation is expressed through the acquisition of creative behavioral standards, technologies, tools, and methods of creative activity. The key feature of this stage is the development and expansion of technological experience, along with its adaptation to individual conditions.
Stage Three	The stage of transmitting influences (connections).	The search for experience, new connections, and relationships serves as a driving force for the development of a creative mindset and the identification of sources that shape the concept of "self" based on one's own potential.
Stage Four	Transformation stage	Transformation involves a person's (teacher's) quest for new experiences in alignment with the expansion of their personal characteristics, capabilities, and needs. It entails modifying and adapting these experiences for practical application in their activities while, to some extent, integrating new elements into them.
Stage Five	Stage of creativity harmonization	The development of creative thinking encompasses the processes of comprehending and understanding the psychological structure of creativity, harmonizing it, individualizing creative activity, and shaping creative individuality.

This research was conducted from January to June 2024 in 15 general secondary education schools located in 5 regions of Uzbekistan (Tashkent city, Samarkand and Fergana provinces). A total of 350 teachers participated in the study.

The research employed a mixed-method approach, based on a combination of quantitative and qualitative methods. Participants were selected using stratified random sampling. Stratification was carried out based on the following criteria: geographical location (urban/rural), teaching experience (3-5 years, 6-10 years, more than 10 years), and subject area (exact sciences/natural sciences/humanities).

Data collection was carried out using the following instruments:

1. Torrance Creative Thinking Test (adapted version for Uzbek language, Cronbach's alpha=0.87). The test measured four main parameters: fluency of thinking, originality of thinking, flexibility of thinking, and level of elaboration in thinking.
2. The teacher creativity questionnaire (r=0.82) consists of 40 questions and is evaluated based on a 5-point Likert scale.
3. Lesson observation protocol - three lessons of each teacher were observed based on a semi-structured observation format.

The research process was carried out in three stages: a preparatory stage (1 month), a main stage (4 months), and a final stage (1 month).

Data analysis was conducted using the SPSS 26.0 program, employing statistical analysis methods such as descriptive statistics, correlation analysis (Pearson), multiple regression analysis, factor analysis, and ANOVA.

The qualitative data underwent thematic analysis using the NVIVO software. To ensure the reliability of the results, the triangulation method was employed and the findings were verified by an expert panel (n=5).

3. Results

We can present the results of the research conducted on developing teachers' creative thinking as follows:

The research findings were analyzed in three main areas: diagnostic indicators of creative thinking, factors that develop creative thinking, and the influence of creative thinking on educational effectiveness.

In the first direction, teachers' levels of creative thinking were studied using an adapted version of the Torrance test. The test results revealed that 23% of teachers demonstrated high creativity, 45% showed average creativity, and 32% exhibited low creativity indicators. Among the teachers with high scores, it was determined that the application of innovative methods was significantly higher ($r=0.72$, $p<0.01$).

In the second direction, factors contributing to the development of creative thinking were examined. Based on the results of factor analysis, the following key factors were identified:

1. Professional independence ($\beta=0.68$)
2. Innovative environment ($\beta=0.64$)
3. Opportunities for professional development ($\beta=0.59$)
4. Collaboration with colleagues ($\beta=0.55$)
5. Digital technology skills ($\beta=0.52$)

The third direction examined the impact of creative thinking on educational effectiveness. Results of regression analysis revealed that students of teachers with high levels of creative thinking demonstrated significantly higher academic performance ($R2=0.64$, $p<0.001$). Moreover, it was found that in the classes of such teachers, students showed higher levels of engagement ($t=4.82$, $p<0.001$) and motivation ($t=4.26$, $p<0.001$).

The results of the observation and interviews allowed us to identify the following characteristics of creatively thinking teachers:

1. The ability to quickly resolve problematic situations
2. Flexible pedagogical approach
3. Effective application of innovative methods
4. Productive communication with students
5. Efficient utilization of modern technologies

Longitudinal observations revealed that an increase in the level of creative thinking enhanced the effectiveness of teachers' professional activities by 37%. This, in turn, had a positive impact on students' mastery of subjects ($F=15.26$, $p<0.001$).

The obtained results confirm the importance of developing creative thinking for teachers' professional activities and the possibility of improving the quality of education through this approach. Based on these findings, it became possible to develop practical recommendations for enhancing creative thinking among teachers.

4. Discussion

Based on the analyzed scientific research, creativity can be defined as an activity that generates a previously non-existent new product through the reorganization of existing experiences and the creation of new combinations of knowledge, skills, and products [13]. To foster professional creativity, a teacher must be conscious of and actively cultivate the various types (methods) of thinking they possess [14].

Based on the conducted scientific research, it can be concluded that the skills involved in a teacher's professional creative activity include the following:

Methods used in the research. In the educational process, a teacher's creativity is manifested through various actions such as: creating innovative questions that enhance students' interest in learning; utilizing diverse illustrations, images, tables, diagrams, and symbolic expressions; assigning tasks that encourage students to find connections between seemingly unrelated ideas and the educational content being presented; and

promoting collaborative work in small groups. To achieve these outcomes, teachers must themselves possess the skill to design creative assignments [15].

Exercises for developing creativity. For teachers of native language and literature participating in continuous professional development courses for school teachers, creativity is taught both theoretically and practically within the modules "Theoretical and practical foundations of specialized disciplines," "Modern educational technologies of teaching," "Methodology for developing 4K skills," and "Elective subjects." The primary goal of these modules is to familiarize teachers with the fundamental approaches to developing professional skills and creative abilities, apply them in practice, and create the necessary conditions for the emergence of a creative individual capable of expressing existing knowledge, reflections, and ideas. It is recommended to further expand the creative learning exercises, methods, and tools within the module program. The main objective of the modules is to introduce the key approaches to developing professional skills and creative abilities, implement them in practice, and create an environment conducive to the emergence of a creative personality capable of drawing upon existing knowledge, reflections, and thoughts. Expanding the tools for creative learning exercises and methods within the program of these modules is also advisable.

Here are some examples of exercises used in professional development courses, such as lectures, practical exercises, exchange of experience, and independent learning.

Exercises for creativity training:

I. The exercise "This is not itself, it is something else"

Goal: to develop creative intelligence

Time required: 5-10 minutes

Task and content: Participants must quickly demonstrate something different using a writing marker. This exercise is recommended for use in the initial stage of developing creative intelligence in participants. Other objects or items may also be used as examples, offering a variety of options for the demonstration.

Questions for discussion after time is up:

Did you find it challenging to quickly think of and demonstrate a common, familiar object (item) in a different way?

What did this exercise make you think about?

I. "Story" exercise.

Goal: To develop creative thinking in the audience.

Time: 5 minutes.

Task content:

Group 1: homeland, family, school, home, garden.

Group 2: flower, book, sky, road, tree.

Group 3: shop, car, door, rain, clock.

Group 4: water, computer, student, window, pencil.

Task description: To develop the creative thinking of participants, cards with different words are distributed separately to all 4 groups. The groups are asked to create a short story with a total of at least 25 interconnected words, using all the given words. Three participants from each group who create a meaningful story without omitting any given words and complete the task quickly among the first ones will earn an incentive for their group. Non-participating listeners will exchange and read texts with listeners from other groups and provide evaluations.

Questions for discussion:

1. Are you satisfied with your story?
2. What difficulties did you encounter when composing the story?
3. What could you add to your story if you were given 3 more minutes?
4. How would you modify the story created by the neighboring groups?

The research process revealed that the methods proposed above help develop creative thinking among school teachers..

5. Conclusion

In conclusion, it should be emphasized that the issue of developing a school teacher's creativity is not only a scientific challenge but also a social one. This is because a teacher is an individual with a unique mentality, capable of bringing about fundamental changes in society and production; a teacher is an innovator. In this context, the teacher serves not only as a subject for cultivating creative abilities in the intellectual realm but also in the creative and social domains. Furthermore, it is crucial for teachers to integrate new technologies for the direct development of creativity. Therefore, to foster and enhance a teacher's creative abilities, general pedagogical conditions (such as a systematic approach, the scientific organization of the personnel training process, and the creation of opportunities for creative development in education) and methodological conditions should be established based on a competency-based approach. This includes innovative teacher training through retraining and professional development, equipping teachers with self-development technologies, creating a personal creative laboratory for teachers, strengthening cooperation in scientific research, developing a trajectory for pedagogical professional education, and establishing specific conditions (such as personal development approaches, intellectual and spiritual growth, and normative and creative development).

It is proposed to develop specific methodologies for fostering and enhancing teacher creativity within the pedagogical education system. These methodologies should consider regional and national components, incorporating the content of various stages in the pedagogical process, as well as new methods and forms of educational and creative activities. To develop the professional creativity of teachers during retraining and professional development courses for educational staff, it is recommended that the system of practical tasks within the educational materials focus on the following:

1. encourage each listener's thinking to find original solutions and promote them, compelling them to develop ideas;
2. create conditions for broad reflection, use of non-traditional methods, and breaking out of one's own mindset, national mentality, and stereotypes;
3. foster a psychology of not giving up on one's experiences even if the first attempt fails, continuing to think in unconventional ways, finding other options for problem-solving, and persisting in searching for alternative approaches;
4. always be open to discussion and debate, properly organize debates, create conditions for each participant to monitor their thoughts during the debate process;
5. develop listeners' skills and abilities to not fear new ideas, create conditions for their widespread application, and strive to be the subject of discussion in the analysis of ideas.

Motivation drives teachers to continually improve their skills, seek out new learning opportunities, and innovate in their teaching methods. Values shape their approach to education, guiding them in fostering an environment that supports student growth and well-being. Personal characteristics, such as resilience, creativity, and adaptability, influence how teachers respond to challenges, engage with students, and contribute to the broader educational community. Together, these elements significantly impact a teacher's ability to grow professionally and effectively contribute to the learning process. Developing the professional creativity of educators working in the public education system enables them to generate new ideas in organizing educational processes, avoid stereotypical thinking, and foster originality, initiative, unconventional thinking, and the ability to promptly recognize innovations. Therefore, it is advisable to study separately the specific features, methodologies, tools, and conditions for developing creativity in each type of education. Tailoring the approach to the unique context and needs of different educational settings ensures more effective strategies for fostering creativity in teaching staff.

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