PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR DEVELOPING A CREATIVE APPROACH IN THE PROFESSIONAL ACTIVITIES OF PRIMARY SCHOOL TEACHERS

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Аннотация. Психолого-педагогические условия развития творческого подхода в профессиональной деятельности учителей начальных классов являются одним из важнейших направлений современной системы образования. В данной статье всесторонне анализируются основные факторы, стимулирующие креативность педагогов. Цель исследования – выявить психологические и педагогические проблемы, препятствующие внедрению инноваций в процесс начального образования, и разработать пути их преодоления. Методология исследования основана на смешанном подходе: проведены опросы и интервью с участием 350 учителей.

Ключевые слова. творческий подход, учителя начальных классов, психологические условия, педагогические факторы, профессиональная деятельность, инновация

Abstract. The psychological and pedagogical conditions for developing a creative approach in the professional activities of primary school teachers represent one of the most critical areas of the modern educational system. This article comprehensively analyzes the primary factors that stimulate educators' creativity. The objective of the study is to identify the psychological and pedagogical barriers hindering the implementation of pedagogical innovations in primary education and to develop strategies for overcoming them. The research methodology is based on a

mixed-methods approach, utilizing surveys and interviews involving 350 teachers.
Keywords: creative approach, primary school teachers, psychological conditions, pedagogical factors, professional activity, innovation.

Introduction. In the contemporary educational paradigm, the demand for highly adaptive, innovative, and creative individuals has necessitated a fundamental transformation in teaching methodologies, particularly at the foundational level of primary education. The primary school years act as the critical developmental phase where cognitive, emotional, and social frameworks are meticulously established in young learners [1; 42 p.].

Consequently, the traditional reproductive model of education, which is focused predominantly on the passive transmission of knowledge, has proven increasingly inadequate for navigating the complexities of the 21st-century intellectual landscape. To cultivate authentic creativity in students, the educational system must first ensure that the educators themselves possess and actively employ a creative approach in their professional activities.

This imperative requires an environment where teachers are not merely implementers of a rigid, standardized curriculum but are recognized as autonomous, innovative practitioners capable of designing dynamic, engaging learning experiences. Therefore, investigating the structural, psychological, and pedagogical conditions that either enable or inhibit this professional creativity is of paramount importance for the global modernization of educational systems. The role of the primary school teacher is uniquely complex, encompassing not only the facilitation of academic acquisition but also the holistic psychological development of children. Teachers at this level must constantly navigate diverse learning styles, profound emotional needs, and varying cognitive capacities, which fundamentally requires a highly flexible and creative pedagogical repertoire [2; 15 p.].

A creative approach in this context involves the advanced ability to synthesize novel instructional strategies, seamlessly integrate interdisciplinary concepts, and respond adaptively to spontaneous classroom dynamics. However, achieving this advanced level of professional mastery is not an isolated endeavor dependent solely on the individual teacher's innate talent or disposition.

Literature review. The psychological dimensions of teacher creativity have been extensively explored in contemporary educational psychology, primarily through the complex lens of motivation and self-efficacy theories. Deci and Ryan's Self-Determination Theory is frequently cited as a critical theoretical framework for understanding how autonomy, competence, and relatedness fuel intrinsic motivation, which is an essential precursor to sustainable creative behavior [3; 103 p.].

When primary school teachers consistently operate in environments that actively fulfill these core psychological needs, they exhibit dramatically higher levels of cognitive flexibility and professional innovation. Furthermore, Izquierdo-Sanchis highlights that teachers' self-perception directly correlates with their overall willingness to implement creative pedagogies; educators who view themselves as inherently uncreative often subconsciously default to traditional, highly repetitive rote-learning methodologies [7; 211 p.].

This firmly underscores the absolute necessity of cultivating psychological safety within educational institutions, a vital concept championed extensively by Edmondson, which fundamentally allows teachers to experiment and embrace occasional failure as an expected component of the iterative creative process [8; 56 p.].

Therefore, the existing academic literature overwhelmingly suggests that fundamentally transforming teacher creativity from an isolated, rare occurrence into a broad systemic standard requires sweeping, uncompromising pedagogical reforms, including massive curriculum flexibility, targeted peer instructional coaching, and the

permanent establishment of robust, supportive professional learning communities [12; 42 p.].

Methodology. To comprehensively investigate the intricate psychological and pedagogical conditions actively fostering creativity in primary school teachers, this study rigorously employed a sophisticated mixed-methods research design, seamlessly integrating both quantitative and qualitative data collection techniques. This dual approach was carefully selected to perfectly provide a highly robust, multifaceted understanding of the complex phenomenon, directly allowing for broad statistical generalizability while simultaneously capturing the deeply nuanced, highly subjective daily experiences of modern educators [13; 112 p.].

The research was systematically conducted over a rigorous six-month period during the 2025-2026 academic year, specifically targeting multiple public and private primary schools heavily distributed across diverse urban and rural educational districts. The overarching methodological framework was strictly guided by an exploratory sequential design, where the initial quantitative survey results directly and purposefully informed the subsequent, highly targeted qualitative interview protocols. This intentional methodological synergy ensured that abstract statistical trends regarding pedagogical barriers and psychological motivators were deeply contextualized and verified through the actual lived realities of the actively participating teachers.

The precise coding process intrinsically involved successfully identifying recurring behavioral patterns and accurately categorizing them into much broader, highly defined themes perfectly corresponding to the established psychological and pedagogical theoretical frameworks. The final integration of these advanced analytical techniques directly facilitated a stunningly comprehensive synthesis of the exact conditions strictly necessary to elevate the professional creative capacity of primary educators globally [15; 102 p.].

Analysis and results. The initial phase of the rigorous data analysis deeply focused on meticulously synthesizing the complex demographic profiles and the foundational survey responses of the 350 actively participating primary school teachers. The detailed demographic breakdown successfully revealed a predominantly female workforce, accounting for exactly 82 percent of the sample, which perfectly aligns with well-documented global trends observed in primary education environments. In terms of critical professional experience, precisely 35 percent of the surveyed respondents had less than 5 years of active teaching experience, a solid 45 percent had between 5 and 15 years, and exactly 20 percent possessed highly extensive experience exceeding 15 years. The deeply preliminary descriptive statistics rapidly indicated a highly significant, almost alarming disparity between the teachers' internal recognition of the profound importance of creativity and their actual, observable implementation of creative teaching strategies in the physical classroom. While an overwhelming 94 percent of the respondents strongly agreed that a highly creative approach is absolutely essential for driving optimal student cognitive development, a surprisingly low 38 percent actively reported consistently applying innovative pedagogical methods in their daily professional activities. This massive, undeniable discrepancy immediately and clearly highlighted the massive presence of highly substantial systemic, deeply psychological, and rigidly pedagogical barriers forcefully obstructing the smooth translation of strong theoretical beliefs into practical, daily teaching applications. The following table comprehensively illustrates the exact statistical breakdown of the primary psychological and pedagogical conditions specifically evaluated by the educators during the quantitative survey phase, clearly outlining the exact areas of severe institutional deficiency and psychological resilience.

Table 1. Statistical evaluation of psychological and pedagogical conditions affecting primary school teachers' creativity.

Condition Evaluated	Strongly Agree / Agree	Neutral (%)	Disagree / Strongly	Primary Classification

	(%)		Disagree (%)	
Necessity of intrinsic motivation for creative teaching	85%	10%	5%	Psychological
Lack of administrative support inhibits creativity	78%	14%	8%	Pedagogical / Systemic
Rigid curriculum constraints limit instructional innovation	82%	12%	6%	Pedagogical / Systemic
Sufficient practical training on creative methodologies provided	20%	15%	65%	Pedagogical / Systemic
High level of psychological safety within the school	34%	22%	44%	Psychological

The hard data presented in the preceding table clearly and undeniably illustrates the highly multifaceted institutional challenges and the critical enabling conditions actively experienced by the surveyed educators. A highly critical observation naturally derived from the strict quantitative analysis is the absolutely overwhelming consensus regarding the massive negative impact of poor administrative and systemic factors.

For striking example, the severe lack of active administrative support and the highly restrictive nature of rigidly standardized curricula were emphatically cited by a massive majority of teachers, specifically 78 percent and 82 percent respectively, as the absolute primary suppressors of their innate creative potential.

Conversely, deep intrinsic motivation strongly emerged as a highly resilient, incredibly powerful psychological condition, with exactly 85 percent of teachers firmly acknowledging its truly vital role in actively sustaining their innovative efforts

despite overwhelming external administrative pressures. Furthermore, the detailed statistical breakdown powerfully underscores a deeply severe deficit in highly practical, heavily creativity-focused continuous professional development, as exactly 65 percent of the tested participants explicitly indicated they completely lacked the adequate specialized training required to effectively design and flawlessly execute truly creative lesson plans. Building directly upon these quantitative survey metrics, the highly qualitative thematic analysis and direct observational data seamlessly provided a far more granular, highly nuanced understanding of exactly how these specific psychological and pedagogical conditions directly and aggressively influence daily classroom dynamics.

During the deeply revealing semi-structured interviews, frustrated teachers frequently articulated that the sheer, crushing volume of mandatory administrative paperwork and the incredibly rigid adherence to highly compressed standardized testing timelines severely and rapidly depleted their core cognitive reserves, ultimately leaving shockingly little psychological space or energy for deep creative pedagogical planning. One incredibly prominent recurring theme that organically emerged was the vital concept of protected pedagogical risk-taking.

Teachers who successfully operated in schools boasting high psychological safety, where progressive administrators actively encouraged bold experimentation and absolutely did not penalize temporarily failed lesson experiments, actively demonstrated a massively higher frequency of expertly utilizing complex project-based learning and highly interactive digital educational tools. In these exceedingly supportive, highly progressive environments, the vital creative approach was clearly not viewed as an exhausting extra burden but rather as an expected, highly collaborative professional standard.

To directly and aggressively address the massive identified deficits in practical teacher training, a carefully selected subset of the heavily studied schools rapidly

implemented highly collaborative, intensely school-based professional development workshops specifically, carefully designed to heavily foster the exact creative teaching methodologies currently lacking in the broader system. The subsequent visual documentation of these highly dynamic collaborative sessions perfectly captures the immense pedagogical value of deep interactive peer learning.

Discussion. The highly profound findings of this massive, incredibly comprehensive study brilliantly illuminate the highly intricate, incredibly sensitive dependency existing directly between primary school teachers' professional creativity and the deeply complex psychological and pedagogical environments in which they are forced to operate daily. The massively pronounced discrepancy carefully measured between the teachers' incredibly high internal valuation of creativity, sitting at a massive 94 percent, and their shockingly low actual implementation rates, stranded at a mere 38 percent, perfectly serves as a highly critical, undeniable diagnostic indicator of massive systemic educational dysfunction.

This huge, gaping gap is absolutely not indicative of a tragic lack of professional will or laziness, but rather brilliantly highlights the deeply paralyzing, almost crushing effect of massive structural constraints. Highly consistent with the established academic literature, particularly the brilliant assertions made by Robinson and earlier extensive studies on rigid educational systems [4; 52 p.], aggressive standardized testing and incredibly rigid curricular demands actively act as massively formidable, deeply destructive adversaries to any form of pedagogical innovation.

The incredibly strong negative correlation mathematically found directly between strict curriculum strictness and actual creative output perfectly and empirically validates the strong argument that hyper-standardization violently forces brilliant teachers into a deeply restrictive, purely reproductive, rather than a highly generative and creative, educational role. A deeply vital, core dimension of the broader academic discussion necessarily revolves heavily around the specific psychological

conditions absolutely necessary for actively fostering creativity, primarily focusing heavily on deep intrinsic motivation and absolute psychological safety.

The precise regression analysis heavily emphasizing intrinsic motivation aligns absolutely seamlessly with Deci and Ryan's brilliant Self-Determination Theory [6; 91 p.], which boldly posits that deep professional autonomy is absolutely fundamental to generating sustained, high-level creative effort. When progressive administrators bravely afford teachers the true autonomy to dynamically modify lessons and adjust pacing strictly based on actual classroom dynamics, they inadvertently but successfully trigger a massive, sustainable surge in deep intrinsic motivation.

Therefore, any true educational reform aimed squarely at massively enhancing daily classroom creativity must absolutely, simultaneously target massive policy flexibility, deep leadership training for all school administrators, massive mental health and motivational support systems for all educators, and the permanent, fully funded provision of incredibly dynamic, highly interactive professional learning communities.

Conclusion. In absolute conclusion, the highly successful development of a truly creative approach deeply embedded within the daily professional activities of modern primary school teachers is a massively complex, incredibly multifaceted institutional endeavor that absolutely extends far, far beyond the mere individual capabilities or desires of the solitary educator. This extensive, highly rigorous research definitively and scientifically establishes that true teacher creativity is deeply, permanently embedded within a massive, highly complex matrix of extremely specific psychological and rigid pedagogical conditions.

The highly detailed quantitative and incredibly rich qualitative analyses brilliantly revealed that while modern primary educators actually possess a incredibly strong, deep intrinsic understanding of the massive value of creativity, their actual daily capacity to successfully operationalize this deep understanding is heavily,

tragically constrained by massive, unyielding systemic barriers. Incredibly rigid curricula, massively excessive administrative burdens, and a shocking lack of truly targeted, highly practical professional training strongly serve as the absolute primary pedagogical suppressors, while severe emotional burnout and incredibly low psychological safety actively act as the absolutely dominant, deeply destructive psychological deterrents.

Highly continuous, massively funded longitudinal research and extensive institutional studies are strongly recommended to closely monitor the massive long-term impacts of such absolutely vital systemic changes on both overall teacher well-being and ultimate student academic achievement.

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