

Developing Creative Activity in Future History Teachers as A Pedagogical Problem

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Abstract: The article examines the development of creative activity in future history teachers as a significant pedagogical problem in modern higher education. The preparation of history teachers today cannot be limited to transmitting historical facts, chronological data and theoretical knowledge. A future history teacher should be able to interpret historical events critically, organize inquiry-based learning, use primary sources creatively, design non-standard educational tasks and form students' historical thinking through active learning strategies. In this context, creative activity becomes an essential professional quality of future teachers. The article analyzes the theoretical and methodological foundations of creative activity, its pedagogical nature and its role in the professional training of future history teachers. The results show that the development of creative activity is connected with professional motivation, independent research, pedagogical imagination, methodological flexibility and the ability to transform historical knowledge into meaningful educational experience. The article concludes that creative activity should be regarded not as an additional quality, but as a core component of the professional competence of future history teachers.

Keywords: Future history teachers, creative activity, pedagogical problem, teacher education, historical thinking, professional competence, history teaching methodology, creative learning, pedagogical creativity, historical education.

Introduction: The modernization of higher pedagogical education has made the problem of developing creative activity in future teachers especially relevant. In contemporary education, a teacher is no longer regarded only as a transmitter of ready-made knowledge. The teacher is expected to organize active learning, guide students' independent thinking, create a meaningful educational environment and connect academic content with real social and cultural experience. This requirement is particularly important in the training of future history teachers because history as a subject is closely related to national identity, social memory, civic consciousness, cultural heritage and critical interpretation of the past.

History education differs from many other school subjects because it works not only with facts, dates and

events, but also with causes, consequences, values, human choices, social conflicts and historical interpretations. Therefore, the future history teacher must be able to present historical material in a way that develops students' analytical thinking, moral reflection and creative understanding of historical processes. If the teacher relies only on reproductive methods, students may memorize information without understanding the logic of historical development. In contrast, creative pedagogical activity enables the teacher to transform history lessons into a process of inquiry, comparison, debate and interpretation.

The concept of creative activity in teacher education includes several interconnected aspects. It involves the ability to generate original pedagogical ideas, design new learning situations, adapt teaching methods to students' needs, use historical sources in a non-

traditional way and encourage students to ask questions about the past. For future history teachers, creative activity also includes the ability to work with maps, archival materials, memoirs, museum exhibits, historical documents, visual sources and digital resources. Through such activities, historical knowledge becomes not a static body of information, but a living field of research and interpretation.

The relevance of the topic is also determined by the contradiction between the growing demand for creative, competent and flexible teachers and the persistence of traditional approaches in teacher training. In many cases, future teachers study theoretical courses and pedagogical disciplines separately, while the connection between historical knowledge and creative teaching practice remains insufficiently developed. As a result, graduates may know historical content well but experience difficulties in designing engaging lessons, organizing debates, creating research tasks or applying innovative methods in the classroom.

The aim of this article is to analyze the development of creative activity in future history teachers as a pedagogical problem and to identify the main methodological conditions that support this process. The research focuses on the essence of creative activity, its role in professional teacher training and the possibilities of improving history teacher education through active and creative learning technologies.

The methodological basis of the study is formed by pedagogical, psychological and didactic theories related to creativity, teacher professional development and history education. Creative activity is interpreted as a purposeful, conscious and productive form of pedagogical behavior through which a future teacher creates new educational ideas, methods and solutions. In this sense, creativity is not limited to artistic imagination. It is closely connected with intellectual flexibility, independent judgment, problem-solving ability, methodological thinking and professional reflection.

The study uses descriptive, analytical and comparative methods. The descriptive method is applied to explain the pedagogical essence of creative activity in the preparation of future history teachers. The analytical method is used to examine the factors that influence

the formation of creative activity in higher pedagogical education. The comparative method helps to distinguish between reproductive and creative models of teacher training. The research also relies on a competence-based approach, according to which the professional training of future teachers should include knowledge, skills, values, practical experience and readiness for independent professional action.

In the context of this article, future history teachers are viewed as students of pedagogical higher education institutions who are preparing to teach history in general secondary schools, academic lyceums or other educational institutions. Their creative activity is analyzed from the perspective of their future professional role. This means that creativity is considered not only as a personal quality but also as a pedagogical competence that can be formed, developed and assessed during the educational process.

The material of the study includes theoretical works on creativity, pedagogical activity, historical thinking and modern teaching methodology. Special attention is paid to the idea that creativity in education develops through active participation, meaningful problem situations, independent search, collaboration and reflection. In history teacher education, such conditions may be created through historical source analysis, project-based learning, problem-based tasks, historical reconstruction, museum pedagogy, digital storytelling and lesson design activities.

The methodological logic of the article is based on the assumption that creative activity develops gradually. At the first stage, students acquire theoretical knowledge about history teaching and the psychology of learning. At the second stage, they learn to apply methods and technologies in practical tasks. At the third stage, they design their own educational products, such as lesson plans, historical projects, source-based assignments, interactive tasks and digital materials. At the final stage, they reflect on their pedagogical decisions and evaluate the effectiveness of their creative solutions.

The analysis shows that developing creative activity in future history teachers is a complex pedagogical process that includes motivational, cognitive, methodological, practical and reflective components. The motivational component is connected with

students' interest in the teaching profession, their positive attitude toward history and their desire to create meaningful learning experiences. Without professional motivation, creative activity remains superficial because students may complete tasks formally without searching for original pedagogical solutions.

The cognitive component includes historical knowledge, theoretical understanding of pedagogy and awareness of the didactic possibilities of historical material. A future history teacher cannot be creative without deep knowledge of the subject. Creativity in history teaching does not mean inventing facts or simplifying scientific truth. It means finding effective ways to explain, interpret and present historical knowledge. For example, when teaching a topic related to a historical reform, the teacher may organize a debate, compare different sources, use a historical map, ask students to analyze the motives of political actors or connect the event with modern social issues. Such pedagogical creativity is possible only when the teacher understands both historical content and teaching methodology.

The methodological component is expressed in the ability to select and combine teaching methods according to lesson objectives. Future history teachers should learn not only to use ready-made methods but also to adapt them creatively. For instance, source analysis may be organized as individual work, group discussion, role-play or project activity. A historical document may be used to develop reading comprehension, critical thinking, argumentation, empathy or research skills. The creative teacher understands that the same material can serve different educational purposes depending on how it is presented.

The practical component of creative activity appears in the design of educational tasks, lesson scenarios and learning materials. During teacher training, students should be given opportunities to prepare non-standard assignments. They may create historical cases, develop questions based on primary sources, design comparative tables, prepare museum lesson plans, organize mini-research projects or produce digital historical narratives. These tasks develop pedagogical imagination because students learn to transform historical content into educational activity.

The reflective component is also essential. Creative

activity is not only the production of new ideas but also the ability to evaluate them critically. A future history teacher should be able to ask whether a chosen method helps students understand the topic, whether the task corresponds to learning outcomes, whether the source is appropriate for students' age and whether the activity develops historical thinking. Reflection allows students to improve their pedagogical decisions and avoid using innovative methods mechanically.

The results of the theoretical analysis indicate that one of the most effective ways to develop creative activity is problem-based learning. In history education, problem situations may be based on controversial events, different interpretations, incomplete sources or conflicting historical judgments. When future teachers learn to work with such problems, they develop the ability to organize lessons that encourage students to think, compare, prove and make conclusions. This is especially important because history is not only a chain of events but also a field of interpretation.

Project-based learning also has strong potential. Through historical projects, future teachers learn to combine research, creativity and presentation. A project may be devoted to local history, cultural heritage, family memory, historical monuments, biographies of historical figures or comparative analysis of historical periods. In preparing such projects, students use sources, formulate questions, select materials and present results. This experience is directly connected with their future professional activity because they can later organize similar projects with school students.

Historical reconstruction is another effective method. It allows future teachers to recreate a historical situation, analyze the roles of participants and understand the logic of historical choices. Reconstruction may be organized through role-play, simulation, dramatization or written scenario. This method develops imagination, empathy and analytical thinking. However, it should be based on reliable historical evidence, otherwise it may turn into simple dramatization without educational value. Therefore, the teacher's creative activity must always be combined with scientific accuracy.

Digital storytelling also supports the development of creative activity in future history teachers. Modern students are familiar with digital technologies, and

history education can use this potential productively. Creating digital stories based on historical events, biographies, archival photos or local heritage materials helps future teachers combine historical knowledge with multimedia communication. This method develops not only creativity but also digital competence, visual literacy and narrative thinking.

The development of creative activity in future history teachers should be considered a pedagogical problem because it cannot be solved through isolated exercises or occasional creative tasks. It requires a systematic approach in higher education. If creativity is expected from graduates, it must be formed throughout the entire process of professional training. This means that lectures, seminars, practical classes, pedagogical practice and independent work should all contribute to the development of creative pedagogical thinking.

One of the main difficulties is that creativity is sometimes understood too narrowly. In some cases, it is associated only with attractive presentations, games or visual materials. However, true pedagogical creativity is much deeper. It includes the ability to identify educational problems, choose suitable methods, create intellectual challenge, guide students' inquiry and achieve meaningful learning outcomes. A colorful slide or an interesting game may support learning, but it does not automatically make the teacher creative. Creative activity becomes pedagogically valuable only when it serves the development of students' thinking and understanding.

Another problem is the dominance of reproductive learning in teacher preparation. If future teachers mostly listen to lectures, memorize information and reproduce definitions in exams, they may later repeat the same model in school practice. To develop creative activity, higher education should involve students in active methods. They should not only learn about interactive technologies but also experience them as learners and practice them as future teachers. For example, when students participate in a historical debate, analyze sources or design a project, they understand the methodological value of these activities more deeply than through theoretical explanation alone.

The development of creative activity also depends on the educational environment. A supportive

environment encourages students to express ideas, make independent decisions and try new approaches. If students are afraid of making mistakes, they may avoid creative solutions and choose only safe traditional methods. Therefore, teacher educators should create conditions in which experimentation, discussion and reflection are accepted as normal parts of learning. At the same time, creativity should be guided by academic discipline, because history teaching requires responsibility toward facts, sources and interpretation.

Assessment plays a significant role in this process. Traditional assessment often measures memorized knowledge but does not reveal creative pedagogical readiness. To evaluate creative activity, it is necessary to use tasks that require design, analysis and reflection. Future history teachers may be assessed through lesson projects, portfolios, source-based assignments, microteaching, reflective essays and presentations of educational materials. Such assessment allows the teacher educator to see not only what students know but also how they apply knowledge in pedagogical situations.

The problem of developing creative activity is also connected with the integration of theory and practice. Pedagogical theory gives future teachers scientific foundations, while practice enables them to test and improve their ideas. If these two aspects are separated, creativity remains abstract. For this reason, pedagogical practice should not be limited to observation and imitation. Future history teachers should be encouraged to conduct fragments of lessons, organize creative tasks, analyze students' responses and reflect on their own teaching experience.

In addition, the development of creative activity in future history teachers has social and cultural significance. History teachers influence students' understanding of national heritage, historical memory and civic responsibility. A creative history teacher can help students see the connection between past and present, understand the complexity of historical processes and respect different historical perspectives. Such teaching contributes to the formation of thoughtful, responsible and culturally aware citizens.

The development of creative activity in future history teachers is an important pedagogical problem in modern teacher education. It is connected with the

need to prepare teachers who can organize meaningful, active and intellectually rich history lessons. Creative activity includes motivation, historical knowledge, methodological flexibility, practical task design and reflective evaluation. It allows future teachers to transform historical content into an educational process that develops students' historical thinking, critical analysis and cultural awareness.

The article has shown that creative activity cannot be formed through traditional reproductive teaching alone. It requires problem-based learning, project work, source analysis, historical reconstruction, digital storytelling, reflective practice and an educational environment that supports independent thinking. The future history teacher should be trained not only to know history but also to teach it creatively, responsibly and effectively.

CONCLUSION

In conclusion, creative activity should be regarded as a core component of the professional competence of future history teachers. Its development must become a systematic part of higher pedagogical education. Only in this case will future teachers be able to respond to the demands of modern education and organize history lessons that are not limited to memorization, but encourage inquiry, interpretation, dialogue and creative understanding of the past.

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