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# UNIVERSITY TEACHER CREATIVITY IN THE PARADIGM OF DIGITAL TRANSFORMATION IN EDUCATION

## КРЕАТИВНІСТЬ ВИКЛАДАЧА В ПАРАДИГМІ ЦИФРОВОЇ ТРАНСФОРМАЦІЇ ОСВІТИ

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**ABSTRACT**

**Purpose.** The purpose of the article is to substantiate theoretically the role of university teacher creativity in the paradigm of digital transformation of education and to identify the main directions of its manifestation in the modern education.

**Methodology.** The methodological basis of the study is a comprehensive scientific and theoretical approach that combines the ideas of humanistic pedagogy, creativity theory, and competence-based and innovative approaches in education. In the work the methods of analysis, synthesis, generalisation and systematisation of scientific sources on the issues of teacher creativity, digital transformation of education and modern pedagogical practices were used. That made it possible to clarify the meaning of the concept 'university teacher creativity,' identify its structural components, and substantiate the role of a university teacher's creative potential as a key factor in improving the quality of education in the context of digital change. The use of qualitative analysis ensured the interpretation of changes in the professional activities of university teachers and allowed us to formulate results, conclusions about the importance of creativity as a strategic resource for the education modernisation.

**Result.** As part of the research, the author-developed programme was designed for developing university teachers' creativity, aimed at forming creative thinking, an innovative style of pedagogical activity, and readiness for professional transformations in the context of education digitalisation. The university programme consists of eight thematic lessons that combine elements of communication practices, reflection, and educational design. Its content is focused on developing flexibility of thinking, improvisational skills, innovative methods, pedagogical expressiveness, and the ability to self-reflect.

The particular attention is focused on reflective practices, which will allow university teachers to become aware of their own creative identity and professional changes. Due to this, university programme participants will be able to form individual trajectories of creative development, determine directions for further self-improvement, and define their own role as agents of innovation in educational environment.

**Conclusions.** The study confirmed that university teacher creativity is an important factor in improving the quality of higher education in the context of digital

**Мета.** Метою статті є теоретичне обґрунтування ролі креативності викладача в парадигмі цифрової трансформації освіти та визначення основних напрямів її прояву в сучасному освітньому процесі.

**Методологія.** Методологічну основу дослідження становить комплексний науково-теоретичний підхід, що поєднує ідеї гуманістичної педагогіки, теорії творчості, компетентнісного та інноваційного підходів в освіті. У процесі роботи було використано методи аналізу, синтезу, узагальнення та систематизації наукових джерел з проблематики креативності викладача, цифрової трансформації освіти та сучасних педагогічних практик. Це дозволило уточнити зміст поняття «креативність викладача», визначити її структурні компоненти та обґрунтувати роль творчого потенціалу педагога як ключового чинника підвищення якості освітнього процесу в умовах цифрових змін. Застосування якісного аналізу забезпечило інтерпретацію змін у професійній діяльності викладачів та дозволило сформулювати висновки щодо значущості креативності як стратегічного ресурсу модернізації освіти.

**Результати.** У межах дослідження було розроблено авторську програму розвитку креативності викладачів, спрямовану на формування творчого мислення, інноваційного стилю педагогічної діяльності та готовності до професійних трансформацій в умовах цифровізації освіти. Програма містить вісім тематичних занять, які поєднують елементи комунікативних практик, рефлексії та освітнього проектування. Її зміст орієнтований на розвиток гнучкості мислення, імпрровізаційних умінь, інноваційності методів, педагогічної виразності та здатності до саморефлексії.

Особлива увага приділена рефлексивним практикам, що дозволяє усвідомити викладачам власну творчу ідентичність та професійні зміни. Завдяки цьому учасники програми можуть сформувати індивідуальні траєкторії креативного розвитку, визначити напрями подальшого самовдосконалення та окреслити власну роль як агентів інновацій в освітньому середовищі.

**Висновки.** Проведене дослідження підтвердило, що креативність викладача є вагомим чинником підвищення якості освіти в умовах цифрової трансформації. Вона

transformation. It enables university teachers to respond flexibly to the challenges of the modern educational environment, introduce innovative teaching methods, create a motivational learning surrounding, and develop 21st-century competencies for students.

An analysis of scientific sources has allowed us to define creativity as an integrative professional and personal characteristic that combines flexibility of thinking, improvisation, critical thinking, innovation, imagination, risk-taking, and the ability to reflect. It is the interaction of these components that ensures effective pedagogical activity in the modern educational environment.

Thus, the development of university teacher creativity should be considered a strategic direction for education modernisation, contributing to the development of an innovative culture, improving the quality of education, and training competitive specialists for modern society.

**Keywords:** creative pedagogical thinking, digital educational environment, digital pedagogy, development of creative potential, educational innovations, educational system, innovative pedagogical activity, professional self-realisation of university teachers.

забезпечує здатність педагога гнучко реагувати на виклики сучасного освітнього середовища, впроваджувати інноваційні методи навчання, створювати мотиваційно насичений навчальний простір і формувати в здобувачів освіти компетентності XXI століття.

Аналіз наукових джерел дозволив визначити креативність як інтегративну професійно-особистісну характеристику, що поєднує гнучкість мислення, імпрровізацію, критичне мислення, інноваційність, уяву, готовність до ризику та здатність до рефлексії. Саме взаємодія означених компонентів забезпечує ефективну педагогічну діяльність у сучасному освітньому просторі.

Таким чином, розвиток креативності викладача слід розглядати як стратегічний напрям модернізації освіти, що сприяє формуванню інноваційної культури, підвищенню якості навчального процесу та підготовці конкурентоспроможних фахівців для сучасного суспільства.

**Ключові слова:** креативне педагогічне мислення, цифрове освітнє середовище, цифрова педагогіка, розвиток креативного потенціалу, освітні інновації, освітня система, інноваційна педагогічна діяльність, професійна самореалізація викладачів.

## INTRODUCTION

In the context of rapid digital transformation, modern education is undergoing profound structural and methodological changes. The integration of digital technologies, artificial intelligence tools and innovative pedagogical approaches is significantly changing the role of university teachers in the educational process (Fazan et al., 2025). Today, university teachers act not only as knowledge carriers, but also as learning facilitators, educational environment designers, and initiators of creative change. In this context, university teacher's creativity is becoming particularly important as a factor in improving the quality of higher education, the adaptability of the learning process, and the formation of 21st-century competencies.

Contemporary scientific research shows that digital creativity and professional digital competence are integral components of teacher training. In particular, Batuchina and Melnikova (2025) emphasise the importance of developing the creative potential of teachers in a digital educational environment, while Nagel and Amdam (2025) highlight the role of professional digital competence in supporting innovative teaching practices. Research by Gilian-Gamés, Ruiz-Palmeró and Gómez-García (2024) shows that creativity is a key predictor of successful training for future teachers in the digital age. This indicates that creativity is no longer just an individual trait but is transforming into a strategic professional resource.

The usage of artificial intelligence tools in education further highlights the need to develop creative pedagogical thinking (Gulich, & Chetveryk, 2025). As E. Jackson and H. Jackson (2024) note, digital technologies can enhance human educational opportunities

only if they are used creatively, critically, and pedagogically appropriately. In this regard, the teacher's ability to improvise pedagogically, design innovative courses and create an interactive educational environment is of particular importance.

Ukrainian scientists also emphasise the need to develop creative thinking for students and teachers. Research by Babak and Vorozhbit-Gorbatyuk (2021), Vovchasta, Bairamova and Chorna (2022), and Chuzhikova (2022) demonstrates the importance of developing a creative personality as the basis for professional development. At the same time, Paska, Moiseienko and Shapka (2024) emphasise the importance of innovative approaches to teacher training for the implementation of modern educational technologies and the stimulation of creativity in students.

Despite the growing number of studies, the problem of the systematic development of teacher's creativity in the context of the digital transformation of education remains underdeveloped. Particular attention should be paid to the creation of original professional development programmes aimed at forming the creative identity of teachers, developing communication skills, flexibility of thinking and readiness for innovation.

The **purpose** of the article is to substantiate theoretically the role of university teacher creativity in the paradigm of digital transformation of education and to identify the main directions of its manifestation in the modern education.

## METHODOLOGY

The methodological basis of the study is a comprehensive scientific and theoretical approach that integrates the principles of humanistic pedagogy, creativity theory, and competency-based and innovative approaches in modern education. This methodological framework provides a holistic view of the problem of teacher creativity development in the context of the digital transformation of the educational environment and allows us to consider it as a multidimensional phenomenon that combines personal, professional, and technological aspects of pedagogical activity.

The research used general scientific methods of analysis, synthesis, generalisation and systematisation of scientific sources devoted to the problems of development teacher's creativity, the introduction of digital technologies in education and the transformation of modern pedagogical practices. The application of these methods made it possible to clarify the content and essential characteristics of the concept of 'teacher creativity', identify its key structural components, and trace their interconnection in the professional activity of teachers.

The study pays particular attention to a qualitative analysis of the changes taking place in the professional activities of teachers under the influence of the digitalisation of the educational process. This made it possible to interpret creativity not only as an individual personality trait, but also as a strategic resource for the modernisation of education, contributing to the improvement of the quality of teaching, the adaptability of educational programmes and the effectiveness of pedagogical interaction in the context of dynamic socio-cultural and technological changes.

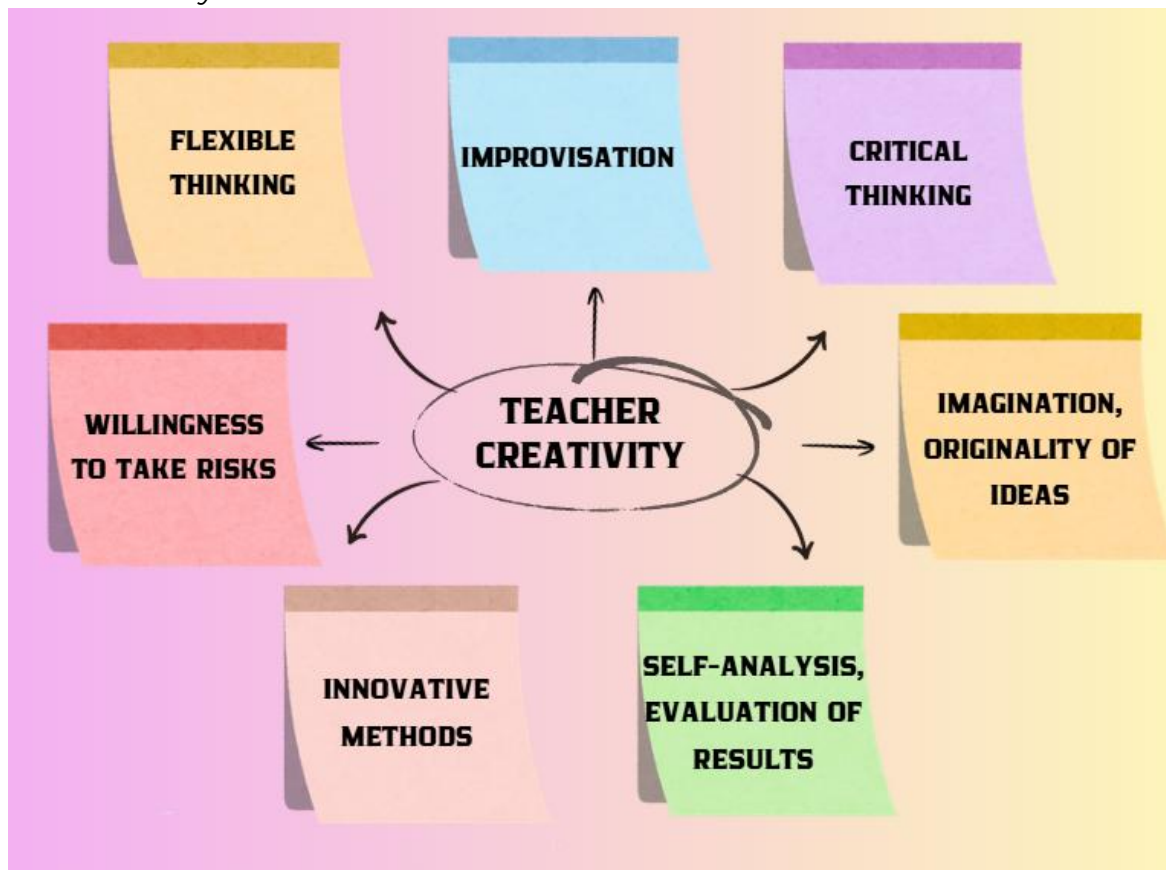
## RESULTS

In pedagogical science, the concept of 'creativity' is considered to be an individual's ability to generate original ideas, non-standard solutions and innovative approaches in their professional activities. In the context of teaching practice, creativity is associated

with the ability to modify traditional teaching methods, adapt the educational process to the individual needs of learners, and use modern technologies to enhance the effectiveness of learning (Pavliukh, 2023). Pedagogical creativity includes the following components (Figure 1).

**Figure 1**

*Teacher creativity*



This scheme shows that teacher's creativity is a multidimensional phenomenon that combines intellectual, personal, emotional-volitional, and professional characteristics. It enables teachers to develop original educational solutions, adapt to change, use digital technologies effectively, and create an innovative educational environment. The structure of teacher creativity encompasses a number of interrelated components, each of which plays an important role in professional activity.

Flexibility of thinking plays an important role, manifested in the teacher's ability to quickly change teaching strategies depending on the situation, the educational needs of students, and the context of the learning process. It involves the ability to switch from standard to non-standard methods, combine different pedagogical approaches, and adapt teaching materials to different levels of student preparation (Guillén-Gámez et al., 2024). Flexible thinking allows teachers to respond effectively to the challenges of digital transformation, integrate new technologies, and create individualised educational trajectories.

Special attention should be paid to improvisation as the ability of a teacher to respond quickly to unpredictable situations in the educational process. It is manifested in the ability to change the course of a lesson, select alternative examples, formulate new questions, and use spontaneous ideas to increase student motivation. Improvisational

skills contribute to the creation of a lively, dynamic learning environment in which the teacher acts not only as a bearer of knowledge but also as a partner in creative learning.

Critical thinking provides the teacher with the ability to analyse pedagogical situations, evaluate the effectiveness of teaching methods and make informed professional decisions. It includes the ability to ask questions, verify the accuracy of information, identify logical contradictions, and form reasoned conclusions (Chuzhykova, 2022). In the context of digital education, critical thinking helps educators consciously select digital resources, evaluate their pedagogical relevance, and ensure the quality of educational content.

We should not forget about imagination, which is a source of creative solutions and non-standard approaches to teaching. It enables teachers to create creative lesson plans, develop original methodologies, and integrate elements of games, art, and digital technologies into the learning process. Original ideas contribute to the formation of a unique teaching style and increase students' interest in learning. Thanks to their developed imagination, teachers are able to transform educational material into an exciting and meaningful learning experience.

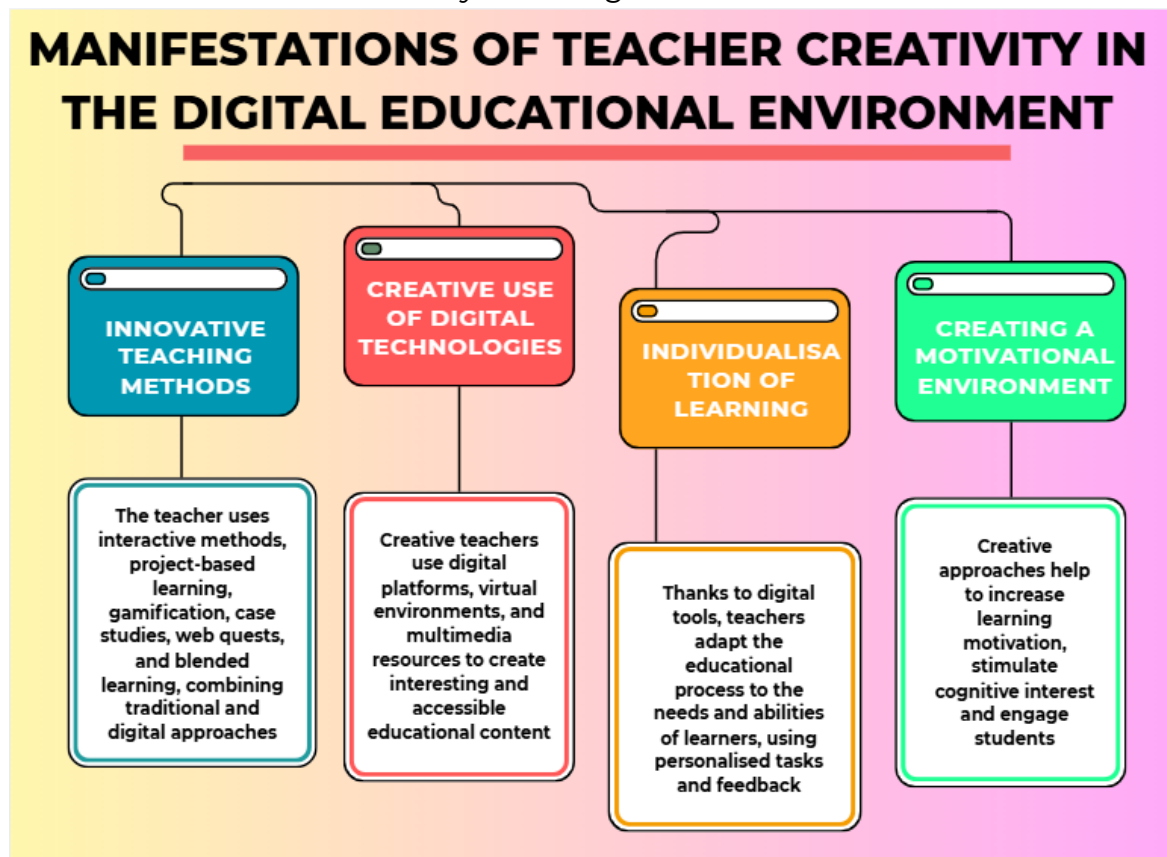
At the same time, the ability to reflect is an important component of a teacher's creativity. Self-analysis involves awareness of one's own pedagogical actions, evaluation of learning outcomes, and identification of strengths and weaknesses in professional practice. A reflective approach contributes to continuous professional growth, improvement of teaching methods, and enhancement of the quality of the educational process. A teacher who analyses their own experience is capable of generating new ideas and implementing innovations (Kolesnyk et al., 2023).

The innovativeness of methods lies in the use of modern pedagogical technologies, interactive forms of learning and digital tools. Creative teachers actively use online platforms, virtual environments, multimedia resources, and blended learning formats. An innovative approach contributes to increasing student motivation, developing their competencies, and forming 21st-century skills.

It is important to emphasise the importance of a teacher's willingness to take risks, which involves the courage to experiment with new methods, go beyond traditional pedagogical models and implement non-standard educational solutions. Creative teachers are not afraid of mistakes, as they see them as a resource for professional growth. This attitude contributes to the development of an innovative culture in the educational environment and the formation of openness to change.

The digital transformation of education involves the integration of digital technologies into all components of the educational process: content, forms, methods and means of teaching. It encompasses the use of electronic educational platforms, online courses, virtual laboratories, artificial intelligence, mobile applications and other digital tools (Ulmasovna et al., 2022). Within the new educational paradigm, the teacher ceases to be merely a source of knowledge and takes on the role of facilitator, mentor, and moderator of the learning process (Paska et al., 2024).

This requires a high level of digital competence, pedagogical flexibility, and creativity. The digital educational environment opens up wide opportunities for a creative approach to teaching, but at the same time requires teachers to be able to quickly adapt to new technological conditions (Shpak, 2023). Teachers' creativity in the context of the digital transformation of education manifests itself in various aspects of their professional activity (Figure 2).

**Figure 2***Manifestations of teacher creativity in the digital educational environment*

The innovative pedagogical activity of modern teachers in the context of the digital transformation of education is based on the widespread use of creative and interactive teaching methods. In their professional practice, teachers combine traditional pedagogical approaches with project-based learning, gamification, case studies, webquests, and blended learning models, which promotes the active involvement of students in the learning process and the development of their critical and creative thinking (Nagel & Amdam, 2025). This combination of methods allows for the creation of learning situations focused on solving real professional tasks and the formation of practically significant competencies.

An important component of creative pedagogical activity is the creative use of digital technologies. Teachers use digital educational platforms, virtual learning environments, multimedia and interactive resources to construct meaningful, visually appealing and accessible educational content. This ensures a variety of forms of presentation of educational material, increases its clarity and contributes to better assimilation of knowledge in the digital educational space.

The use of digital tools also opens up opportunities for individualised learning. Creative teachers adapt the educational process to the educational needs, level of preparation and individual abilities of students, using personalised tasks, flexible learning trajectories and systematic feedback (Storonska & Havryliv, 2024). This approach contributes to improving the effectiveness of learning and creating conditions for students' self-development and self-realisation.

Taken together, these approaches create a motivational educational environment that stimulates cognitive interest, supports intrinsic motivation to learn, and increases student engagement in the educational process. In this context, teacher creativity is not

only a professional characteristic but also an important factor in ensuring the quality and innovative development of modern education.

Pedagogical creativity is one of the key factors in improving the quality of the modern educational process, as it ensures flexibility, innovation and adaptability of learning in line with dynamic social and technological changes (Vitchynkina, 2024). A creative teacher is able not only of transmitting knowledge, but also to develop critical thinking skills, independent analysis of information and creative problem solving in students. The use of non-standard pedagogical approaches, interactive teaching methods and digital tools creates conditions for active cognitive activity among students, which increases their motivation and involvement in the educational process.

An important aspect of pedagogical creativity is effective communication between the teacher and learners. A creative teacher uses various forms of interaction – dialogue methods, project activities, case methods, and digital platforms for collaboration. These formats contribute to the formation of an open educational environment based on partnership, mutual respect, and feedback. This approach not only improves the quality of learning but also develops students' communication skills, which are necessary for their future professional activities.

Pedagogical creativity also plays a leading role in the development of critical and creative thinking in students. Engagement in research tasks, interdisciplinary projects, and creative exercises stimulates students' analytical abilities, develops their ability to argue their own position, evaluate alternative solutions, and generate new ideas (Podenko & Khe, 2023). In this way, the educational process becomes not a reproductive but a productive activity aimed at developing the intellectual potential of the individual.

It is important to note that a creative approach to teaching contributes to the formation of key competencies, in particular digital, social and communication skills. The use of modern educational technologies, multimedia resources, online platforms, and information visualisation tools allows for the integration of educational content into a digital educational environment that meets the needs of the digital generation (Borovets & Yakovyshyna, 2021; Veretiuk, & Chetveryk, 2025). This ensures not only the accessibility of educational materials, but also the development of independent learning skills, information literacy, and the responsible use of digital resources.

Moreover, pedagogical creativity is an important factor in adapting education to the demands of the digital society. In the context of rapid technological change, creative teachers act as agents of innovation, capable of integrating the latest educational practices, digital tools and innovative methods into the learning process (Babak & Vorozhbit-Horbatiuk, 2021). This contributes to the modernisation of the educational environment, increasing its flexibility and relevance to the needs of the labour market.

Through a creative approach to organising instruction, an innovative educational environment is formed that supports students' self-realisation, the development of their creative potential and the formation of their professional identity. Students are given the opportunity to show initiative, participate in project activities, work in teams and implement their own ideas, which has a positive impact on their confidence in their own abilities and readiness for professional activity (Batuchina & Melnikova, 2025). Thus, pedagogical creativity is a strategic resource for improving the quality of education and training competitive specialists in today's digital society.

Special attention should be given to shaping the innovative initiatives aimed at developing teachers' creativity within the educational process. Among the promising

formats, it is worth highlighting the educational event 'Creative Laboratory: Pedagogical Experiments,' aimed at developing the creative thinking of teachers and students by modelling non-standard learning situations. Within this format, participants work in creative teams, develop alternative scenarios for conducting classes, create interactive educational products, and test innovative teaching methods. This form of work encourages teachers to go beyond traditional patterns, experiment with the presentation of educational material, and adapt the educational process to the individual educational needs of students.

Another modern and effective format is the 'Digital Storytelling Campus,' which is based on the use of digital storytelling as a teaching tool. Teachers and students create educational stories in the form of video essays, podcasts, interactive presentations, or virtual comics. This approach promotes the development of creativity, visual thinking, and digital communication skills. Educational content is presented not as dry information, but as an engaging narrative structure that increases emotional engagement, motivation to learn, and depth of material assimilation (Jackson & Jackson, 2024).

The format of the 'Educational Marathon of Ideas' is of particular interest. Its participants develop innovative educational solutions within a limited time frame: digital courses, interactive platforms, mobile applications, or creative teaching methods. The main focus is on the rapid generation of ideas, which develops participants' ability to think creatively in conditions of limited resources and stimulates innovative activity in the pedagogical environment.

The 'Educational Design Studio' format, which focuses on designing the learning environment as a holistic system, plays a special role in the development of creativity. Teachers analyse the educational needs of students and develop original courses, interactive modules and digital learning spaces. The focus is not only on the content of the course, but also on visual aesthetics, the logic of structuring the material and the emotional experience of the students. This approach contributes to the development of pedagogical design as an important area of a teacher's professional activity.

An innovative approach to fostering creativity is the 'Simulation of the Future Classroom' format, which involves modelling the learning environment using modern digital technologies. Participants design virtual classrooms and create digital lesson plans using augmented reality, artificial intelligence elements and interactive platforms. This not only broadens the understanding of the possibilities of modern technologies, but also prepares teachers to implement innovations in the real educational process.

The creative potential of teachers is actively developed in the format of 'Educational Art Synthesis,' which integrates elements of art into educational activities. The use of theatrical practices, visual arts, music and creative writing promotes the emotional involvement of students and creates conditions for a non-standard understanding of the educational material (Vovchasta et al., 2022). Education in this format acquires not only an informative but also a cultural and aesthetic dimension, contributing to the harmonious development of the individual.

Another original format is the 'Educational Start-up Marathon,' in which participants develop concepts for educational products aimed at solving pressing social or professional problems. These can be digital courses, educational platforms, mentoring programmes, or inclusive learning projects. This format promotes innovation and the ability to transform creative ideas into practical educational solutions.

As part of the research, we developed an original university programme called *'Creative Teacher: The Art of Thinking Differently,'* which is structured into eight sessions. Its general idea is aimed at forming a creative style of pedagogical thinking, developing an innovative culture of teaching, and creating a modern educational environment focused on creativity, digital opportunities, and personal self-realisation.

*Session 1, 'Going Beyond: How Creative Thinking Is Born,'* begins with a discussion of personal pedagogical patterns and habitual teaching models. Participants analyse which established approaches limit their creativity and are introduced to the concept of 'creative thinking' as the ability to see alternatives, combine the incompatible and create new educational meanings. Through associative exercises, metaphorical images, and creative provocations, teachers learn to rethink their own experiences. The result should be an awareness of their own creative potential and a readiness for change.

*Session 2. 'Idea Factory: From Concept to Educational Discovery,'* involves programme participants working with idea generation techniques that help transform abstract thoughts into concrete educational solutions. Creative tools (visual maps, provocative questions, pedagogical paradoxes) are used to create non-standard lesson formats. The emphasis is not on 'correctness' but on the originality and boldness of ideas. The result of this session should be the formation of a bank of original pedagogical ideas for participants' own practical activities.

During *session 3 'Digital Magic: How Technology Becomes Creative,'* participants explore digital platforms as a means not only of transmitting information, but also of creating an interactive educational experience. Teachers create their own multimedia materials, interactive tasks, visual stories and micro-projects. Technology is seen as a space for creative experimentation. As a result of the session, teachers receive a ready-made digital creative product for use in their lessons.

*Session 4. 'Educational stories: how to turn learning into a story'* is devoted to creating educational stories in which the learning material is presented through a plot, characters and emotional images. Participants learn to turn dry theory into a fascinating story that arouses interest and is easier to remember. Teachers create their own educational scenarios in the form of videos, comics or interactive presentations.

*Session 5. 'Lesson Designer: Creative Lesson Design,'* is quite interesting, where participants work on designing lessons in a new format that combine interactivity, visual appeal and pedagogical relevance. Particular attention is paid to the emotional atmosphere, structure of the material and logic of presentation. Teachers create 'creative scenarios' for lessons with a non-standard structure.

*Session 6. 'The Language of Influence: Creative Pedagogical Communication'* is aimed at understanding communication as an art of professional interaction in the modern educational environment. The lesson focuses on developing the verbal and non-verbal creativity of teachers as important components of pedagogical skills. Participants learn techniques for using figurative language, metaphorical constructions, intonational expressiveness, humour and emotional influence to increase the engagement of learners in the learning process.

Particular emphasis is placed on the role of the teacher's charisma, facilitation skills and empathy in forming a productive educational dialogue based on mutual trust, respect and openness to different points of view. Through creative communication exercises, participants learn to adapt their own style of speech to the individual characteristics of students, create an emotionally rich learning environment, and effectively manage the

dynamics of group interaction. The expected outcome of the session is to increase communicative flexibility, pedagogical expressiveness, and the teacher's ability to influence learning motivation through creative communication.

*Session 7. 'Educational Start-up: When Ideas Become Reality'* focuses on developing innovative thinking among teachers and their ability to transform creative ideas into practical educational solutions. Participants form teams and develop their own educational projects, which may include digital courses, interactive platforms, original teaching methods, or social and educational initiatives aimed at solving pressing problems in the educational environment. In the course of project activities, teachers analyse the needs of the target audience, define educational goals, develop a product concept and consider ways to implement it. The main focus is on the practical value of the proposed ideas, their viability and the possibility of their implementation in the real educational process. The expected outcome of this session is the creation of ready-made concepts for educational innovations that can be used as a foundation for further professional growth of teachers.

The *final session, 'Creative Teacher of the Future: The Path to Professional Transformation,'* is devoted to deep reflection on the personal and professional development of programme participants. The focus is on awareness of one's own creative identity, rethinking pedagogical values, and analysing changes in teaching style. Participants assess how their thinking, attitude to innovation, and willingness to experiment with new forms of learning have transformed. Particular importance is given to the formation of an individual trajectory for further creative growth, which includes defining professional goals, areas of self-development, and resources for achieving them. Through reflective practices, educators become aware of their own potential as agents of change in modern education and develop a readiness for continuous renewal of their pedagogical activities. The result of the session is the development of a personal plan for creative professional development, focused on long-term self-realisation in the context of the digital transformation of education.

## DISCUSSION

The results of the study confirm the relevance of teacher creativity as a key factor in the modernisation of the educational process in the context of digital transformation. The data obtained are consistent with contemporary scientific approaches that view teachers not only as carriers of knowledge, but also as facilitators of learning, designers of educational environment, and initiators of innovative changes. The increase in creative activity, flexibility of thinking, and openness to pedagogical experiments demonstrates the effectiveness of creatively oriented formats for teacher professional development.

At the same time, the results of the study allow us to expand the traditional understanding of pedagogical creativity. Whereas previously it was mostly associated with the use of non-standard teaching methods, in modern conditions it is becoming systematic in nature and also encompasses digital competence (Kostikova et al, 2021), the ability to design educational projects, facilitation, communicative expressiveness, and reflective activity. Thus, creativity is transforming from an individual personality trait into a strategic resource for the development of educational institutions.

The role of reflection in shaping the creative identity of teachers deserves special attention. Reflective practices integrated into the author's programme helped teachers become aware of their own professional changes, rethink their values and form individual development trajectories. This is in line with contemporary ideas about

continuous professional development as a process of self-construction of pedagogical activity in conditions of rapid educational change.

At the same time, the results of the study indicate the need for institutional support for teachers' creativity. Without the creation of a supportive educational environment that encourages pedagogical experimentation, interdisciplinary interaction, and innovation, the creative potential of teachers may remain unrealised. This underscores the importance of fostering a culture of innovation in educational institutions as a condition for the sustainable professional development of teachers.

The issue of the optimal balance between a teacher's creative freedom and the regulatory requirements of educational standards and curricula remains debatable. On the one hand, creativity requires autonomy, flexibility and room for experimentation; on the other hand, the educational process must meet certain academic requirements. Further research may focus on finding a balance between these two components and developing models for supporting creativity within a formalised educational system.

## **CONCLUSIONS**

The study confirmed the relevance of the issue of developing university teachers' creativity in the context of the digital transformation of higher education and its direct impact on the quality of the educational process. Modern university teachers are not only bearers of knowledge, but also organisers of creative learning environments, facilitators of educational interaction and initiators of innovative changes. In this context, creativity emerges as a strategic resource for the modernisation of education, ensuring the adaptation of pedagogical activities to the needs of a digital society.

The study substantiated the feasibility of using innovative formats for developing university teachers' creativity, which combine digital technologies, interdisciplinary approaches and creative teaching methods. Such formats promote openness to change, readiness for pedagogical experiments and the ability to create individualised educational trajectories for learners.

The article presents the author's programme 'Creative Teacher: The Art of Thinking Differently,' which is structured into eight lessons. Its general idea is aimed at forming a creative style of pedagogical thinking, developing an innovative culture of teaching, and creating a modern educational environment focused on creativity, digital opportunities, and personal self-realisation.

This way, university teacher creativity should be considered a key factor in improving the quality of education, forming an innovative culture, and developing a competitive educational environment. Further research may be directed towards the development of digital tools to support creativity, the study of intercultural aspects of pedagogical creativity, and the creation of models for the continuous professional development of teachers in a globalised educational space.

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## **CONFLICT OF INTERESTS**

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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## **ARTIFICIAL INTELLIGENCE STATEMENT**

No artificial intelligence tools were used in the preparation of this manuscript.

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