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**FORMING THE ETHICAL CREATIVITY OF TEACHING STAFF IN THE
CONTEXT OF PROFESSIONAL DEVELOPMENT**

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CONCEPTUAL MARKINGS OF THE RESEARCH

The relevance and importance of the addressed issue. The pace of society's development, the phenomenon of globalization with all its facets, our country's integration into European structures, including educational ones, all these conditions determine a change in the formation/ professional development of teaching staff.

Today, in a world of wide democratic openness, the recognition and promotion of creativity are not only desirable but a real and urgent necessity. Psychologists announce this threshold of openness for creativity and creative spirits, stating that a society that stimulates creativity ensures its citizens the following *basic freedoms*: the freedom of study and preparation, the freedom of exploration and investigation, the freedom of expression, and the freedom to be themselves. Since the transfer of skills is not so easy, the teacher must apply *reflective thinking* in any possible context of the curriculum; considering the value of these exercises in the overall educational program, which is indeed useful for training.

In the context of the postmodernist paradigm in education, the concepts of creativity and ethics begin to be valued more and more: Singer P., Rogers C., etc. Accordingly, the *issue of creativity*, as well as *ethics*, is approached and formulated depending on the social context: *creativity* considered as a complex trait of human personality, denoting the capacity to achieve something new, original (Plato, Hegel, B. Croce, A. Brémond, etc.), and ethics as the science concerned with the theoretical study of values and human condition from the perspective of moral principles and their role in social life.

Precisely because the disposition named *creativity* is particularly noticeable through innovative intellectual attitude, it can be developed through an appropriate approach, which awakens and encourages this way of seeing things, stimulating it through constant problematization and interrogation that puts the subject in the situation of continuously reanalyzing and redefining themselves. A decisive role in creativity is played by the harmony between *emotion and reflection*.

Creativity, as a conjugated activity of all the psychic functions of the person (intellectual, affective, and volitional), conscious and unconscious, native and acquired, of biological, psychophysiological, and social order involved in the production of the new and original, includes structures that collaborate in the realization of creativity, participate in one way or another in inventions and discoveries, which are a result of the person's reflection. At the level of professional development of teaching staff, creativity intervenes: *in strategy* (positioning, planning) and *in execution* (tactics, presentation materials, information).

Description of the situation in the research field and identification of the research problem.

The research was carried out based on the analysis of a series of theories, concepts, ideas, principles, and results of investigations in the field of pedagogy, psychology, philosophy, sociology, adult education, the psychology of creativity, and the professional formation/development of teaching staff.

Specifically, the following served as epistemological benchmarks: research in the field of *creativity* (Alpopi C. [1], Amabile T. [2], F. X. Barron [6], C. Rogers [48], A.

Beaudot [8], M. Stein [53], Șt. Odobleja [39]; P. Popescu Neveanu [42; 43; 44], Al. Roșca [50], M. Roco [45; 46; 47], A. Stoica [54], G. Nicola [38], V. Cojocaru [19] and other reference authors in psychology, pedagogy, and the sociology of creativity.); *postmodern theory in pedagogy* (H. E. Gruber [32], Z. Bauman [7], M. Bocoș [10], A. Botez [12], M. Manolescu [35], T. Callo, A. Paniș et al [16], etc.); *psychological theories of education, including moral education* (E. Landau [33], G. Popescu [41], M. Golu [31], A. Dicu [28], A. Dragu [29], A. Munteanu [37], M. Zlate [57]); a series of notions and ideas related to the *ethics of education* can be found in S. Cristea [22] (ethics of education as a discipline of philosophy of education, axiological pedagogy); (*moral education, professional deontology*) R. T. Degeorge [27], C. Cozma [21], M. Cojocaru-Borozan [20], V. Lungu [34] P. Popescu-Neveanu [44]; V. Mândâcanu [36], who approach the problem from the *perspective of praxiological pedagogical ethics* (ethical education, ethical education curriculum, the ideal of ethical education, ecological ethics, the ethics of the political and civic culture of educators, ethical pedagogy etc.), in the works of researcher L. Cuznețov [23; 24], in the context of family education, by N. Silistratu [51], T. Callo [13; 14; 15] etc.; research in the field of *professional training/development of teachers* in the local space (T. Callo [13], Vl. Pâslaru [30], O. Dandara [25], V. Andrițchi [3; 4; 5], A. Paniș [40] etc.) and others.

These views, affirming a crisis of creativity and ethics, are also generated in policy documents of the national education system: the Education Code of the Republic of Moldova [18], the National Development Strategy Moldova 2030 [56], the Europe 2020 Strategy [55], which outline priority directions of action, including attracting and motivating young people with a vocation for the teaching/scientific-teaching/research career; the Code of Ethics for Teachers [17].

The importance of the research theme lies in the epistemological approach to the *ethical creativity of the teaching staff*, which is valued from the perspective of *ensuring reflexive impact* inventiveness in the educational process, leading to an improvement in the quality of education through active involvement of the respective teaching staff. The valorization of creativity ideas at all levels of education and, in particular, at the level of teaching staff generates deficient approaches, reflecting some reversible difficulties in the professional activity in the constantly moving world of education. Thus, **the contradiction** between the praxiological superiority of creativity in the educational field and the less active attempts to valorize it at the ethical level in relation to the professional formation of teaching staff calls for a revision of the reference domain of creativity, in general, and of ethical creativity, in particular.

The described situation led to the determination of **the research problem**: What are the pedagogical foundations of forming ethical creativity to ensure active professional development of teaching staff?

The purpose of the research is the theoretical and practical conceptualization of forming ethical creativity in teaching staff within professional development, structured in *the Pedagogical Model for Forming Ethical Creativity of Teaching Staff in a Professional Context*.

Research hypothesis: The pedagogical foundations of forming ethical creativity, determined, elaborated, and implemented, can contribute to the efficiency of the professional development of teaching staff, if *the Pedagogical Model for Forming Ethical Creativity of Teaching Staff in a Professional Context* is valorized.

The objectives of the research:

1. Examining and epistemologically interpreting the essence and genesis of socio-psycho-pedagogical and philosophical benchmarks regarding the formation of ethical creativity of teaching staff in professional development.
2. Essentializing the approaches and theoretical orientations concerning ethical creativity.
3. Conducting a structural-functional analysis of ethical creativity in the context of the professional development of teaching staff.
4. Determining the formative potential of ethical creativity in the context of the professional development of teaching staff.
5. Developing *the Pedagogical Model for Forming Ethical Creativity of Teaching Staff in a Professional Context* and validating the *Methodology for Forming Ethical Creativity of Teaching Staff in Professional Development*, as a component part of the pedagogical model.

The research methodology was based on the following methods:

- *Theoretical methods:* scientific documentation, theoretical analysis and synthesis, generalization and systematization, induction and deduction, theoretical hermeneutics;
- *Experimental methods:* questionnaires; observation; pedagogical experiment, practical tests;
- *Data analysis methods:* statistical-mathematical methods, graphical representation of research results.

The actuality and scientific originality of the research lie in delineating the conceptual benchmarks in the pedagogical formation of ethical creativity of teaching staff in the context of professional development; conceptualizing *the Pedagogical Model for Forming Ethical Creativity of Teaching Staff in a Professional Context*, which contains the theoretical and practical foundations.

The results obtained that contributed to solving the scientific problem consist of determining and elaborating the pedagogical foundations of forming ethical creativity of teaching staff in the context of professional development, structured in *the Pedagogical Model for Forming Ethical Creativity of Teaching Staff in a Professional Context*, experimented through the *Methodology for Forming Ethical Creativity of Teaching Staff in Professional Development* in public general education institutions from urban and rural areas, which led to an increase in the competence level of teaching staff and the formation of their ethical creativity, allowing for the active valorization of professional development.

The theoretical significance of the research lies in the notional definition of *ethical creativity*, establishing the defining characteristics of forming ethical creativity in teaching staff within the context of professional development; theoretical modeling of the formation of ethical creativity in teaching staff in a professional context.

The practical value of the research resides in the fact that *the Pedagogical Model for Forming Ethical Creativity of Teaching Staff in a Professional Context* can underpin professional development and/or lifelong education, and *the Methodology for Forming Ethical Creativity of Teaching Staff in Professional Development* can be utilized within continuous training courses for teaching staff, with *experimental results* serving as benchmarks in the activity of forming/developing the ethical creativity of teaching staff.

The implementation of the scientific results of the research was carried out within the pedagogical experiment through the valorization of *the Pedagogical Model for Forming Ethical Creativity of Teaching Staff in a Professional Context* and *the Methodology for Forming Ethical Creativity of Teaching Staff in Professional Development* focused on forming and developing the competence of ethical creativity in teaching staff and on conducting the formative program at the level of teaching staff in the process of continuous training.

The scientific results were approved and presented at national and international scientific conferences and symposiums, in the country and abroad: The National Scientific Conference with International Participation "*Reducing Aggressive Behaviors in Children: Ideas – Experiences – Best Practices*", "Ion Creangă" State Pedagogical University of Chisinau, October 16, 2015; The International Scientific Conference "*The Modern School: Challenges and Opportunities*", Institute of Educational Sciences in Chisinau, November 5-7, 2015; The International Pedagogical Symposium, Institute of Educational Sciences, May 26-27, 2016; The International Scientific Conference, *Institute of Educational Sciences: History, Achievements, Personalities*, Institute of Educational Sciences, October 20-21, 2016; The International Scientific Conference, "Bogdan Petriceicu Hasdeu" State University, Cahul, June 7, 2017; The International Scientific Conference "Assessment in the Educational System: Current Desires", ISE, November 9-10, 2017; The International Scientific Conference "*School Curriculum: Challenges and Development Opportunities*", *Institute of Educational Sciences*, December 7-8, 2018; The National Conference "*Lifelong Learning – A Necessity for being Competitive*", October 24, 2019; The National Scientific Conference with International Participation "*Quality in Education – An Imperative of the Contemporary Society*", December 4-5, 2020, UPS "Ion Creangă"; The International Scientific Conference "*The Teacher – Promoter of Educational Policies*", October 11, 2019, ISE; The International Scientific Conference "*Science and Education: New Approaches and Perspectives*", March 24-25, 2023, "Ion Creangă" State Pedagogical University of Chisinau.

Publications on the thesis topic: A total of 19 scientific publications have been developed, including 1 single-author specialty book, 2 collective specialty books (with a specification of personal contribution), 4 articles in journals from the National Registry of professional journals (categories B and C), 1 scientific article at an international scientific conference in Romania, 11 articles in the proceedings of scientific events included in the *Registry of materials published based on scientific events organized in the Republic of Moldova*.

Volume and structure of the thesis: Introduction, three chapters, general conclusions and recommendations, bibliography from 216 sources, annotations (in

Romanian, English), 160 pages of main text, 22 tables, 20 figures, 19 appendices.

Keywords: creativity, ethics, ethical creativity, creatology, ethical reflection, intellect, morality, professional development, teaching staff, reflection.

THESIS CONTENT

In the **Introduction**, the theoretical and practical relevance of the addressed problem is reflected. At the same time, the situation in the research field is described, and the object, purpose, hypothesis, and objectives of the research are formulated; the novelty and scientific originality, the scientific problem solved, the theoretical and practical importance of the research, as well as the method of approving the research results are argued.

Chapter 1, *Epistemological Foundations of Ethical Creativity*, contains the epistemological study of the problem and reveals the essence, content, and genesis of creativity as a psycho-pedagogical issue. Within the chapter, the researchers' views on the identity projection of ethics in the context of development, in general, and the professional development of teaching staff in relation to lifelong learning, in particular, were specified and analyzed.

Thus, it was deduced that, in a broad sense, we can consider creativity as a general human phenomenon, the highest form of human activity. In a narrow sense, we can distinguish four meanings of the term creativity: *as a product; as a process; as a general human potential, as a creative ability; as a complex dimension of personality*. The dimension of creativity, scientifically approached from the perspective of psychology and pedagogy, as a phenomenon and process, is directed towards a major necessity in the development of contemporary society. Likewise, it has been concluded that the historical course of ethics as a philosophical science, but also as a scientific discipline, has highlighted the process of identifying moral standards, values reflected by society members at different stages of social evolution. Sociological, psychological, and pedagogical perspectives aim at personality development through the ethical element of educational activity.

The contribution of each researcher to explaining the phenomenon of creativity was presented, in a synthesis, by G. Popescu [41, p. 17], in the following table.

Table 1.1. The essence of creativity in cultural theory

Author	Contribution to creativity explanation
M. J. Stein	The creation is largely conditioned by the influence of society, by significant life experiences.
M. Mead	Societies that encourage divergent thinking and value the creative process more than the creative product play a stimulating role in creativity.
H.H. Anderson	The relationship between the creative society and the creative personality is one of interdependence: society encourages creation, while the individual contributes to harmonizing the environment.
M. Tumin	If the emphasis were to fall more on the creative process and less on the product, conformity could be diminished.
P. Matusseck	The important factors in creation are: environment, internal motives, and social causes

In context, we observe that from a pedagogical perspective, moral education aims at the formation and development of the human personality, theoretically and practically designed and realized [9].

Ethics involves the style of concepts related to practical reasoning: *good, right, duty, obligation, virtue, freedom, rationality, choice*. Secondly, ethics also refers to the study of objectivity, subjectivity, relativism, or skepticism, which can influence the theses formulated in the above terms [*Ibidem*]. In this frame of reference, deontological ethics is based on the notion of duty or on the notion of what is right, or rights, as opposed to ethical systems based on the idea of achieving a state of good or ethical systems focused on the character qualities necessary to lead a correct life.

The same way, the necessity for the moral-ethical training of specialists is conditioned by the fact that solving professional problems is closely linked to moral values and is aimed at achieving the professional goal by moral methods. Studying the course of *Professional Ethics* contributes to a better understanding of the professional and personal qualities that an employee must demonstrate. A future teacher is obligated to deeply understand the issues of the contemporary world, to know how to select and prioritize cultural values, new contents, and methods of moral education, appealing to common sense, ethics, and axiological practice.

In context, the investigated aspects have allowed us to conclude that lifelong education is approached through various programs that can be conducted both within and outside traditional education and training systems.

The psychosocial phenomenon, lifelong learning, is presented through social representation as a process and product of transforming reality. Social representation (SR) presupposes a higher level of professional practice, which is recognized also by representatives of other professional categories, being the direct result of competence and professionalism, but also of motivation. The profession of a teaching staff member perfectly agrees with this general rule.

Ensuring the professionalism of the teaching staff is based on an integrated system of initial training and continuous professional development through the development of professional training programs.

Therefore, the theoretical approaches to the phenomenon of creativity draw attention to the theoretical benchmarks of the concept of creativity and the approaches in the specialized literature, presenting its genesis as a psycho-pedagogical problem. The identity projection of ethics in the context of development from a pedagogical perspective, moral education aims at the formation and development of the human personality, and the professional development of teaching staff in relation to lifelong learning, theoretically and practically designed and realized, argues the necessity of researching the problem.

In **Chapter 2, *The Methodological Framework of Forming Ethical Creativity of Teaching Staff***, the educational field of professional ethics and ethical creativity was analyzed, the normativity in the deontological field of ethical creativity was reflected, the profile of the teaching staff from the perspective of ethical creativity (in professional development) was outlined, and *the Pedagogical Model for Forming Ethical Creativity of Teaching Staff in a Professional Context (MPFCE)* was conceptualized and developed, focused on increasing the level of competence and ethical creativity.

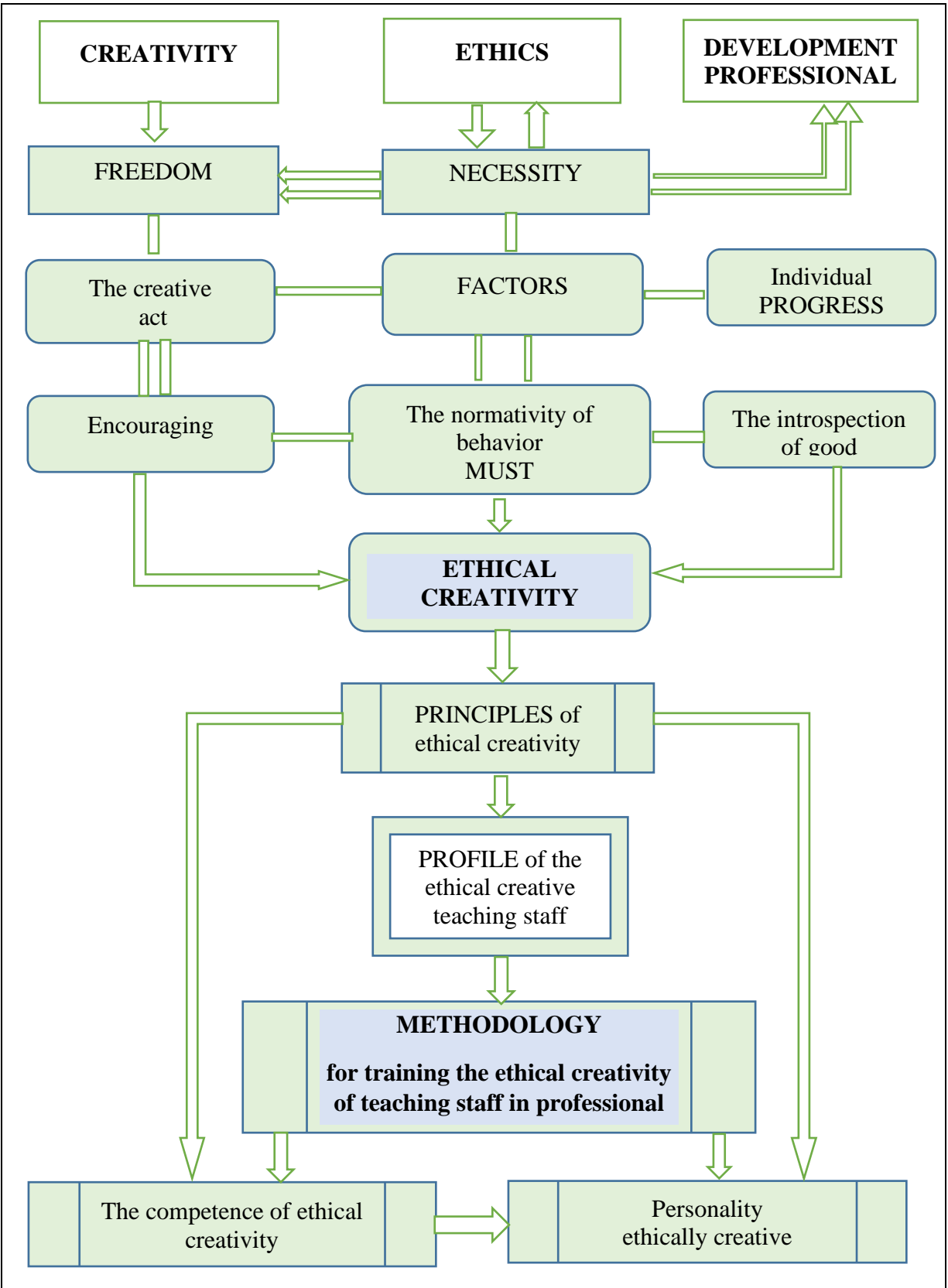


Fig. 2.1. The pedagogical model of ethical creativity of teachers in a professional context (MPFCE)

The investigation allowed us to identify an important factor for understanding the mechanism of ethical mediation of creativity development, *which is the ordering and hierarchical role of ethics in providing information*. The semantic filters through which a person selects relevant information are provided with ethical guidelines.

At the same time, it was emphasized that moral values have been valued in all societies and historical periods; moral good is characterized in the categories of ethics, expressed through desirable morality, which corresponds to the values and norms specific to a determined social morality and which is the subject of ethical concerns; at the level of the teaching staff, moral good is identified through derived values that influence the relationship between colleagues, students, etc.; in the educational community, professional ethics is directed by the principles of moral education, which guide the activity of the teaching staff towards inaugurating the efficiency of meeting the requirements of the educational ideal.

The potential for creativity development is realized through the level of cultural significance that foresees the connection with morality (ethics), which regulates the ethical attitudes of the teaching staff, thus, we perceive the correlation between creativity and ethics.

In this context, the concept of *ethical creativity* (EC) occupies a central place in the work *"Teconomie conceptuelle de Tapproche lilloise"* [26]. Introduced for the first time in the work of B. Cadore [11], the concept of ethical creativity later used in his works, we fully adhere to the meaning conferred by the author to ethical creativity, with the necessary clarifications: *Ethical creativity describes the way in which humans (teaching staff) confront ethical problems (in this case, questions included in the paradigm of responsibility for the work performed), engage in their own experience to become a person (teaching staff) in an ethical sense, at the same time he seeks to place his action as an educational and also social service, thus demonstrating the ethical capacity of the action itself*. Ethical creativity cannot be understood without essential reference for direct promotion and engagement through human and professional solidarity.

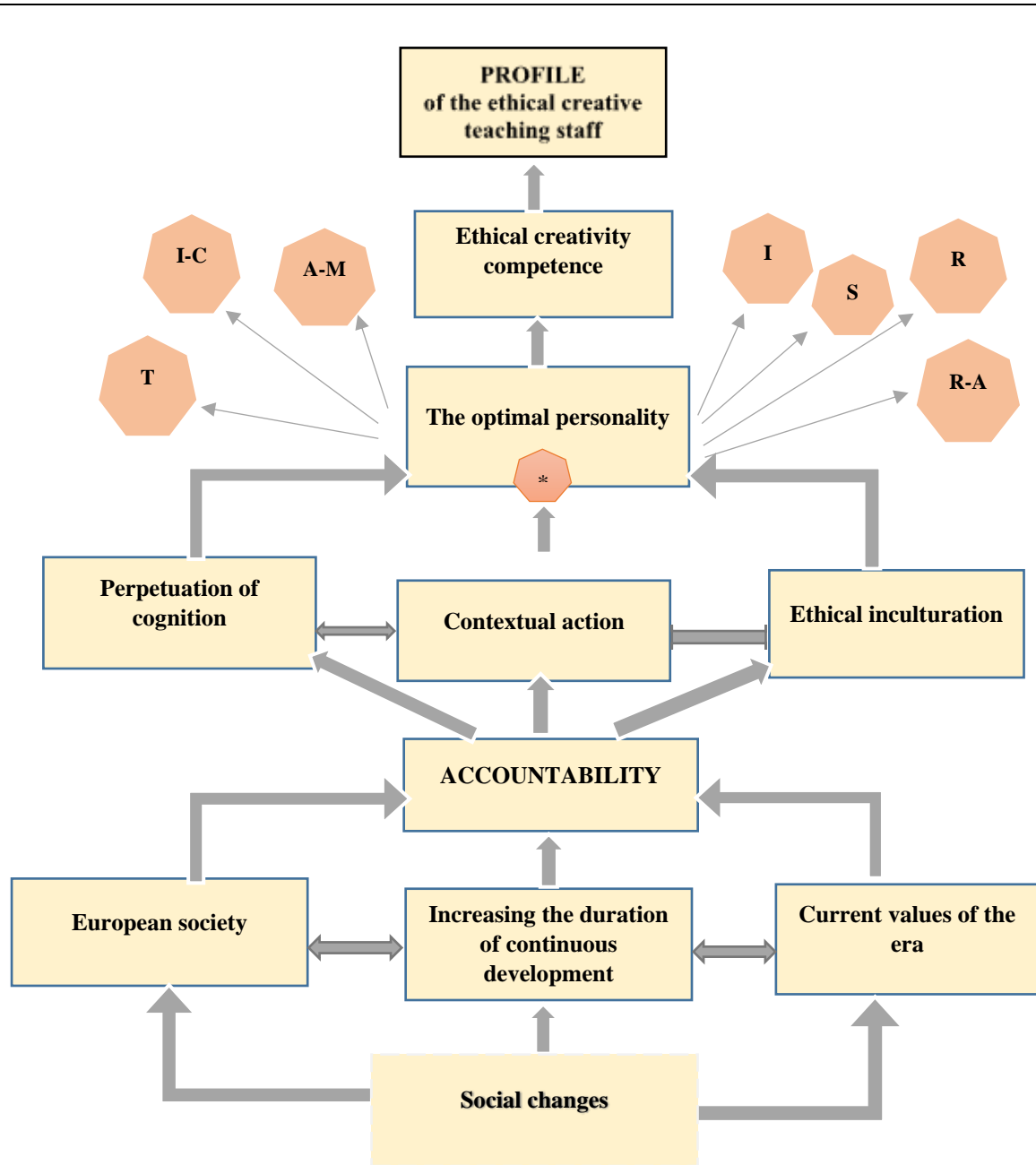
To be more explicit in the vision we promote in relation to the potential relations between the notion of creativity and that of ethics, we propose below the quadrant of these relations, which are specified based on the analyses conducted above (Table 2.1.)

Table 2.2. The quadrant of creativity-ethics relationship

Ethics of creativity	The creativity of ethics
➤ Illustrates how a teacher should behave when creating something for their students	➤ Reveals a new vision of the teacher's perspective on professional behavior rules
Creative ethics	Ethical creativity
➤ Indicates how the rules of professional behavior can be supplemented with something new	➤ The action of inventing/innovating by the teacher based on 'I must do good/qualitative work', constantly becoming a better professional through invention/innovation, with acceptance in the educational environment

In this context, from the analysis of the **profile of the ethically creative teaching staff (Fig. 2.2.)**, it was synthesized that, in accordance with policy documents, in the educational system, invention/innovation and creativity are priorities for the realization of

the European society based on knowledge. Therefore, in the professionalization of teaching staff, it is necessary to develop them based on well-determined characteristics and related in a profile of *optimal personality*.



T - temperamental
 I-C - intellectual-cognitive
 A-F- affective-motivational
 I – instrumental
 S- stylistics
 R- regulation
 R-A - relational-axiological.

Fig. 2.2. The profile of the teaching staff from the perspective of ethical creativity

Also, in the context of the professional development of teaching staff, the notions of creativity and ethics do not exclude each other but correlate in a new concept – *ethical creativity*.

Similarly, in this chapter, we referred to the component of *the principles of ethical creativity*, which includes: *the principle of perpetual becoming, the principle of prestige, the principle of inculturation, and the principle of overcoming the formal stereotype*.

At the end of the chapter, it was concluded that an educational field of professional ethics and ethical creativity foresees the correlation between creativity and ethics. The normativity in the deontological field of ethical creativity is founded on the humanistic coordinate that foresees the regulation of major and pragmatic exigencies through the alignment of deontology to a teleological rationality.

Chapter 3, *The Praxiology of Forming Ethical Creativity in Professional Development*, eludes the experimental approach of the research through which the *Methodology for Forming Ethical Creativity of Teaching Staff in Professional Development* was implemented and validated, which includes all theoretical and practical pedagogical foundations.

Table 3.1. METHODOLOGY for forming ethical creativity

Units of competence in ethical creativity	Characteristics of ethical creativity	Independent variables of ethical creativity	Activities for developing ethical creativity as a dependent variable
Strategic invention as a necessity	Visualizing the ethical specificity of the profession	1. Normative flexibility 2. Normative perseverance 3. Recombinatory intelligence	1.1. Transposition 1.2. Error matrix 2.1. The 5 D method 2.2. Double W 3.1. Information tree 3.2. Consequence spiral
Technological innovation as an opportunity	Promoting freedom in activity	4. Critical constructivism 5. Professional imagination 6. Productive curiosity	4.1. Complementarity 4.2. Appreciative monitor 5.1. Verbal images 5.2. Voice thoughts 6.1. Semaphore of meanings 6.2. Diversity of diversity
Modeling new approaches to teaching activity	Logical assurance of the reflective product	7. Ideational originality 8. Reflective enthusiasm 9. Insightful position regarding issues	7.1. Venn Diagram 7.2. Reflective fan 8.1. Case study 8.2. Question inventory 9.1. Behavior sheet 9.2. Creative group
PROFILE OF THE ETHICAL CREATIVE TEACHER			

Similarly, *the Training Program for Ethical Creativity of Teaching Staff in Professional Development* is described, accompanied by graphical representations of the

results obtained at the stages of observation and validation, followed by rigorous analyses and interpretations.

In context, the research has a theoretical-applied character due to the purpose and complexity of the issues addressed regarding the formation of ethical creativity of teaching staff in the context of professional development. The investigation was carried out based on the valorization of inter-, multi-, and transdisciplinary principles, involving the analysis of pedagogical, psychological, anthropological, sociological aspects, and we also focused on ontological and philosophical approaches.

The purpose of the applied research: *to determine, through specific formative actions, the nature of the ethical creativity of school teaching staff as a fundamental element of their professional behavior.*

Experimental hypothesis: *There is a formative correlation between the visualization of the ethical specificity of the profession, the promotion of freedom in activity, the logical assurance of the reflexive product, as independent variables, and the ethical creativity of the teaching staff, as a dependent variable, in relation to the behavior of the teaching staff in the educational process.*

Type of pedagogical experiment: natural experiment with the participation of the experimenter.

Applied instruments: questionnaire, tests, practical exercises/activities, participatory observation of behavior, data recording, field notes.

Stages of the experimental research:

Stage 1. Assessing the level of ethical creativity of the teaching staff

Stage 2. Forming the ethical creativity of the teaching staff (18 formative activities)

Stage 3. Validating the effects of the experiment

Statistical methods: counting, measuring empirical entities, order relation, determining percentage, arithmetic mean.

Following the experimental research, we proposed, from the perspective of the objectives, to elucidate the concrete actions and experimental data obtained with reference to the formation of ethical creativity of teaching staff in professional development.

The objectives of the investigation:

- Determine the characteristics of forming ethical creativity in teaching staff;
- Establish the specificity of promoting the formation of ethical creativity in teaching staff;
- Develop the necessary instruments for the pedagogical experiment at the observation stage of the research;
- Determine the characteristics of ethical creativity in teaching staff at the observation stage;
- Determine the formative potential of ethical creativity at the level of professional development of teaching staff;
- Approach systematically and functionally the contents and methodology within the developed pedagogical model;

- Establish the indicators and variables of ethical creativity in the context of the developed model;
- Validate the evaluation tools for the ethical creativity of teaching staff in professional development.

The research sample.

The pedagogical experiment was conducted on an experimental sample from both urban and rural environments, divided into 4 groups, consisting of:

- 1) 40 teaching staff from IPLT "Nicolae Iorga", Chisinau (urban environment) – experimental group (G1UE)
- 2) 35 teaching staff from IPLT "Traian", Chisinau urban environment – control group (G2UC);
- 3) 25 teaching staff from IPLT "Nestor Vornicescu", Lozova village, Strășeni district (rural environment) - experimental group (G3RE);
- 4) 25 teaching staff from IPLT "Ion Inculeț", Vorniceni village, Strășeni district (rural environment) – control group (G4RC).

Experimental actions were carried out during the years 2018-2019 on a total sample of 125 subjects.

The pedagogical experiment was conducted on a sample that, in its entirety, was made up of 2 lots in the urban environment, the first lot consisting of 2 groups (GEu1, GCu2) and the rural lot of 2 groups (GEr3, GCr4), involving only teaching staff.

The control lot was selected based on comparative results both in the urban environment and with reference to the rural environment.

The tools for researching ethical creativity are represented by *the Test for assessing the level of ethical creativity, Classification Scale, Questionnaire on Teaching Staff Creativity in the Context of Professional Development for the observation stage, Constructivist Reflection Test, Test for Identifying the Level of Ethical Creativity* for the validation experiment stage, and *Psycho-pedagogical Guidelines in Forming Ethical Creativity in Teaching Staff* for the training experiment stage.

The tests and formative actions of ethical creativity used in the experiment varied in terms of the nature of the operationalized information, the degree of relevance in professional development, and contributed to solving various tasks of theoretical and practical character. In solving the tests and tasks, the subjects, throughout the stages of experimental realization, performed a series of actions of choice, formulation, correlation, structuring, etc. The results were evaluated in percentage averages based on the developed scale.

The design of the research methodology was accomplished by developing research instruments whose items were designed in accordance with the variables adopted in the research through the study of literature in the field of ethical creativity.

The questions in the developed research instruments were intended to represent the most relevant values of the ethical creativity of teaching staff in professional development.

The descriptors identified from the pedagogical experiment are:

Ds1 – Correctness (the options presented in responses are correctly chosen; no spelling mistakes, clear expression).

Ds2 – Loyalty (the respondent is open to collaboration; is sincere, objective, conscientious in presenting responses; is faithful to the profession/own vision).

Ds3 – Responsibility (manifests an attitude of responsibility and obligation towards the work done; the subject responds to all items in the pedagogical experiment toolkit, participates in training sessions).

Ds4 – Perseverance (the subject is firm in the ideas presented, writing accurately, without cuts or edits at the observation/validation tests and is insistent in presenting their convictions).

Ds5 – Fluency (refers to the richness and speed of the associative flow, more precisely to the number of expressed responses; all questions are completed, thus manifesting through ease of expression).

Ds6 – Flexibility (is the ability to restructure the trajectory of thought according to new requirements; consists of the ease of changing the viewpoint. Two or more response options are ticked; some responses are crossed out in favor of others, so easily changing the viewpoint).

Ds7 – Originality (is the subjects' aptitude to provide unique responses that meet the demands of reality; is the expression of novelty and innovation. There are interventions with new ideas to questions or responses).

Ds8 – Valorization (is the subjects' ability to valorize ideas/concepts/regulatory documents on proposed themes; to highlight the values of proposed/approached concepts: creativity/ethics/morality/personal development/ethical creativity, etc.; can select from known values those that meet new requirements).

Ds9 – Valuation (is the subjects' capacity to formulate value judgments; to support, with relevant arguments and examples from their own experience, their own vision/position/viewpoint; to add value through the presented responses. For example, creating new rules, principles, norms, methods, etc., hence a newly-created value).

Ds10 – Positivism (subjects, in arguments, are realistic, predominantly based on practical issues, grounded in experience, facts, realities; the proposed ideas do not cause harm in relation to oneself/others).

The **ASSESSMENT STAGE** of the research relied on assessing the level of ethical creativity among teaching staff.

A. The Assessment Questionnaire *Ethical Creativity in the context of professional development of teaching staff*. The questionnaire was developed at the item level, comprising **9** items, to represent the **research variables** described below.

The mechanism for decoding the opinions of teaching staff regarding the identification of the level of creativity in the context of professional development unfolded by selecting one response option from the 4 possibilities: *yes, partially, request assistance*, and *no* for each item in the questionnaire.

In the qualitative description of the questionnaire results, **5 descriptors** are analyzed: *Correctness* (Ds1), *Loyalty* (Ds2), *Responsibility* (Ds3), *Perseverance* (Ds4), and *Fluency* (Ds5).

Thus, through **item 1** of the questionnaire, *In my career, I take into account various theories and meanings of creativity*, we aimed to clarify whether the teaching staff acknowledges diverse theories and meanings of creativity in a professional context and corresponds to the **normative flexibility** variable.

From the calculated results, a high score is observed with 52.5% (GEu1), 71% (GCu2), and equality at 48% for GEr3 and GCr4 among subjects who *partially* recognize diverse theories and meanings of creativity in a professional context. This may lead us to believe in the insufficiency of information among the targeted subjects, but we can admit that throughout history, the study of creativity has encountered *six major obstacles*.

Item 2, *I can say that in the didactic activity I overcome all creativity blocks*, aimed to discover the creativity blocks in the professional activity of teaching staff, in line with the **normative perseverance** variable where the quantitative results among subjects are divided almost equally the *request for help* with 37.5% (GEu1) and 32% (GEr3), followed by *partial* for GEu1- 32.5% and GEr3 with 44%. For the group GEu1 (30%) and GCr4 (28%), a tendency to increase results with negation in overcoming creativity blocks is observed.

The **third item** of the questionnaire, *Within continuing education courses, innovation and creativity are my main priorities in the program*, selects the priority forms of professional development from the perspective of promoting creativity in line with the **recombinant intelligence** variable. An ambiguous result is obtained for this variable because the overall average for groups is 34% for the response *request help* and 29% - *no*, which may convince us of the lack of content on creativity and innovation in the continuous education programs offered by accredited institutions.

Critical Constructivism being the variable corresponding to **item 4**, *During methodical seminars in the institution where I work, I continuously contribute to the development/utilization of the creative potential of teaching staff*, the teacher is in a position to critically appreciate the creative participation in the professionalization of colleagues. For this variable, according to the analysis of quantitative data we observe that 52% for GEr3, 45% for GEu1, and 43% for GCu2 *request assistance*, while GCr4 manifested with 60%, *partially* appreciating the critical involvement in the professionalization of colleagues.

For **item 5**, *I am efficient in analyzing/developing Professional Development Programs for teaching staff in the Republic of Moldova, so that they are motivating in developing creative thinking*, subjects identify the role of an optimal personality in developing the creative thinking of the teaching staff, corresponding to the professional **imagination variable**. What is observed in the analysis of quantitative results denotes that the average for all groups is 73%, with the highest percentage in denying the identification of the role of an optimal personality in developing the creative thinking of

the teaching staff, also being the highest rate of *no* response among all items in the questionnaire.

Item 6, *I apply various methods of creativity development to promote enculturation as a process of building the value profile of individuals (myself/students/parents/managers/colleagues etc.) in lifelong learning*, harmonizing creativity development methods in lifelong learning for teaching staff, corresponds to the variable - **productive curiosity**. With an average of 42% of targeted respondents in the experiment *seeking assistance* in applying various methods of creativity development to promote enculturation as a process of building the value profile of individuals (myself/students/parents/managers/colleagues etc.) in lifelong learning. Qualitatively, the average of obtained results demonstrates the presence of descriptors such as loyalty, responsibility, and fluency in the groups GCu2 (80%), GEr3 (88%), and GCr4 (84%).

Item 7 of the questionnaire, *I can describe specific situations from my professional life when I have shown originality in elaborating/solving a problem*, implies originality in problem-solving in the professional development of teaching staff involved in the experiment, similarly corresponding to the targeted variable.

To **item 8** of the questionnaire, *I can confirm that, through creativity, I value myself (myself)*, argue for the valuation of the creative teacher in personal/professional context, and corresponds to the variable of **reflexive enthusiasm**.

The last **9th item**, *I am convinced that personal imagination has an impact on remarkable results in achieving/exceeding professional standards*, requested reflection on the professional activity of the teaching staff from the perspective of professional evaluation standards, likewise corresponds to the variable of **insightful problem-solving position**.

During the application of this instrument, we observe results presented with 0% of all subjects at the high level of creativity. The medium level of creativity is present in groups GEu1 with 52.5% and GCu2 with 57.1% (representatives of lot 1), while the low level with a higher percentage is present in groups GEr3 (60%) and GCr4 (52%).

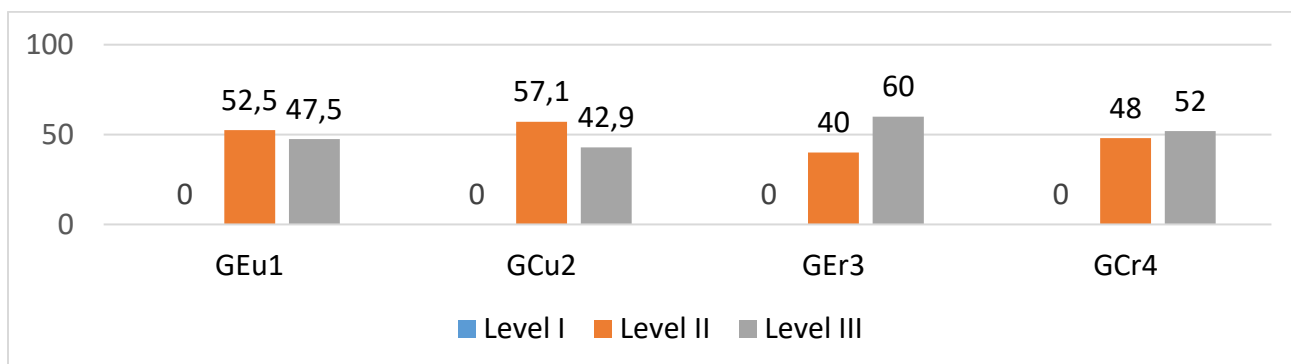


Fig. 3.1. Results obtained in the Ethical Creativity in the Context of Professional Development of Teachers questionnaire (4 groups at the observation stage)

The application of the arithmetic mean formula to determine the level of creativity in the professional development of teaching staff highlighted, at the assessment stage of

the experiment, a score of 57.5% (GEu1) and 57.1% (GCu2) notably higher in the groups from lot I for level II. Level I is null for all 4 groups while level III is at 60% and 52% for the subjects from experimental lot 2.

B. The Ethical and Moral Classification Scale (observation). Each of the 12 items of the scale involves selecting one of the following response options: (a) total agreement, (b) agreement, (c) undecided, (d) disagreement, (e) total disagreement. Each item is characterized by performance indicators and corresponds to variables: *normative flexibility, normative perseverance, recombinant intelligence, critical constructivism, professional imagination, productive curiosity, ideational originality, reflexive enthusiasm, and insightful problem-solving position.*

For all descriptors designated to this observation instrument, which describe qualitative results there is a considerable increase in *loyalty* (Ds2), *responsibility* (Ds3), and *perseverance* (Ds4) across the entire experimental sample. The group mean for all descriptors assigned to the 12 items and their corresponding variables is determined as 72% for GEu1 and GEr3, 76% for GCr4, and 71% for GCu2.

The final quantitative results obtained from this instrument demonstrate a significant increase in the percentage of *total agreement* and *agreement* responses demonstrating that teachers differentiate between the notions of ethics and morality, correctly appreciate the *ethical behavior, the demand and humanism of the pedagogue,* and the *duty, honor, and dignity* as important elements in the ethical/moral context, appreciate the formative value of ethics. There are some elements, particularly the results from the *ideational originality* variable show us that some teachers may not fully realize the importance of addressing moral/ethical issues in contemporary society and the role of democratic ideas for the ethical code of those working in education. Major differences are observed in the decrease in GEu1 and GEr2, while GCu3 and GCr4 are slightly advantageous.

Table 3.2. Summary results of the classification scale

Group code	Classification scale						Levels total
	Level I (high)		Level II (medium)		Level III (low)		
	Subjects	%	Subjects	%	Subjects	%	
GEu1	3	7,5	37	92,5	0	0	II
GCu2	4	11,4	31	88,6	0	0	II
GEr3	6	24	19	76	0	0	II
GCr4	4	16	21	84	0	0	II

We observe that out of the 4 groups of teaching staff involved in the high-level observation experiment, the results are found in groups GEr3 (24%) and GCr4 (16%) and in groups GEu1 (92.5%) and GCu2 (88.6%) they are ranked at the top with medium level,

wich in total as a result we received the placement of all groups at the medium level of ethics and morality.

C. The Professional Ethics Test for Teaching Staff (observation). The purpose of this test is to identify the level of professional ethics among teaching staff. It contains statements regarding various aspects of professional life. The instrument includes statements related to diverse aspects of professional life. Each of the test questions involves examination, completion with answers, and selecting the option that most closely corresponds to the subjects' representations. The test has 9 research variables, 13 items correlating with 20 performance indicators. For this instrument used in the observation stage, we determined **10 descriptors**: *correctness* (Ds1), *loyalty* (Ds2), *responsibility* (Ds3), *perseverance* (Ds4), *fluency* (Ds5), *flexibility* (Ds6), *originality* (Ds7), *valorization* (Ds8), *valuation* (Ds9), and *positivism* (Ds10), which describe the qualitative results of the responses from the 125 teaching staff members. Among them, the descriptor *correctness* (Ds1) has value for all variables corresponding to all items in the test. Descriptors Ds2, Ds3, Ds4, and Ds5 only describe the variables *productive curiosity*, *ideational originality*, *reflexive enthusiasm*, and *insightful problem-solving position* corresponding to the same number of items in this instrument. For the variables *normative flexibility*, *normative perseverance*, *recombinant intelligence*, *critical constructivism* and *professional imagination* are described by Ds1, Ds2, Ds3, Ds4, and Ds5.

The application of the research instrument during the observation stage of the pedagogical experiment revealed different statistical results for the subjects involved, and we established the average and low level of knowledge among teaching staff regarding the conduct norms outlined in the *Code of Ethics for Teaching Staff* also assessed their awareness of the correlation between the conduct norms outlined in the *Code of Ethics for Teaching Staff* and the rules of learning and examining whether the teacher can personalize norms/behavioral rules depending on the situation.

THE TRAINING PHASE of the research **focused** on developing ethical creativity among teachers within the professional development process.

The purpose of the training experiment is to cultivate ethical creativity among teachers through various methods and techniques embedded in well-structured activities.

Experimental research methods: training, focus groups, structured individual interviews, and participatory observation of behavior.

The training experiment is based on a *methodology for developing ethical creativity that correlates with the Program for Developing Ethical Creativity among Teaching Staff in the context of professional development*, which is structured in three stages (*Understanding the Ethical Specifics of the Profession*; *Promoting Freedom in Activity*; *Ensuring the Logic of the Creative Product*) with **nine sessions** organized according to various types of adult activities: workshops, training seminars, roundtable discussions, coaching activities etc.

The stage **Understanding the Ethical Specifics of the Profession** consists of the following activities: Transposition; Error Matrix; Method of the 5 D's; Double W; Informant Tree; Consequence Spiral.

For the stage **Promoting Freedom in Activity** the following activities have been developed: Complementarity; Appreciative Monitor; Verbal Images; Thoughts Aloud; Semaphore of Meanings; Diversity of Diversities.

The third stage **Ensuring the Logic of the Creative Product** ensures the training experiment and is followed by the following activities: Venn Diagram; Reflective Fan; Case Study; Question Inventory; Behavior Sheet; Creative Group.

During each session, a series of *objectives* were established: *specific competencies* with *performance indicators*, aiming to achieve the *objectives*.

The anticipated time for each session consisted of: 4 hours - direct contact and 12 hours - guided individual work, totaling 144 hours: 36 hours - direct contact and 108 hours - individual work.

The primary formative approach to developing ethical creativity among teaching staff in the context of professional development was conducted following the constructivist model, specific to the phenomenon addressed by us - *the generative learning model*.

Through this model, we tend to encourage and support with methodological guidelines of a constructivist type, ethically creative, high-performance teachers who are not afraid to move from informative to formative, from authority to freedom, from traditional instructional direction to knowledge management in a constructivist class.

Thus, the training of teaching staff in ethical creativity from a constructivist perspective is based on several pillars: *exploration, problem-solving, reflection, development*. This methodology helps educators position themselves within scientific knowledge.

The **VALIDATION STAGE** of the research was based on validating the effects of the training experiment within the research framework.

The purpose of the validation experiment: validating the effects of the training experiment.

Experimental research methods: *Constructivist reflection test, Ethical Creativity Test in the professional development of teaching staff*, focus groups, structured individual interviews, participatory observation of behavior.

During the validation stage of the pedagogical experiment, two tests were used: the *Ethical Creativity Test in the professional development of teaching staff* and the *Constructive Reflection Test*.

A. The Ethical Creativity Test in the professional development of teaching staff (validation) is structured so that each of the test questions involves selecting one of the response options, ensuring the selection of the 9 items corresponding to 9 variables and determined by 9 performance indicators, the quality of which is described by 5

descriptors: *correctness* (Ds1), *loyalty* (Ds2), *responsibility* (Ds3), *perseverance* (Ds4), *fluency* (Ds5).

Figure 3.2 presents the average data of the descriptors for all variables of the ethical creativity validation tool in the professional development of teaching staff, for all groups where the *critical constructivism* variable is valued, which demonstrates the teachers' intention to critically analyze the relationship between *creativity* and *ethics* phenomena followed by *reflective enthusiasm* which indicates the observation of the relationship between the level of ethical development of teaching staff and their level of creativity.

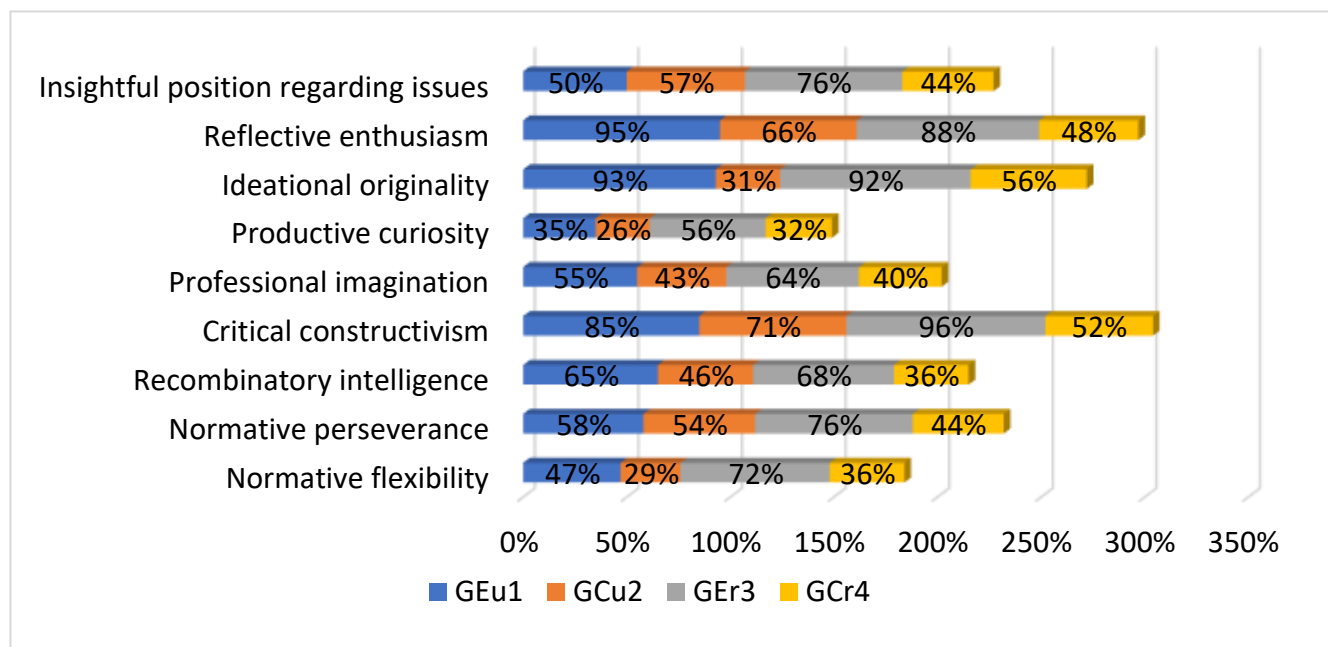


Fig. 3.2. Mean descriptors for the Ethical creativity in professional development of teachers test (validation stage, 9 variables, 4 groups)

B. *The Constructive Reflection Test* was conducted based on the references provided (*teaching experience, life vision, character traits, intelligence level, promotion of new ideas, ethics problem-solving, appreciation of others, adherence to conventions, personal opinion*) to construct / model the image of a school teacher, with reference to whom we can assert is ethically creative. For this test 9 variables are formulated corresponding to one item described by 9 performance indicators. For this instrument used in the validation stage, we determined **10 descriptors**: *correctness* (Ds1), *loyalty* (Ds2), *responsibility* (Ds3), *perseverance* (Ds4), *fluency* (Ds5), *flexibility* (Ds6), *originality* (Ds7), *valorization* (Ds8), *valuation* (Ds9), and *positivism* (Ds10), which describe the qualitative results of the responses of the 125 teaching staff.

The analyzed data highlight that the differences between the experimental and control groups are significant for the development of ethical creativity within the training sessions in both groups classified at the training stage, where the training variables were implemented.

The significant data obtained on progress in the experimental groups were also compared at the level of batches within the trained experimental sample in the pedagogical experiment.

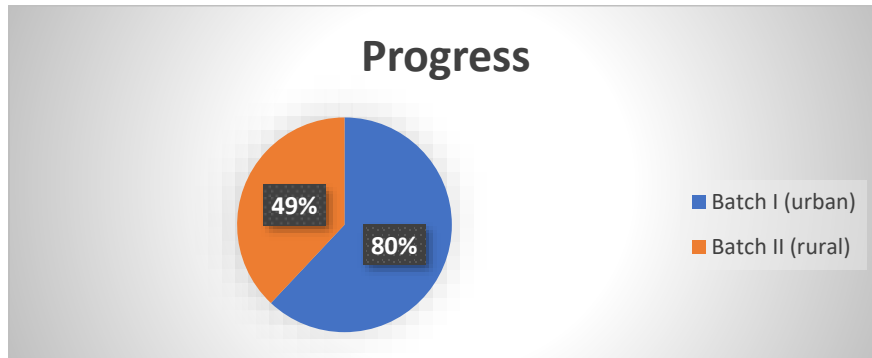


Fig. 3.3. Distribution of final results regarding the level of ethical creativity training across experimental batches

We observe the progress in the development of ethical creativity among teachers in the experimental group in the urban batch at **80%** compared to **49%** obtained in the training of teachers in the rural batch.

Therefore, the analysis of comparative results, obtained after the implementation of the *methodology* through the *program*, has demonstrated that the tools developed in accordance with the purpose and objectives of the research are functional and efficient. This is ensured by the increase in the level of competence regarding the ethical creativity of teaching staff in the context of professional development.

The general conclusions and recommendations highlight the relevance of the system of theories and principles that underlie the content of ethical creativity through the prism of epistemological approaches: philosophical, psychopedagogical, as well as the value dimensions and professional skills of the teaching staff in the professional context. At the same time, the research limitations have been formulated.

CONCLUSIONS AND RECOMMENDATIONS

The existing premises for defining and formulating the concept of ethical creativity, considered to be dependent on both character traits and attitudes influenced by social models, have activated the creativity of contemporary teaching staff, who have access to the following types of freedoms: *study*, *research*, *expression* and *self-expression*, has generated a broad democratization of theoretical-methodological research on creativity in the context of professional activity.

Analyzing the research results in relation to the stated purpose and objectives, we note the following:

1. *Analytical orientations have been provided* regarding the particularities of *creativity models*, which delineate several stages of the creative process: incubation, illumination, and verification (evaluation), or, more recently: logical analysis, intuitive problem solving, verbalization of intuitive solutions, formalization of solutions.

Theoretically, *it has been observed* that the identified stages characterize any creative process, regardless of the field in which it occurs. Creativity is investigated on a broad scale, in various fields of science (art, sociology, psychology, neuroscience etc.), which have aimed to define and measure creativity, a task made challenging due to the complexity of the concept. The idea *has been accepted and exploited*, through various theories of creativity (psychoanalytic, associational, gestalt, behaviorist, humanist, cultural, factorial, cognitive, investment, holistic, etc.), that we can distinguish four meanings of the term creativity: *as a product; as a process; as a general human potential, as creative ability; as a complex dimension of personality. Additionally, evidence has been provided that through its contributions, creatology has demonstrated the flexibility and relevance with which it has responded to the imperatives of contemporary and educational issues in deciphering this complex topic of creativity. Approaches to creativity encompass, therefore, several major orientations in explaining the complex phenomenon of creativity. (Paragraph 1.1.)*

2. *Given the dialectics of ethics*, which justifies the quality of a form of knowledge and legitimizes human actions, the relationship between ethics and morality *has been analyzed*, and *it has been noted* that they have different origins and substances: ethics is the theory and science of morality, while morality represents the object of study of ethics. Therefore, the idea that ethics is a science of behavior, of morals, a set of concrete prescriptions, or a theory of morality *was taken as the basis*, representing the set of rules of conduct shared by an educational community, rules that are based on the distinction between good and evil, while morality encompasses a set of principles of universal-normative dimensions. Within the framework of general ethics, we distinguish a series of components, including *deontology* or the *theory of duties*, which is an empirical study of different duties related to a certain social situation. It is a branch focused on the structure of morality and moral values, in relation to the *value of duty*, a theory of "ought", which has a broad scope. Also, *professional ethics* and *professional deontology* represent *ethical reflection* applied to a particular field of human activity, allowing for an in-depth examination of specific issues related to professional practice. Ethics, from the perspective of various researchers, encompasses, in the promoted vision, a set of rules, principles, or modes of thinking that seek to guide the teacher's activity, representing a systematic and rational attempt to interpret the moral experience of the teacher in such a way as to determine the rules that should "guide" them. (Paragraph 1.2.)

3. Adopting a complex viewpoint has led *to the formulation of arguments for* the ethical element of educational activity, which should be considered a unified whole, encompassing the consciousness, behavior, and moral convictions of the individual. Constructing the moral profile engages the psycho-social and pedagogical sense of morality placed in an open pedagogical field, respecting a series of principles: *the principle of correspondence between pedagogical science and traditional morality education; the principle of valorizing the resources and positive capabilities of the human personality, aimed at eliminating the negative ones; the principle of unity and continuity*

of axiology between all forms, modalities, means, and factors of ethno-pedagogy in the design and implementation of moral education; the principle of differentiation. (Paragraph 1.3. and paragraph 2.2.)

4. *The idea has been established that from the perspective of ensuring the professionalism of the teaching staff, achieving appreciable results is closely correlated with the organization and conduct of high-quality activities based on continuous teacher training programs in all education systems. Research in this field has led us to the conclusion that it is not so much the training itself, with all its amplitude, that is most valuable in this process, but the ideational combinations it favors and makes acceptable. The rapid transformations in today's societies, the new demands in the streamlining of activities directly influence the initial and continuous training process of teachers, as evidenced by the decisions of the Council of Europe, which assigns teachers the key role in the socio-economic development strategies of countries. In this context, the teaching profession is undergoing multiple transformations, driven by the Europeanization to which our country is a part, the need to harmonize the education system with the requirements of the European labor market, as well as changes in educational paradigms. All these imply the continuous improvement of the quality of the educational system, with an important role being assigned to the fostering of ethical creativity. It has been argued, explicitly discussing the notion of professional ethics, that as we perceive it today, it holds a series of distinct and interconnected meanings. Professional ethics demands a series of pedagogical coordinates for the teacher, such as the ability for self-organization, an open mindset, the willingness to observe and comparatively analyze different school systems and practices, an experimental attitude aimed at the continuous improvement of teaching practices.* (Paragraph 1.3. and paragraph 2.1.)

5. *Advocating for the concept of ethical creativity, the general principles of ethics were enumerated and explained through convergent analysis, which have strategic and operational value in improving educational practices: the principle of equality before norms; the principle of clarity and clarification (of concepts, positions); the principle of relativism and absolutism. Analyzing the system of principles of professional ethics, three fundamental principles were highlighted: the principle of renunciation, the principle of individualism, and the principle of community. To reveal the direct relationship between creativity and ethics and to define **ethical creativity**, it was necessary to address the issue of modeling the effects of creativity development and understanding the specificity of motivational activity. From one perspective, ethical creativity is based on the idea of the intentional nature of creative motivation. The concept of ethical creativity was defined as follows: **Ethical creativity** describes how a teacher confronts ethical issues (in this case, questions that fall within the paradigm of responsibility for the performed activity), engages in their own experience to become a teacher in an ethical sense, while also seeking to accept their action as an educational, as well as social service, thus demonstrating the ethical capacity of the action itself. Engaging in the analysis of the concept, it was situated at the intersection of attitude and equity (justice), on the one hand,*

and the common good and individual good, on the other hand. This intersection of axes is a combination in a normative, social, psychological, pedagogical, cultural, philosophical context, which penetrates and stabilizes guidelines for the implementation of ethical creativity. Implicitly, the *Relationship Matrix of Creativity-Ethics was elaborated: the ethics of creativity* illustrates how a teacher should behave when creating something for their students; it reveals a new vision of the teacher regarding professional behavior rules; *creative ethics* indicate how these rules of professional behavior can be complemented with something new; *ethical creativity* is the action of inventing/innovating of the teacher based on *I must do good/qualitative*, constantly becoming a better professional through invention/innovation, with acceptance in the educational environment. (Paragraph 2.1. and 2.2.)

6. Furthermore, the idea was established that the development of the *Teacher's Profile from the perspective of ethical creativity*, with a series of about 17 characteristics, based on the notions of optimal personality, reveals the specificity of creativity by providing an atmosphere that encourages students to learn additionally, to encourage creative thinking processes. This means that it encourages students to seek new connections between data, to associate, to imagine, to find solutions to problems, to make unexpected assumptions, to generate ideas, to refine the ideas of others, and to direct these ideas in new directions. It was suggested, in explicit discussion, that the notion of ethical creative personality, as we perceive it, holds a series of distinct, interconnected meanings, with intra-individual consistency (motivational, cognitive, expressive etc.). (Paragraph 2.3.)

7. Based on the analyses conducted throughout, through deductive synthesis, the *Pedagogical Model for the Formation of Ethical Creativity in Teaching Staff in a Professional Context (MPFCE)* was developed, focusing on the concepts of *creativity* and *ethics*, their particularities in teaching staff, creativity as a process and as a product, creativity theories, and ethics as a science dealing with the theoretical study of values and human condition from the perspective of moral principles. The pedagogical model is based on a methodological conception of forming ethical creativity aimed at future teaching staff who, mastering the scientific values of the specialty, are capable of acquiring new values by developing their own intellectual acquisitions in new conditions of socio-cultural, professional, cognitive, and spiritual experience. An important reference in the elaboration of the Pedagogical Model is the identification of moral normativity as a species of normativity. Deontology is seen as a system of professional morality, a specific moral code of a particular professional body, which has value only in its concreteness as professional deontology, regulating professional moral behavior. A fundamental component of the *Pedagogical Model is the Methodology for the Formation of Ethical Creativity in Teaching Staff in Professional Development*, which served as the basis for the organization and implementation of the pedagogical experiment. (Paragraph 2.3.)

8. Through the data obtained in the pedagogical experiment, the practical *values* of the research *have been demonstrated. Methodological evidence has been formulated to*

achieve the experiment's goal, which is to determine, through specific formative actions, the nature of ethical creativity in school teaching staff as a fundamental element of their professional behavior. The descriptors *identified* in the pedagogical experiment encompass: *correctness, loyalty, responsibility, perseverance, fluency, originality, valorization, positivity*, which were utilized based on the ***Program for the Formation of Ethical Creativity in Teaching Staff in the context of professional development***. The results of the pedagogical experiment in the control stage, after the application of the Program, reflect a significant improvement in the overall level of ethical creativity among teaching staff (*in batch I, urban - by 80%, in batch II, rural - by 49%*) and an increase in the level of ethical creativity in the dimension of professional development. Thus, the research results confirm the research hypothesis and demonstrate the resolution of the scientific problem. (Chapter 3)

The limitations of the conducted ***research*** relate to the necessity of a broader disclosure of the educational meanings of the concept of ***ethical creativity***, which is a novelty in the educational practice in our space (criteria for delimitation, more reliable evaluation criteria, diverse training methods etc.). Another limiting aspect is the practical activity, which starts from the "zero" level of knowledge of the concept of ethical creativity among the experimental subjects, requiring more effort to perceive and become aware of the valued information.

RECOMMENDATIONS

The results of the investigation, with the status of *recommendations*, can be utilized in the following perspectives:

- *The pedagogical model for fostering the ethical creativity of teaching staff in a professional context* can serve as the basis for developing curricula, course materials, and methodological resources within university disciplines (retraining) or in continuing education courses, explicitly outlining a set of theoretical and methodological references needed in this regard.
- Taking over or adapting *the developed training program* into various formal and non-formal educational activities with the aim of training/developing ethical creativity, this serving as a fundamental impulse for a critical reevaluation of the professional training practice of school teachers and not only.
- The pedagogical solutions proposed in the research can significantly contribute to expanding the research domains of ethical creativity demanded by the dizzying changes occurring in the current stage: the pre-university education domain, the organizational domain, the managerial domain, aiming to hold various educational actors accountable in addressing ethical issues in diverse situations. The starting point in this regard can be the *Methodology for Fostering Ethical Creativity in Teacher Professional Development*.
- In the research it was suggested, discussing explicitly the notion of ethical creativity as we perceived it, that it holds a series of distinct, interconnected meanings. The completion of these interconnections could be the subject of new scientific research.

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ADNOTARE

Mihailov Veronica

„Formarea creativității etice a cadrelor didactice în contextul dezvoltării profesionale”,
teză de doctor în științe ale educației, Chișinău, 2024

Structura tezei: Introducere, trei capitole, concluzii generale și recomandări, bibliografie din 216 surse, adnotare (în limbile română, engleză), 160 pagini text de bază, 22 tabele, 20 figuri, 19 anexe.

Cuvinte-cheie: creativitate, etică, creativitate etică, creatologie, reflexie etică, intelect, morală, dezvoltare profesională, cadre didactice, reflecție.

Domeniu de studiu: teoria generală a educației.

Scopul cercetării constă în conceptualizarea teoretică și aplicativă a formării creativității etice la cadrele didactice în cadrul dezvoltării profesionale, structurată în *Modelul pedagogic de formare a creativității etice a cadrelor didactice în context profesional*.

Obiectivele ale cercetării: Examinarea și interpretarea epistemologică a esenței și genezei reperelor socio-psiho-pedagogice și filosofice privind formarea creativității etice a cadrelor didactice în dezvoltarea profesională; esențializarea abordărilor și orientărilor teoretice privind *creativitatea etică*; analiza structural – funcțională a creativității etice în contextul dezvoltării profesionale a cadrelor didactice; determinarea potențialului formativ al creativității etice în contextul dezvoltării profesionale a cadrelor didactice; elaborarea *Modelului pedagogic de formare a creativității etice a cadrelor didactice în context profesional* și validarea *Metodologiei de formare a creativității etice a cadrelor didactice în dezvoltarea profesională*, ca parte componentă a modelului pedagogic.

Noutatea și originalitatea științifică a cercetării constau în delimitarea reperelor conceptuale în formarea pedagogică a creativității etice a cadrului didactic în contextul dezvoltării profesionale; conceptualizarea *Modelului pedagogic de formare a creativității etice a cadrelor didactice în context profesional*, care conține fundamentele teoretice și aplicative.

Rezultatele obținute care au contribuit la rezolvarea problemei științifice constau în determinarea și elaborarea fundamentelor pedagogice ale formării creativității etice a cadrelor didactice în contextul dezvoltării profesionale, structurate în *Modelul pedagogic de formare a creativității etice a cadrelor didactice în context profesional*, experimentat prin *Metodologia de formare a creativității etice a cadrelor didactice în dezvoltarea profesională* în instituții publice de învățământ general din mediul urban și rural, *ceea ce a condus* la creșterea nivelului de competență a cadrelor didactice și formarea creativității etice a acestora, *fapt care permite* valorizarea activă a dezvoltării profesionale.

Semnificația teoretică a cercetării constă în definirea noțională a *creativității etice*, stabilirea caracteristicilor definitorii ale formării creativității etice a cadrului didactic în contextul dezvoltării profesionale; modelizarea teoretică a formării creativității etice a cadrului didactic în context profesional.

Valoarea aplicativă a cercetării rezidă în faptul că *Modelul pedagogic de formare a creativității etice a cadrelor didactice în context profesional* poate fundamenta dezvoltarea profesională și/sau educația pe parcursul întregii vieți, iar *Metodologia de formare a creativității etice a cadrelor didactice în dezvoltarea profesională* poate fi valorificată în cadrul cursurilor de formare continuă a cadrelor didactice, *rezultatele experimentale* servind drept repere în activitatea de formare/dezvoltare a creativității etice a cadrului didactic.

Implementarea rezultatelor științifice ale cercetării s-a realizat în cadrul experimentului pedagogic prin valorificarea *Modelului pedagogic de formare a creativității etice a cadrelor didactice în context profesional* și pe desfășurarea *programului formativ* la nivelul cadrelor didactice în procesul de formare continuă.

ANNOTATION

Mihailov Veronica

"Ethical creativity training of teaching staff in the context of professional development", doctoral thesis in educational sciences, Chisinau, 2024

Structure of the thesis: Introduction, three chapters, general conclusions and recommendations, bibliography from 216 sources, annotation (in Romanian, English), 160 pages of basic text, 22 tables, 20 figures, 19 appendices.

Keywords: creativity, ethics, ethical creativity, creatology, ethical reflection, intellect, morality, professional development, teachers, reflection.

Field of study: general theory of education.

The purpose of the research consists in the theoretical and applied conceptualization of the training of ethical creativity in teaching staff within the framework of professional development, structured in the *Pedagogical Model of training ethical creativity of teaching staff in a professional context*.

The objectives of the research: Examination and epistemological interpretation of the essence and genesis of socio-psycho-pedagogical and philosophical benchmarks regarding the formation of ethical creativity of teaching staff in professional development; the essentialization of theoretical approaches and orientations regarding ethical creativity; the structural-functional analysis of ethical creativity in the context of the professional development of teaching staff; determining the formative potential of ethical creativity in the context of the professional development of teaching staff; the development of the *Pedagogical Model for training the ethical creativity of teaching staff in a professional context* and the validation of the *Methodology for training the ethical creativity of teaching staff in professional development*, as a component of the pedagogical model.

The novelty and scientific originality of the research consist in the delimitation of conceptual landmarks in the pedagogical training of the ethical creativity of the teaching staff in the context of professional development; the conceptualization of the *Pedagogical Model for training the ethical creativity of teaching staff in a professional context*, which contains the theoretical and applied foundations.

The obtained results that contributed to the solution of the scientific problem consist in determining and elaborating the pedagogical foundations of the training of ethical creativity of teaching staff in the context of professional development, structured in the *Pedagogical Model of training ethical creativity of teaching staff in a professional context*, experienced through the *Training Methodology of the ethical creativity of teaching staff in professional development* in public general education institutions in urban and rural areas, which led to the increase in the level of competence of teaching staff and the formation of their ethical creativity, a fact that allows the active valorization of professional development.

The theoretical significance of the research consists in the notional definition of ethical creativity, establishing the defining characteristics of the formation of ethical creativity of the teaching staff in the context of professional development; the theoretical modeling of the formation of the ethical creativity of the teaching staff in a professional context.

The applied value of the research lies in the fact that the *Pedagogical Model for training the ethical creativity of teaching staff in a professional context* can substantiate professional development and/or education throughout life, and the *Methodology for training the ethical creativity of teaching staff in professional development* can be used in the continuous training courses for teachers, the experimental results serving as benchmarks in the activity of training/developing the ethical creativity of the teaching staff.

The implementation of the scientific results of the research was carried out in the framework of the pedagogical experiment by capitalizing on the *Pedagogical Model for training the ethical creativity of teaching staff in a professional context* and on the development of the *training program* at the level of teaching staff in the continuous training process.

MIHAILOV VERONICA

**FORMING THE ETHICAL CREATIVITY
OF TEACHING STAFF IN THE CONTEXT OF PROFESSIONAL
DEVELOPMENT**

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