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TEACHERS' TRAINING AS A MECHANISM OF STRENGTHENING COMPETENCES FOR DEVELOPING STUDENT CREATIVITY

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The article analyzes the continuous professional development of teachers as a strategic mechanism for strengthening the competencies necessary for fostering creativity among primary school students. Based on the normative framework of Romania and the Republic of Moldova, the study highlights the transformation of institutional mechanisms of professionalization, marked by the transition from the traditional model of territorial pedagogical circles to integrated training structures within educational institutions. Continuous professional development is interpreted as a systemic process of updating and operationalizing professional competencies in correlation with professional standards and the orientations of the National Curriculum. The analysis includes examples of formative practices that employ inductive, deductive, transductive, and mixed educational strategies integrated with digital resources, aimed at stimulating cognitive flexibility and creative problem solving. The results indicate that the development of students' creativity depends on the coherence between curricular design, teachers' competencies, and the implementation of innovative pedagogical approaches.

Keywords: *continuing education; professional skills; creativity; educational strategies; national curriculum; pedagogical innovation; primary education.*

FORMAREA PROFESORILOR CA MECANISM DE CONSOLIDARE A COMPETENȚELOR PENTRU DEZVOLTAREA CREATIVITĂȚII ELEVILOR

Articolul analizează formarea profesională continuă a cadrelor didactice ca mecanism strategic de consolidare a competențelor necesare dezvoltării creativității elevilor din învățământul primar. Pe baza cadrului normativ din România și Republica Moldova, studiul evidențiază transformarea mecanismelor instituționale de profesionalizare, prin trecerea de la modelul tradițional al cercurilor pedagogice teritoriale la structuri formative integrate la nivelul instituțiilor de învățământ. Formarea continuă este interpretată ca proces sistemic de actualizare și valorificare a competențelor profesionale, în corelație cu standardele profesionale și cu orientările Curriculumului Național. Analiza include exemple de practici formative care utilizează strategii educaționale inductive, deductive, transductive și mixte, integrate cu resurse digitale, orientate spre stimularea flexibilității cognitive și a rezolvării creative a problemelor. Rezultatele indică faptul că dezvoltarea creativității elevilor depinde de coerența dintre proiectarea curriculară, competențele profesorului și implementarea abordărilor pedagogice inovatoare.

Cuvinte-cheie: *educație continuă; competențe profesionale; creativitate; strategii educaționale; curriculum național; inovare pedagogică; învățământ primar.*

Introduction

The continuous professional training of the teaching staff is part of the general paradigm of designing, developing and implementing the curriculum, constituting a systemic and permanent process of updating, consolidating and operationalizing the professional skills necessary to achieve the educational goals defined at the level of the National Curriculum. In the context of the profound transformations of contemporary education, marked by accelerated digitalization, orientation towards competences, the imperatives of sustainable development and the dynamics of the knowledge society, the efficiency of the educational process can no longer be conceived exclusively through the prism of the designed curriculum or the individual experience of the teacher, but it is conditioned by the coherence between the curricular design, the professional skills of the teacher and his ability to implement innovative educa-

tional strategies ‘, oriented towards developing students’ creativity. The National Curriculum explicitly formulates the graduate profile as autonomous in learning, creative, cognitively flexible, able to integrate diverse experiences and respond to the challenges of contemporary society [1]. In this respect, continuing education becomes a strategic mechanism of professionalization, organically integrated into the curricular architecture, as the competences of the students are the result of the way in which the curricular ends, being transposed into practice through the teaching strategies-learning.

Research methodology as a structural component

The methodological design of this study is grounded in the epistemological principles of educational sciences, integrating both documentary analysis and the examination of applied pedagogical practices. The research adopts a descriptiveanalytical approach, aiming to investigate the relationship between continuous professional development and the development of student creativity in primary education. The methodological framework is structured around three complementary dimensions.

First, the study employs **document analysis** of the normative frameworks regulating teacher professional development in Romania and the Republic of Moldova, including professional standards, curricular documents, methodological guidelines, and institutional regulations [1; 3; 6; 7; 10; 12]. This analysis enables the identification of conceptual orientations, structural transformations, and institutional mechanisms that shape the professionalization of teachers and their capacity to foster creativity.

Second, the research integrates **content analysis of training programs** completed by teachers, focusing on the structure, objectives, competencies targeted, and pedagogical strategies promoted within the courses “Creativity – a necessity in school and nonformal activities”, “Digital education – a new challenge” and “Creative teacher in the digital age”. This methodological step allows the examination of how inductive, deductive, transductive, and mixed strategies are operationalized in professional development contexts and how they contribute to strengthening teachers’ creativepedagogical competencies.

Third, the study includes **analysis of applied pedagogical activities**, such as the demonstration lesson presented within the Pedagogical Meeting and the methodological activities conducted in the Curriculum Committee. These activities are examined as empirical evidence of how continuous training translates into classroom practice, particularly in relation to the integration of digital tools, interdisciplinary approaches, and activeparticipatory strategies aimed at stimulating divergent thinking and creative problemsolving among students.

The triangulation of these methodological components ensures the coherence and validity of the research, offering a comprehensive perspective on the structural role of continuous professional development in enhancing teachers’ competencies for fostering creativity. By correlating normative analysis, training program evaluation, and applied pedagogical practice, the study provides a robust foundation for understanding the systemic mechanisms through which teacher training contributes to the development of creative capacities in primary education.

Continuous training as an object of curricular development

In the logic of the modern curricular paradigm, the curriculum is defined as an educational theory and practice that systemically orientates and integrates educational goals, content, instructional strategies and evaluation strategies, expressing the indissoluble unity between these components. This perspective allows the understanding of continuous training as a constituent part of the curricular process, or as the competences of the teaching staff, the strategies used in the teaching activity and the capacity for pedagogical innovation being directly reflected in the taught curriculum, an essential component in the evaluation of curricular implementation. Professional standards for the teaching career, developed in Romania and in the Republic of Moldova, configure the profile of the teacher as a planner and organizer of the teaching process-learning evaluation, facilitator of learning, developer of educational resources, evaluator, mentor and promoter of innovation [9; 12; 13]. The exercise of these roles requires a systematic training process, correlated with curricular goals and real needs of students, which justifies the integration of continuous training into the whole curricular development mechanisms.

The efficiency of student's skills development can no longer be conceived exclusively through the prism of the designed curriculum and the experience of the teacher, the impact on student performance is conditioned by the continuous updating of the professional skills and of the ability to adapt to contemporary educational dynamics. The constant and permanent development of the professional competences of the teachers becomes an important mechanism in ensuring the quality of the educational process, while the competences of the pupils are the result of the way in which the curricular ends and are operationalized through adequate educational strategies and grounded pedagogical interventions [9].

From this perspective, efficiency is an essential criterion for assessing the quality of pedagogical intervention and its impact on student's progress. Orientation towards educational performance requires teachers to assume a coherent set of professional skills necessary to carry out the teaching activity at quality standards. The competence-centered paradigm underlines the set of professional standards for teaching functions, which structure the professional profile of the teaching staff and define, in Article 167, the main roles assumed in the profession: a. planner and organizer of the teaching-learning-evaluation process; b. facilitator of learning; c. connector between all beneficiaries of the education process, direct or indirect; d. developer of educational resources and current assessment tools; e. support for students, through counseling and mentoring; f. promoter of innovation in education [9, p. 6], [12].

These dimensions cannot be maintained at an optimal level without a systematic training process, allowing to update pedagogical skills in relation to the new educational paradigms (student-centered learning [11], education for sustainable development [15], professional skills development [13], digitization [14]. In this conceptual context, the analysis will focus on the role „of the permanent professional development of the teaching staff" [6], considered a strategic mechanism for strengthening pedagogical skills, oriented towards the development of students' skills, and an objective of continuing professional training.

A central element of the theoretical foundation is the relationship between curriculum and continuing education. The curriculum, in the current sense, is not just a normative document, but an educational paradigm that integrates the goals, contents, instructional strategies and evaluation strategies into a coherent and dynamic ensemble. This paradigm assumes a holistic approach to the educational process, in which all components are interdependent and influence each other. In this respect, continuing education becomes a constituent element of curricular development, as the teacher's competences directly influence the quality of curriculum implementation, and the implementation of the curriculum in turn determines the training needs of a teacher [11].

Creativity, as curricular finality and transversal competence, occupies a central place in the architecture of the National Curriculum for primary education, being considered an essential dimension of the graduate's profile. The curricular documents emphasize that the student must become autonomous in learning, able to manifest cognitive flexibility, originality and innovative problem-solving ability, integrate diverse experiences and adapt to the challenges of contemporary society [1]. This vision of creativity presupposes a pedagogical approach aimed at stimulating divergent thinking, developing cognitive flexibility, cultivating imagination and encouraging free exploration, experimentation and expression.

In this context, the continuous training of teachers becomes a fundamental mechanism for developing the creativity of students, as it is the teacher who designs and implements educational strategies aimed to stimulating creativity. Specialized literature highlights that the development of student's creativity is conditional on the teacher's competencies to create open, flexible and stimulating learning contexts, to use actively participatory methods, to integrate digital resources and to capitalize on the interdisciplinary potential of content [8].

From a theoretical perspective, creativity is defined as a complex, multidimensional ability that involves cognitive, affective and motivational processes, as well as environmental and experiential factors. Creativity involves cognitive flexibility, divergent thinking, originality, innovative problem-solving, ability and the ability to integrate diverse experiences into new knowledge structures. This definition highlights the fact that the development of creativity cannot be reduced to the use of isolated methods, but requires a coherent, integrated and systemic pedagogical approach, aimed at stimulating the creative potential of each student [8].

At the same time, the development of student creativity presupposes the existence of a teacher capable of harnessing the creative potential of students, creating stimulating learning contexts and using educational strategies oriented towards the development of creativity. The professional standards for the teaching career emphasize that the teacher must be able to design and implement innovative educational strategies, use digital resources, create collaborative learning contexts and evaluate student progress through alternative methods such as portfolios, projects and creative products [9; 12].

In this respect, continuous training becomes an essential mechanism for developing the professional skills of teachers, oriented to stimulate the creativity of students. Continuous training programs must be designed in accordance with curricular goals, professional standards and the real needs for teachers, integrated with innovative educational strategies, harness of digital resources and promoted interdisciplinary approaches. Continuing training must also be a permanent, systemic and coherent process, integrated into the institutional development mechanism and supported by structures such as the Commission for Training and Development in Didactic Career [10].

Applied dimensions of continuous training and their relevance for the development of student creativity

In Romania, the School curriculum committee is responsible for advising teachers in the elaboration of didactic planning and designing periodic analysis of school's performance and the elaboration of remedial plans, having a permanent character, with activity throughout the whole school year. Pedagogical meetings are structures organized at the county or regional level and bring together teachers from the same specialty or field of activity in order to provide a framework for collaboration and exchanging the experiences between the teachers, facilitating the updating of knowledge and promoting good practices in education. „Periodic training/skills improvement programs in the field/specialization areas corresponding to the teaching functions through initial training”, provided in the Methodology of continuous training of the teaching staff in the pre-university education (since 20 October 2009) [3], were renamed, in the Framework Methodology from the 5th of May 2025, „programs for development in the teaching career”, based on professional standards for the teaching profession and on professional skills appropriate to the teaching roles and professional profile of the teacher.

A transversal dimension of personality, indispensable for adapting and innovation in a knowledge society, having a central role in the architecture of the National Curriculum, and also integrated at the level of key competences and educational goals, is creativity. The National Curriculum explicitly formulates the conditions which can help each child in the educational system become:

- autonomous in learning, able to manage its own formative path;
- creative, showing cognitive flexibility, originality and innovative problem-solving ability;
- open to lifelong learning, integrating formal and non-formal experiences into a continuous process of personal development; and
- ready to face the challenges of the ever-changing global society, the knowledge economy and the imperatives of sustainable development [1].

The achievement of these curricular endings is conditioned by the competences of the teaching staff to design and implement educational strategies systematically oriented towards valorization and stimulating the creative potential of each student. In this perspective, the professional training of the teachers is configured as a „structural framework of professionalization” [13] through which the curricular objectives regarding the development of creativity are operationalized and integrated into coherent pedagogical approaches, ensuring the congruence between the educational ideal, the curricular design and the teaching practices.

Pedagogical meetings, in the Methodology of continuous training for teaching staff in pre-university education in 2009 [3], defined as „synthesis forums, evaluation of the results of the educational process and the factors that determine its effectiveness, communication and capitalization of didactic experiences and conclusions of pedagogical research carried out by teachers, critical and constructive evaluation of teaching-learning methods of the content and ways of organizing the educational process, launching educational projects with impact at the area and county level” (art. 8), the task of organizing the methodological-scien-

tific and psych pedagogical activities at local, area or county level, by the status granted by „main form of organization of continuous training/improvement of teaching staff in the pre-university education" (art. 12).

The continuous training of the teaching staff has a special relevance when analyzed in terms of its applied dimensions, as they represent the space where the didactic professionalization becomes visible, measurable and with direct impact on the development of the students' creativity. In the current context of education, marked by accelerated digitalization, curricular reconfigurations and orientation towards competences, continuous training can no longer be conceived as a theoretical or occasional approach, but as a systemic, coherent and integrated process that directly influences the quality of the educational act and the way in which students develop their creativity, their cognitive flexibility and their autonomy in learning [1; 11]. The applicative dimension of continuing education thus becomes an essential indicator in the efficiency of teaching professionalization, whereas it reflects the way in which teachers manage to translate into practice the competences acquired in the framework of up-skilling programs.

Within the Pedagogical Meeting of teachers, held at the Gymnasium School. Cantacuzino" from Pascani, was presented a mathematical demonstration lesson according to the integrated approach model of educational strategies designed within the research carried out in order to develop the creativity of primary school pupils (date 24.11.2023). The theme established by the Iasi County School Inspectorate in 2023, "Adapting the curricular design to the context of blended-learning", generated a framework of reflection and pedagogical analysis, challenging the teachers to reconfigure their didactic approach by integrating digital tools, interactive strategies and learning situations centered on activating the creative potential of students. This activity was attended by teachers from all schools in the Pascani area and from the suburbs assigned to the center where the Iordache Gymnasium School belongs. The integrated lesson from the subject „Mathematics and exploring the environment" had as theme the consolidation of the notions of addition and subtraction in the 0-10 concenter (1st grade). During the lesson there were integrated the subjects Communication in Romanian language, Personal development, Music and movement and Visual arts and practical skills. The combination of traditional methods with online digital resources (Jigsaw Planet, Chatter Kids, liveworksheets, Wordwall, YouTube) gave the participating teachers a practical example of how to develop students' creativity, using the educational strategies directives, non-directive and semi-directive.

In the framework regulation from 6th of August 2024 on the organization and functioning of pre-university education units, [10] the structure closest to the tasks of the Pedagogical Meeting is the Commission for Training and Development in the Didactic Career (CFDCD), established with a permanent character at the level of educational units (art. 71). Through its tasks, the Commission for training and development in the teaching career „identifies the continuing training needs of the teaching staff, the programs and the projects aimed at the continuous training of the teaching staff and monitors the career development of the teaching staff, the participation of the teaching staff in programs and projects of continuous training", „plans, organizes and carries out workshops, seminars, lessons learned collaboratively, interactions, case studies, exchanges of experience, and so on at the level of the educational establishment" (art. 71, pct. 15, letter d) and „are active throughout the school year" (art. 71, pct. 14).

The essential difference between the two structures lies in the level of the organization and of the way of the continuous training's institutional integration. Pedagogical meetings operate mainly at territorial level (city's or county's area), configuring a coordination framework external to the educational establishment. The commission for training and development in the teaching career is established annually at the level of each school unit and is permanent. This transformation reflects an institutional reconfiguration of the professionalization mechanisms, by internalizing the formative functions previously exercised within the pedagogical circles. The CFDCD takes over the tasks of analyzing, planning, organizing and monitoring the training activities, integrating them into a stable structure, with a strategic role in the management of professional development. In this context, the dynamics of continuous training evolves from a territorial model of coordination to an institutional model centered on school unity, where responsibility for the development of professional skills is assumed directly at the level of the educational organization.

The Commission that has retained its permanent function, according to the Framework Regulation on the organization and functioning of pre-university education units (2024), is the Commission for the curriculum,

also established by the Framework Regulation on the organization and functioning of pre-university education units since 2020. The tasks of the Curriculum Committee concern „activities related to the process of design, implementation, monitoring and evaluation of the curriculum at the level of the educational establishment, ensuring coherence between national curricular documents and their application in the institutional context” [7].

In the Commission for curriculum of 3rd and 4th grade teachers, from 20th of May 2022, the report entitled „Develop the creativity of the small school by using active-participative strategies” was sustained. The presentation of the report within the Commission of the curriculum focused on the phenomenon of creativity and highlighted aspects of relevance of educational content and strategies applied in the educational process, corresponding to the curriculum plan developed for the primary education cycle. Through the presented methodology, it was emphasized that the development of creativity is an actionable approach that facilitates problem solving and emotional development of the student of small school age. Active-participatory strategies such as play, project learning, brainstorming and the technique of the six thinking hats have been subject to analysis in terms of developing the creative profile of the young school-age student, stimulating student engagement and divergent thinking. These methods encourage collaboration, experimentation and free expression of ideas, thus contributing to forming a dynamic educational environment and to the development of skills essential to the future success of students.

In Romania, the main structural form of professionalization certifying career progress is the didactic degrees (Definitivat, 2nd Degree, 1st Degree) and the professional conversion/reconversion programs [4]. The Framework methodology from 5th of May 2025 on the type of programs for development in the teaching career, program quality assurance and the system for acquiring transferable credits for pre-university education teachers [3] established the type of professional development programs in the teaching career, as well as the general, institutional, conceptual and procedural framework for quality assurance of these programs and their categories of providers.

The applied dimensions of *continuous training* are also directly reflected in the training programs that we have supported as a trainer, programs that have contributed to the teachers' professional skills development and to the transformation of the pedagogical approach into a creative, innovative and tailored process for the students' needs.

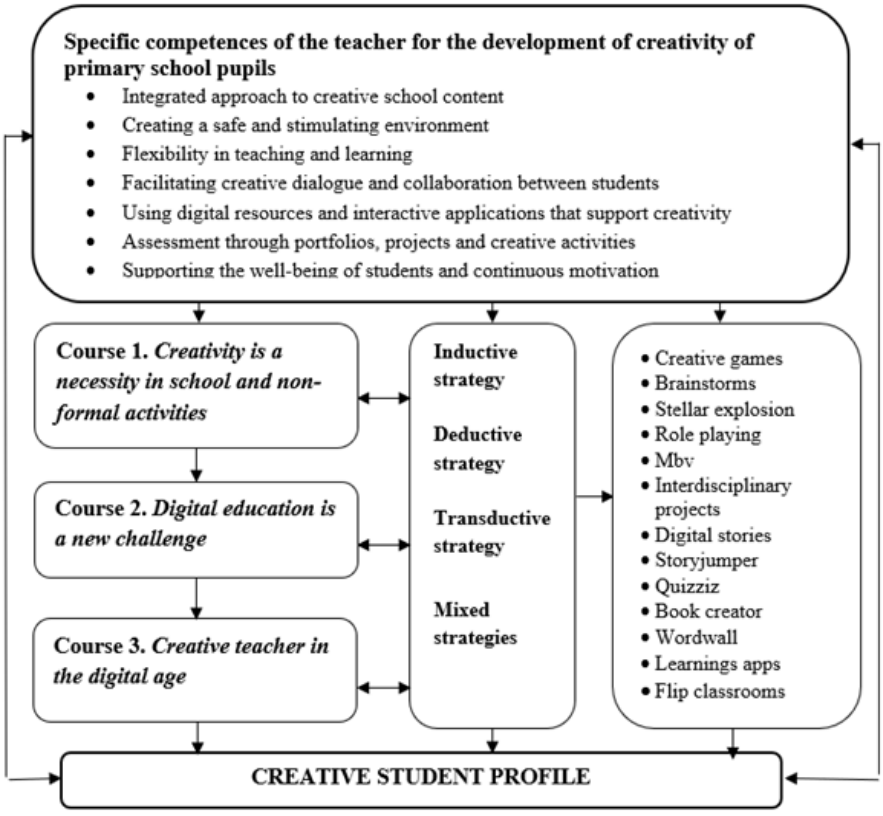


Figure 1. Continuous training of teachers through refresher courses

The improvement programs gathered the teachers from the whole county to develop the specific competences regarding the application of educational strategies and to develop the creative profile of the primary educational student by following three courses:

1. Creativity is a necessity in school and in non-formal activities.
2. Digital education - a new challenge.
3. Creative teacher in the digital age.

Distinct elements from *educational strategies*, were designed to be implemented, as *inductive, deductive and transductive reasoning strategies*, following the technology of the systemic approach, generated by the objectives and tasks of the creative learning activity: the structure of the creative learning activity; types of educational relationships in the creative learning activity; ways of approaching the creative learning activity; the results of the approach to the creative learning activity (after D. Patrascu [8, p. 397]).

„*Creativity – a necessity in school and in non-formal activities*", held in the school year 2021–2022, during 30 hours, was integrated in the offer of the Iasi Teaching Corps' House and had a modular structure designed to develop the teachers' competencies in stimulating student's creativity. *Module 1* (10 hours), was dedicated to the theoretical benchmarks of creativity, and approached the concept in multiple acceptances, presenting the main explanatory theories and paradigms, the facilitation factors and blockages of creativity, as well as the difference between creativity as a process and creativity as a product. *Module 2* (10 hours), focused on creativity in school, and on organizational forms that favor the development of creativity, on the role of the creative teacher and on the methods to stimulate creativity in formal educational contexts. *Module 3* (8 hours), was dedicated to the methods of developing creativity through non-formal activities, and included topics such as non-formal education, learning framework, specific ways to stimulate creativity in non-formal contexts and the use of creative games.

The course offered an integrated approach to teaching creativity, harnessing mixed strategies that combine inductive, deductive and transductive elements, allowing teachers to customize the learning process according to the students' needs. Inductive strategies have facilitated the autonomous discovery of concepts, deductive ones have allowed participants to apply the known principles in new situations, and the transductive strategies have stimulated the participants to realize the connections between different areas of knowledge.

A relevant example is interdisciplinary projects, where students collaborate to solve complex problems using knowledge from art, science and technology. Through this course, teachers have acquired skills to organize and facilitate the creativity of students both in formal and non-formal contexts; have learned to use various methods and strategies (inductive, deductive, transductive and mixed), to stimulate latent creativity; and have integrated play methods and non-formal activities in teaching, contributing to the creation of an educational environment that promotes free thinking, innovation and expressiveness of students. Non-formal activities and creative games have become fundamental elements in building an educational space oriented towards originality and creative problem solving, and applied mixed strategies that have strengthened the ability of students to use creativity in a systematic and multidisciplinary way.

The second program, „*Digital education – a new challenge*", held during July–August 2021 aimed to form digital skills at teachers by integrating technology into the teaching process-learning. The course harnessed inductive, deductive, transductive and mixed strategies, supporting primary education teachers in developing student's creativity through the use of digital resources. The training included training in using the „Scratch" app, through which teachers learned to use trial and error programming as a way of stimulating the students' creativity, and being encouraged to explore combinations, create animations, stories or original solutions to problems (inductive strategy). Deductive strategy has been practiced through activities in which students apply general rules and principles in practical contexts, such as solving arithmetic problems by using educational software-. Transductive strategies have been developed using the „Book Creator" application, which allows the creating illustrated stories that combine knowledge of Romanian language, visual arts and technology, stimulating the transfer of knowledge between domains and of course „thinking outside the box".

Applying mixed strategies has allowed the combination between free exploration with the use of rules and the realization of interdisciplinary connections, providing a flexible and personalized learning environment. Learning management platforms such as Google Classroom have been used to integrate inductive, deductive, and transductive activities into complex lessons, where students discover a topic, apply principles, and create their own projects. For example, in their final projects, students used graphic design applications to create interactive presentations on science topics, creatively applying the acquired knowledge. The course provided teachers a diverse set of digital pedagogical tools and strategies, helping to stimulate student creativity, develop autonomy and increase their confidence in the ability to generate innovative ideas.

The course structure „Digital education – a new challenge” included three modules: Module 1 (14 hours) – Introduction and planning in digital education, with topics such as the context of digital education, digital technologies in education, digital lesson planning, digital teaching and learning strategies and hands-on exercises; Module 2 (14 hours) – Use and evaluation of digital tools, including online educational platforms (Google Classroom Microsoft Teams, Moodle), digital resources, digital evaluation methods and real-time feedback; Module 3 (12 hours) – Security, ethics and future of digital education, with topics on online safety, technology use ethics, trends and innovations in digital education and the development of digital skills for the future.

The third program, „Creative teacher in the digital age”, which lasted 30 hours [5], aimed to train teachers to use the inductive, deductive, transductive and mixed strategies in digital contexts, in order to stimulate the creativity of both teachers and students. The course has harnessed interactive platforms and educational applications that facilitate the discovery of abstract principles through educational games and gamified activities (Kahoot, Quizizz), transforming theoretical concepts into practical experiences.

The course’s structure included three modules: Module 1– Education in Digital Era (9 hours), approached themes like the educational evolution, the relation between technology and education and the labor market perspectives; Module 2– The teacher in the digital era, focused on the differences between the traditionalist teacher and the digital teacher, the role of creativity in the teaching–learning–assessment process, and the digital resources in the teacher’s portfolio; Module 3 – Successful creative strategies (6 hours) with practical applications. The use of media resources – educational animations, videos, storytelling applications – allowed teachers to create lessons in which concepts are explained by visual and narrative metaphors. The „Storybird” platform has been used to develop digital stories, stimulating student’s creativity through analogies and symbolic images and collaborative platforms such as Google Classroom and Padlet have facilitated interactive group projects where students develop original ideas and sensitivity to the issues addressed.

The „*Creative Teacher course in the digital age*” has prepared teachers to effectively combine inductive, deductive, transductive and mixed strategies to create a modern, stimulating and creative thinking-oriented educational environment, enhancing teachers’ ability to use technology in an expressive and innovative way.

Conclusion

The analysis highlights that teacher’s training is an important mechanism for strengthening the skills needed to develop the creativity of primary school pupils. In the current context of didactic professionalization education should be understood as a systematic process of updating, integrating and capitalizing pedagogical skills in relation to curricular ends, and reconfiguring the institutional mechanisms of continuous training by moving from the territorial model of pedagogical circles to the institutional model centered on the Commission for training and development in the teaching career, and reflecting an internalization of the responsibility for professional development at the level of the educational establishment This transformation reinforces the strategic dimension of continuous training, integrating the analysis of training needs, the organization of methodological-scientific activities and the monitoring of the impact on teaching practices in a permanent and coherent framework.

The examples presented (demonstration lesson within the Pedagogical Meeting, the activities within the Commission for the curriculum, as well as the completion of refresher programs „*Creativity – a necessity in school*", „*Digital Education – a new challenge*" and „*Creative teacher in the digital era*") demonstrate that the development of student creativity becomes operational when teachers structure their pedagogical intervention on integrated strategies (inductive, deductive, transductive and mixed), supported by the use of digital resources and active-participative approaches.

Strengthening the teacher's skills for developing student creativity is an approach, based on pedagogical innovation and the integration of educational technologies. In this respect, the efficiency of pedagogical intervention and the performance of students are directly correlated with the level of continuous professionalization of the teaching staff, which gives the permanent training the status of essential condition for the quality of contemporary education.

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