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FORMATION OF CREATIVE ABILITIES OF FUTURE TEACHERS IN PROFESSIONAL TRAINING PROCESS

Statement of the problem in general terms. Changes in modern society, high dynamism of its development predetermine the rise of the role of personal organization of a professional, his activity, individual vision, ability to independently gather information, analyse and synthesize it, make creative decisions in a variety of professional situations.

Modern employees are not so much required to reproduce the knowledge as to creatively solve professional problems. Ability to continuous personal and professional self-improvement becomes a necessary characteristic of a professional and it should be developed in higher educational institutions.

One of the important tasks of professional training in higher educational institutions is to increase the competence of students. One way to improve the competence of future specialists is to increase the competence of teachers. (2. Байденко В., Ван Зантворт Дж. 2003, s 23.) The professional competence of teachers is expressed in competence approach in the development of creative abilities of students. To do this, the teacher himself must have, develop, and be able to use his creativity, be a creative participant in educational process. In training of future specialists, the development of creative potential doesn't get necessary attention. That is why this article deals with the role of creativity in the formation of students' readiness to be creative in educational process and in their future professional activity.

In our opinion, general pedagogical training of teachers is effective only if its content and format reflect the specifics of creative personality formation process, take into consideration the laws of creative process, interdependence and interconditionality of creative abilities and the level of creative activity of participants in educational process. Essential in the training of the teacher is willingness to change the nature of interaction in educational process from subject-object interaction to subject-subject one, which manifests itself not only in the objective terms, but also in the change of personal development of each participant. Therefore, the teacher in the process of professional training must be oriented to develop creative abilities of students, to take into consideration the specifics of this process in concrete conditions of professional activities, to make them aware that the effectiveness of

their work is related to the positive shifts both in the development of creative abilities of students and in their creative educational activities.

Scientific problem of preparing teachers for creative professional activity is closely related to the practical task of forming a creative student's personality in the educational process as creative teaching activities, in which teachers realize their professional opportunities and develop creatively, is a means of formation of a creative student's personality.

The **aim of the article** is to consider the problem of formation of creative abilities of future teachers and ways to solve it.

Analyses of current research and publications. The problem of developing creative abilities of the personality was studied by thinkers during the whole period of the development of world culture. F.Akvinsky, St. Augustine, Xenophanes, Plotinus, Socrates, V. Soloviov, F. Shelling tried to disclose the metaphysical essence of creativity through religio-ethical intuition. The question of learning the world in the process of artistic intuition was studied by M. Loskiy, Plato, A. Schopenhauer and others.

Psychological aspects of creativity are presented in the works of L. Vygotskiy (Л.С. Виготський), S. Rubinstein (С.Л. Рубінштейн), O. Leontiev (О.М. Леонтьев), O. Luk (О.Н Лук), V. Moliako (В.О. Моляко), Y. Ponomarev (Я.О. Пономарьов), V. Rybalko (В.В. Рибалко) and others. Psychological and pedagogical problems of creative personality formation can be found in the works of B. Ananiev (Б.Г. Ананьев), G. Andreeva (Г.М. Андреева), D. Bogoiavlenska (Д.Б. Богоявленська), M. Potashnik (М.М. Поташніка), V. Sukhomlynskiy, A. Osborne. Psychological and educational factors contributing to the formation of creative abilities of the personality were studied by I.Averina, V.Andreyev, T. Galkina (Т.В Галкіна), Yu. Hilbuh (Ю.З. Гільбух), L. Yermolaeva-Tomina (Л.Б. Єрмолаєва-Томіна), O. Kurychuk (О.В. Киричук), N .Kozlenko, O. Matiushkin (О.М. Матюшкін), V. Moliako (В.О. Моляко), B. Nikitin (Б.П. Нікітін), V. Rybalko (В.В. Рибалко), S.Sysoieva, M.Smulson, M.Holodna, H.Chystiakova and others.

Statement of the main material. Ukrainian pedagogical dictionary defines creativity as the 'activity which results in the creation of new, original and better material and spiritual values, which have objective or subjective significance' (4. Гончаренко С. 1997, s.326). In other words, creativity is an indication of deep and comprehensive knowledge of the teacher and their understanding, ability to transfer theoretical and methodological concepts into educational activities, and ability to self-improvement and self-education, to the development of new techniques, forms, methods and tools and their novel combinations, ability to improvise, which is based on knowledge and intuition.

The concept of "creative abilities" is characterized by an exceptionally wide range of points of view, namely the ability to conduct scientific research that provide new and objectively important for

humanity results, achievements, worthy, in social terms, product (V. Krutetsky); synthesis of characteristics and personality traits which characterize the degree of their compliance with the requirements of educational and creative activity of certain kind and determine its level of effectiveness (V. Andreyev, O. Yakovlyeva); individual characteristics of mental and physical spheres that contribute to successful implementation of creative tasks in different activities (M. Lazaryev) and others.

Based on the reviewed theories, we adopted the following definition of creativity. *Creative abilities of future teachers* are individual and psychological personality traits expressed in the creative nature of the functions and tasks of educational and professional activity and distinguished by the presence of originality and novelty in both the activity and its outcome. We determined that creative abilities are a high level of general or special abilities.

According to L. Vygotskiy, creativity cannot be learned, but you can create the conditions for the development of creative abilities. Taking into consideration that the characteristics of a creative personality arise from the nature of creativity, specifics of creative activity, social position, it is necessary to consider the indicators of readiness for creative activity, distinguishing the following levels of readiness:

1. **Basic level.** The teacher has qualities such as observation, sensitivity, organization, self-criticism, self-control, exactingness and inventiveness, responsibility for the work done. If the teacher has reached the basic level of professional competence, he is able to be engaged in reproductive pedagogical creativity, i.e., rationally and efficiently use advanced pedagogical experience and recommendations of scientists.
2. **Optimal level** is characterized by such personality traits of the teacher as professional orientation, inquisitiveness, psychological vision, innovative thinking, objectivity, emotional and volitional stability, integrity, fairness, a sense of new. Teachers of this level are able to teach at a high scientific and technological level.
3. **Creative level.** Teachers have such personality traits self-awareness as a creative worker, creative thinking, intolerance toward conservatism, belief in their abilities, optimism, rational thinking, high culture of communication. The creative teacher is characterized by creative ability to use a large number of pedagogical techniques, ability to combine scientific research and practice, research-based approach to professional training.
4. **Research level.** The teacher knows the basics of scientific and research activities, is able to independently conduct scientific research and lead a creative search of their colleagues. At this

level of creativity the teacher has the opportunity to open new mechanisms, formulate new scientific ideas, create a scientific concept. (3, Выготский С. 1991., s 89-91).

After analysing the research works of scientists, we defined the following components in the structure of creative abilities of future teachers: motivational, emotionally-value oriented, communicative, intellectually-logical, intuitive-prognostic and reflective.

In the context of the study, the scientific approaches to the problem of formation of creative abilities were analysed, namely *activity approach* (Yu. Hilbuh (Ю.Гильбух), Н. Kostiuk (Г.Костюк), V. Miasyshev (В.М'ясищев), В.Теплов (Б.ТЕПЛОВ), S.Rubinshtein (С.Рубінштейн) etc.), *functionally-genetic or psychophysiological* (Ye. Golubeva (Є.Голубєва), Ye.Ilina (Є.Ільїна), A.Matiushkin (А.Матюшкін), Yu.Poluianova (Ю.Полюянова), В.Rusalova (Б.Русалова), V.Shadrykov (В.Шадриков) and others.) and *personality approach* (T.Artemieva (Т.Артем'єва), Ye.Bondarevskaya (Є.Бондаревська), I.Beh (І.Бех), О.Карпова (О.Карпова), М. Holodna (М.Холодна) etc.). Following the personality-active approach in the study, we interpret the formation of creative abilities of future teachers as caused by internal and external factors harmonious development of individual psychological characteristics of personality through their involvement in various kinds of creative educational and professional activities and obtaining independently created educational creative products in the process of this activity.

Teacher's creativity is often associated with the discovery of new principles, methods and techniques of solving professional and creative problems in training and education. Teachers often face contradictions to solve which they must make professional and creative decisions. Talented teachers can see these contradictions in advance and intentionally, or even intuitively, solve them. Students are partners of teacher's creativity. Hence, the teacher's personality and his creativity are crucial factors in improving the educational process and creative development of students. The higher is the creativity of the students, the more complex professional and creative challenges the teacher faces. Therefore, there is a need for teachers to improve themselves, mobilize their creative abilities, willingness to experiment, find new creative solutions.

V. Sukhomlynskiy noticed that if there is a talented teacher of mathematics in the teaching staff, then gifted and talented mathematicians inevitably appear among students. If there is no good teacher, then there are no talented students: in this case, those students who have mathematical aptitudes won't demonstrate them. He urged teachers to remember the basic rule of teaching: "All children are gifted and talented, without exception." (10. Сухомлинский В. 1973, s.54).

O. Luk believes that a teacher, who has a high level of creative possibilities, creates favorable conditions for the development of gifted students. If the teacher has a low level of creative possibilities,

the gifted children "suffer", and less gifted children demonstrate less progress than in in the previous case. Thus, the teacher prefers that psychological type to which he belongs himself. 8. Лук А. 1978)

E. Torrens summarized information about the influence of adults on the development of creative opportunities for their students. He showed that different teachers have very different number of outstanding students [11, Torrence E.P. 1968, s.83].

N. Kuzmina said: "dialectical approach, variability, constant renewal are the features the system of master's activity. Common for both a novice teacher who is trying to work creatively and for experienced teacher is continuous search combined with obligatory self-improvement and self-education "(6. Кузьмина Н. 1967).

V. Levi, describing a variety of creative teachers' activities, shows that depending on a situation, a teacher can be an observer, supervisor, mentor, researcher, doctor, friend, artist, judge, clown, coach, preacher, organizer, informant, teacher, tutor, loved person, nanny, critic, educator, expert instructor and others (7. Леви В. 1980, s.92).

Research results indicate that teachers-methodologists spend 12-13% of teaching time on creating and solving creative situations (problem situations and creative tasks which give an incentive to propose hypotheses, generate ideas, develop own critical judgments, etc.), and novice teachers, whose lessons are not very effective, devote only 0,2-4,6% of teaching time for these purposes. Teacher and innovator V. Shatalov (В.Ф. Шаталов) allotted from 30% to 60% of the lesson time to solve creative problems and organise creative situations (1. Андреев В. 1988).

These facts suggest that the higher is the creativity of the teacher, the more productive is the process of co-creation of the teacher and the student. The research of A. Konoshenko (А.И.Коношенко) and Ye. Mamonova (Є.И.Мамонова) show that the development of students' creative potential, effectiveness of students' research papers have a strong positive correlation with the overall effectiveness of the teacher's research work. Thus, their study establishes that "there is a clear relationship between the number of students' certificates of authorship and patents and efficiency of scientific work of their teachers." The correlation coefficient confirms the close relationship between these parameters (5. Коношенко А., Мамонова Е. 1986, s 117). Their study statistically proves that the number of student's presentations at scientific conferences also depends on the efficiency of research activities of the higher educational institution. Thus, we can come to conclusion that the higher is the creativity of the teachers of the higher educational institution, the higher will be the creative potential of students who study there.

The effectiveness of the development of creative abilities of an individual, all other things being equal, will be more effective if the teacher shows optimism and faith in student's strength and

creativity in his relationship with the student. It is known that the success in the solution of each previous creative task is an internal incentive for the student if the teacher creates such conditions in which the student feels the joy of ‘discovery’ and ‘invention’, the joy of success. Like any other, creative educational activity is not deprived of temporary difficulties and even failures, but it is important to organize it in such a way that at the end of work success became a motive for the next activity. To do this, it is necessary to adhere to democratic style of communication during the whole process of management of educational and creative activity, even, while analysing common mistakes and shortcomings of student’s educational and creative activities, it is required to maintain a good mood and optimism and have faith in strength and creativity of students. Sometimes, a good joke, remark, a sense of humour are the most important stimuli of optimism (1. Андреев В. (1988), s. 126).

Formation of the creative abilities of students is based on the didactic principles (systemasy, scientific nature, consciousness and activity, ensuring of strong results in educational process, visualisation, accessibility) and is specified by specific principles (problemacy, evristicity, focus on the future professional activity, priority of independently produced creative products, educational reflection, principle of co-creation).

The principle of cooperation of the teacher and the student in educational process concerning the development of creative abilities of the individual can be stated as a principle of co-creation. This principle implies that the teacher himself being a creative person is able to educate the student as a creative person. In its wide sense, this regularity can be stated like this: in the educational process, i.e. in the process of training and education, while developing creative abilities of the student’s personality, greater efficiency is achieved, all other things being equal, if co-creation of the teacher and the student is efficient. The higher is the level of pedagogical skills and creative abilities attained by the teacher himself, the higher is this efficiency.

This principle of co-creation is realized on the bases of the following rules:

- teacher should continuously develop his creativity and teaching skills to the extent possible;
- teacher should develop a democratic style of interaction with his students;
- teacher and students should jointly seek conditions and methods to develop creative abilities and other qualities of students. They should commonly search for new ideas, discuss original methods of solving creative problems;
- university teacher should constantly force students to seek solutions of scientific problems and see the students as his assistants and co-workers.

Creatively working teacher analyses facts and phenomena of real educational process on the basis of theoretical knowledge, develops scientific prediction of the results of his activity thereby successfully improves the ways and methods of achieving of educational goals. Thus, we can conclude that the higher is the competence and creativity of the teacher, the more competent and creative professionals the society will have and the sooner the higher school problem of the formation of a highly-qualified specialist of new generation will be solved.

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