

DEVELOP THE CREATIVE ABILITIES OF FUTURE TEACHERS

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ABSTRACT

The complexity of the problems to be solved, the multiplicity of qualities required of a teacher, the level of responsibility imposed on him by society, the teaching profession is different, the most important of all existing on Earth in terms of its creative nature - the most difficult and noble of all professions. K.D. Ushinsky: "There is no doubt that a lot depends on the general order in the institution, but the most important thing always depends on the personality of the educator, who is face to face with the student: the influence of the educator on the young mind is neither textbook, nor moral sentiments and constitutes an educative force that can be replaced by a system of punishment" (177, 28).

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

To date, there is a wealth of experience in compiling teacher profессиograms. It allows you to combine the professional requirements for a teacher into three main complexes. These are: civic qualities; qualities that determine the specificity of the teaching profession; special knowledge, skills and abilities in science (specialty).

Psychological and pedagogical literature pays special attention to pedagogical features. Synthesizing the different views of the authors (F.I. Gonobolin, V.A. Krutetsky, N.D. Levitov, M.N. Skatkin, V.A. Slastenin, A.I. Shcherbakov) on the content of pedagogical abilities, the following can be distinguished: :

- academic skills;
- constructive skills;
- didactic (to be able to impart knowledge to children in an understandable, concise, interesting form, highlighting the problems);
- Perceptive (understanding the personal and mental state of students based on observation; quick and clear orientation in different pedagogical situations; pedagogical tact);
- design (the ability to anticipate the results of their work, as well as errors and potential difficulties, the ability to design the qualities of students);
- organizational skills;
- communication skills;
- independent and creative thinking, pedagogical imagination.

N.V. Kuzmina conducted an interesting research on the study of pedagogical abilities on the basis of the analysis of pedagogical activity, in the end showed two series of features in the structure of pedagogical abilities:

1. Specific sensitivity of the teacher as a subject of activity to the object of activity, to the results of his pedagogical activity;
2. The peculiar sensitivity of the educator to the student as a subject of communication, knowledge and labor.

As a key system-forming factor of pedagogical professionalism, the researcher knows the image of the pedagogical result sought by the educator (86, 112).

Scholars' views on the teacher's professional profile vary depending on the historical-social period. In particular, V.A. Slaven's school included the following blocks in the teacher's professional profile: the characteristics and descriptions of the teacher's personality (among them the pedagogical imagination); requirements for psychological and pedagogical training of teachers; volume and composition of special training; the content of methodological training in the specialty (166). In the definition of the qualities of a new type of teacher by the author, there is a stronger focus on spirituality, creativity, innovation, namely:

- high civic responsibility and social activism;
- love for children, the need and ability to give them their hearts;
- true intelligence, spiritual culture, desire and ability to work with others;
- high professionalism, innovative style of scientific and pedagogical thinking, readiness to create new values and make creative decisions;
- the need for and readiness for regular self-education;
- physical and mental health, ability to work professionally (165).

Attempts are being made to imagine the image of a 21st century teacher. In particular, VI Andreev gives an image of the ideal personality of the teacher, which includes: intellectual, spiritually rich person, creative person, humane person, free person, active citizen, competitive person, cultural figure and educator, teacher, methodologist, researcher at a high level. unites the performer (10. 71-74).

In the modern literature, the professionalism of the educator is often associated with the concept of professional-pedagogical culture. Its structure consists of different levels: socio-pedagogical, scientific-pedagogical, personal (pedagogical position, professional skills, behavior, integration of creative achievements). The most influential factor and stimulus for the development of pedagogical culture is the involvement of both teachers and students of pedagogical universities in pedagogical creativity, productive self-expression, innovation, research (79.283).

The study of different views on the professional qualities of the teacher shows that independent and creative thinking is one of the most constant and important components of the teacher's professional program in the current context. This is also emphasized by psychologists who deal with issues of professionalism. In the study of the characteristics of the cognitive activity of the "man-to-man" type of profession, it is observed that non-standard situations are a normal element of society. Therefore, these types of professions inevitably require the creative structure of the mind, clear imagination, the ability to model the possible consequences of human behavior, their conflicts, contradictions or, conversely, the possible outcome of their union (73.135).

The creative research nature of pedagogical work is influenced by the great pedagogues of the past (A. Disterveg, J.A. Komensky, I.G. Pestalotstsi), pedagogues and psychologists (P.P. Blonsky, A.S. Makarenko, V.A. Sukhomlinsky, K. D. Ushinsky, S.T. Shatsky) also drew attention. K.D. Ushinsky emphasized that the work of a teacher needs more exaltation than any other work. According to P.P. Blonsky, the new school is the teacher's own school of life and creativity. ST Shatsky emphasizes that the educational process should be as lively, active as children, moving from one form to another, moving, searching.

For decades there has been a separate concept - pedagogical skill.

We can talk about the objective necessity of pedagogical creativity, which is based on the complexity and versatility of the tasks, the extraordinary diversity of specific pedagogical

situations. "If a teacher does not feel the need to rediscover the realities of science and human experience, what he has to give to his students, he must find their own pedagogical discovery, a concrete way of studying them, a way of communicating with them. ... The constant focus of the teacher on finding the optimal solution for the existing conditions determines the creative nature of pedagogical activity, making creativity its essential characteristic. Each time, the educator, dealing with new conditions and the developing nature of the child, is obliged to think and act originally, to avoid direct repetition of stereotypes and passages "(60.6).

In the following years to clarify the essence of pedagogical creativity in pedagogy and psychology (Yu.P. Azarov, F.N. Gonobolin, M.Ya. Vilenkin, V.I. Zagvyazinsky, S.N. Zaytseva, V.A. Kan - Kalik, N. V.Kuzmina, N.D.Levitov, N.D.Nikandrov, I.P.Rachenko, A.I.Shcherbakov), to develop theoretical bases of preparation of future teachers for professional and creative activity (V.I.Andreev, Yu.K. Babansky, V.V.Kraevsky, V.A.Slastyonin, etc.).

Different definitions of the concept of pedagogical creativity are given in pedagogical theory. In some of them, the essence of pedagogical creativity is seen in the creation of new ways of influencing learners (85. 18-19).

Other definitions emphasize the problem-solving process. Pedagogical creativity is the solution of a number of educational tasks by the educator in changing conditions (60. 132).

In our opinion, the descriptive definitions reveal more and more fully and clearly the essence of pedagogical creativity. For example, pedagogical creativity is, first of all, an active labor process, an effective solution of pedagogical problems, aimed at finding more rational ways of pedagogical work of the educator. This is a state of pedagogical activity in which the teacher does not see much, but examines, researches, searches and designs on the basis of the achievements of science and practice, creates his own experience (160.10).

The field of manifestation of pedagogical creativity is determined by the structure of the main components of pedagogical activity and covers practically all aspects of it: planning, organization, implementation and analysis of results (134.17).

Pedagogical activity as labor preserves the general logic of the creative process: 1) the emergence of a pedagogical idea aimed at solving a pedagogical task; 2) development of the idea; 3) implementation of the pedagogical idea in activity, communication with people; 4) analysis and evaluation of creative results.

Pedagogical creativity, which has much in common with many other types of creativity (scientific, artistic, technical), also has certain peculiarities. The peculiarities of pedagogical creativity have been analyzed by a number of authors (VI Zagvyazinsky, AF Ivanov, II Leitman, VA Kan-Kalik, NV Kuzmina, ND Nikandrov, etc.). .

One of the peculiarities of pedagogical creativity is that the essence of pedagogical creativity is to create a person who is always unique.

In addition, pedagogical creativity is individual in nature and is poorly accounted for and disseminated. The teacher works alone with the children and does not always find the time and opportunity to record their own creative successes and findings.

Pedagogical creativity has a dialectical character. The teacher is creative in the process of children's growth and development, in a constantly changing environment. The process of pedagogical creativity requires constant self-analysis and self-assessment. However, the dynamism of the creative movement does not always leave time for such an analysis, often it is replaced by intuitive level decisions, on-the-spot activities.

Among the peculiarities of pedagogical work is that it is necessary to wait a long time for its results, and to think about them only in part. This uniqueness imposes requirements on the teacher's personality: he must be able to predict the consequences of pedagogical influence, to have the ability to "create" on a regular basis from day to day.

Since pedagogical creativity is compatible with the educational process, it must always give positive results. Negative results are allowed only in imaginary tests and assumptions, and methods of checking hypotheses, such as proving the opposite, leading to the absurd, are absolutely inadmissible in the practical work of the teacher.

The most important feature of pedagogical creativity is that it is connected with the creative process of both students and the whole pedagogical team. The pedagogical team, being a creative team, cannot fail to have the contradictions and conflicts that constantly arise in their environment. Overcoming conflict situations and contradictions develops criticism and self-criticism, forcing the search for new ways and means of solving pedagogical tasks, which is a creative process.

Many of the listed features: lack of time reserve, long waiting for results, inability to make mistakes, difficulty of distribution (popularization) can be included in the difficulties of pedagogical creativity. But the positives are not gone either. Creativity in collaboration with the object of creativity and the pedagogical team has a great stimulating potential, which encourages the educator to expand the scope of their creative activity and actively demonstrate their personal qualities.

Creativity is not only an all-encompassing pedagogical activity, but also one of the criteria of a teacher's professionalism (AK Markova) (110). This idea is confirmed by the existing definition of professionalism in the psychological literature: professionalism is not just a high level of knowledge, skills and abilities in a particular field of activity, but a certain systematic organization of human consciousness, psyche, which includes the following components: among creativity, its features, manifestations); professional practice; professional gnosis (includes working with information, thinking, imagination, their professional specifics); information, knowledge, experience, culture of the professional; psychodynamics; to understand the issues of one's age and sexuality in relation to the requirements of the profession (73.387-389). Only by determining the level of creative attitude of the teacher to his work can the correct assessment of the content and organization of his work. Distinguish three levels of pedagogical creativity: discoveries (promotion of new pedagogical ideas and their implementation in a specific system of educational work); inventions (modification and construction of certain elements of pedagogical systems, teaching and educational tools, methods and conditions); improvements (modernization and adaptation of known methods and means of education and upbringing to specific conditions) (59.16-17).

In describing the personality traits required for pedagogical creativity, the authors go in two main directions:

1) Think of it as exactly the same thing as a teacher professionogram. VI Zagvyazinsky pedagogue - highlights the qualities of a creator: a high level of scientific and professional competence; developed pedagogical thinking; striving for creative research; mastery of pedagogical techniques; known pedagogical experience; adequate development of intellectual skills, imagination and intuition (59.36).

2) follow the structure of creative abilities. S.S.Zorin N.Yu. Postalyuk's classification of creative abilities in practice completely repeats the teacher's creative activity, showing the style-forming readings, only: the level of creativity, knowledge and skills; adds reflection combined with creative intuition. According to SS Zorin, the level of pedagogical creativity depends on the creative method of teacher's activity, which is formed on the basis of reflection. Critical thinking; substantiate their point of view; problematic description of the material; ability to debate; ability to self-manage; a personal approach to the teacher's abilities; the scientist recognizes the orientation of the person as the main indicators of the teacher's reflexive creative activity (64.71).

The second direction is considered more reasonable, as it corresponds to the existing notions of professionalism in psychology. AK Markova demonstrates the qualities necessary for the development of a person's professional creativity: the ability to see the problem in a place that others do not see; to see alternatives; the ability to move quickly from one subject to another, the ability to subjectively imitate; a critical attitude to universally accepted innovation, the ability to form new combinations from known elements (111). The qualities listed correspond to creative abilities.

However, special attention is paid to the communicative and creative abilities of the teacher. The main approaches in this area are:

- Development of communicative and creative abilities in the field of pedagogical creativity (VI Andreev);
- The study of creativity in pedagogical communication (V.A. Kan - Kalik). V.A. Kan - According to Kalik, the creativity in the communication shown by the teacher consists of five skills: to be able to convey information in a bright and figurative way; be able to understand the mental state of the student from the outside; skillful construction and development of relationships with children; skillfully influencing and interacting with his partner; managing one's mental state, overcoming mental barriers, and being optimistic. The author explores in detail the communicative tasks facing the teacher, the structure of communication and its management, barriers and the role of communicative inspiration (67).
- To study the creative style in interaction with students in the framework of collaborative pedagogy (NA Lojnikova). among the various modes of interaction between educators and students, N.A. Lojnikova distinguishes her increasingly effective - creative and describes it as a delicate choice or the creation of a set of new methods of interaction that are increasingly effective to achieve a goal in existing conditions (130).

Extensive professional experience allowed V.L. Levy to create a "portrait of a communication genius", i.e. a portrait of a person with the highest level of creative ability to interact with others. He is a huge curiosity and extreme jealousy of people (high observation, memory, attention, etc.); low anxiety (openness of perception, ease of distraction, etc.); sensitivity to change (synthism, ingenuity, artistry, intelligence, etc.); selfishness and altruism at the same time (great storyteller and mime); aggression (rare but obvious); optimism (vital setting); the sum of foreknowledge and sympathy for people (92.88-93).

From the point of view of our study, the position of N.E. Kuzmina is noteworthy. Creativity, according to the scientist, has personal cognitive and socio-psychological aspects. It allows you to find new ways of behaving, to make constructive and non-standard decisions, to understand and develop your own experience.

Parameters of creativity: the ability to generate many ideas about behavioral methods and to implement them in communication; behavior - the ability to change behavioral strategies; the ability to think in a non-partisan, paradoxical way. In the emotional realm - the tendency to go from one pole of the situation to the other and to prioritize on a personal level - unpredictability, sense of humor, critical thinking, openness, reflection on one's own experience and readiness for change (87. 179-180).

So, let's conclude. The creative nature of pedagogical work has been recognized by well-known educators of the past, the creative component has always been present in the teacher's professional profile, the concept of "pedagogical creativity" has emerged and is stable in consumption.

Creativity is one of the most important criteria of teacher professionalism. Furthermore, the qualities that are emphasized as necessary for professional creativity are largely consistent with an individual's creative abilities. It is also emphasized that the role of communicative-creative abilities is important for pedagogy.

Thus, in order for a teacher to reach the highest peaks in pedagogical creativity, it is necessary to go through the following logical chain: the formation of general creative abilities of the individual - the strengthening of pedagogical creativity - the approach to professionalism in pedagogical activity. Thus, the formation of the creative abilities of the individual is manifested as a necessary condition for quality professional training of the future teacher.

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