

Tamara Paguta: Future Teachers' Training for Pedagogically Creative Work

The article deals with the historical and pedagogical aspects of the formation of a creative teacher personality; in the following the means and methods of the creation of the future teacher is to be shown.

One of the actual problems in pedagogy is the future teachers' training for a pedagogically creative work. According to a conception of the modern development of pedagogical education society demands the further improvement of pedagogical training and the development of retraining. Pedagogical education is called upon to establish the teacher's' creative formation, because it is the teacher, who is able to develop a child's personality, and to direct a student toward a personal and professional self-perfection. It is the teacher who is able to work non-typically, knows how to arouse the children's interest in study, who is good at organizing the pupils' collective work according to their age peculiarities, and who develops the pupils' personality and promotes the development of the pupils' creative and harmonious abilities.

Pedagogically creative work is the original and high-effective teacher's approach to educational tasks, the enrichment of the educational theory and practice. The achievement of this creative result is provided by a systematical observation using the pedagogical experiment, and the critical usage of the progressive pedagogical experience.

The problem of the teacher's pedagogical creation is reflected upon in the works of foreign scientists and scientists of our country, such as: J. Lokk, J.J. Russo, A. Disterverg. K. Ushinskiy, S. Rusova, B. Grinchenko, L. Tolstoy, S. Shatskiy, A. Makarenko, V. Sukhomlinskiy and others. The soul of our national school is its teacher. A teacher, according to Ushinskiy, is the creator, the artist in his branch, but he is not an executor of different pedagogical rules and recipes. Its creative character determines the level of pedagogical proficiency. An experienced teacher creates the new methods himself or herself.

S. Rusova always demanded from the teacher something creative and skillful; the ability to take into consideration the national character within education, and the in-depth knowledge and many-sided skills as being some of the essential concepts being taught to a child.

The outstanding pedagogue, S. Shatskiy, realizing the necessity of special teacher training in creative personality organized for many years courses, seminars, conferences for school, preschool and out-of-school staff. He wanted to erase the established concept from the students' minds that the adults stop being creative. According to S. Shatskiy, a creative component in the activity of pedagogical profession is the inalienable feature of his work.

The analysis of V. Sukhomlinsky's pedagogical heritage indicates a creative character, as well.

"The question of what exactly switches on the spark of creation, appears when you want to have your work improve and when you are anxious as to why your efforts do not lead to the expected results", - wrote V. Sukhomlinskiy in his work, *A dialogue with a young schoolmaster*. The outstanding pedagogue found the greatest enjoyment of life in creative work, which borders on art. "The way to wisdom and science is through work" - he announced.

The problem of pedagogical creation was considered both from a pedagogical and a psychological point of

view. This concept was examined in particular from a pedagogical point of view, and as such the pedagogue's activity by such scientists as I. Dmytryk, V. Zagoyazinskiy, Kan-Kalyk, N. Kichyk, B. Krasovskiy, N. Kyz'mina, M. Kykhariv, K. Levitan, Y. L'vova, L. Luzina, M. Nikandrov, S. Sysoeva, R. Skyl'skiy, V. Slastyonin, P. Shevchenko and others. A. Markova studied the psychology of pedagogical work; works of F. Gonobolin, M. Kyshakov, M. Levitov, A. Shcherbacov dealt with pedagogical abilities; and works by such scientists as O. Kovalyov, V. Mjasyshev, V. Molyako, B. Teplov and S. Rubinshtein dealt with the notions of creative abilities.

In particular, V. Zagbyazinskiy interpreted the importance of pedagogical creation and its role in the educational process as being necessary conditions and sources within the process of forming the pedagogue's creative personality.

Experts such as Kan-Kalyk and Nikandrov analyzed such problems as the "pedagogical ideal and creative individuality, as being the "algebra" of pedagogical creation".

Works by Kinchik deal with the elements of professional teacher training conducted within teacher training colleges.

N. Kykhariv and V. Reshet'ko defined the conditions that influence the forming of the creative pedagogue: knowledge of the pedagogical and psychological educational basis; love of children; depth of knowledge in area of study; appropriate personal features; moral appearance; level of leading activity; inherent teaching techniques; an aspiration for the study of a progressive pedagogical experience; knowledge of the individual pupils' peculiarities; ability to plan individual work and teach it to pupils; development of the pupils' cognitive interest; to create a suitable micro-climate within the collective; objective appraisal of the pupils' knowledge; the development of the pupils' individual abilities; the ability to provide information free of excess emotion; the ability of the teacher to provide a prognosis; collegial relationships; psychological sagacity; and to be able to place yourself in the pupils' place. Works by V. Ivanova, O. Mil'to, R. Skyl'skiy deal with the question of training future teachers based on pedagogical activity.

A teacher must have creative pedagogical abilities to be able to work as a creative person.

M. Levitov considers pedagogical abilities as features that are connected with the different sides of successful pedagogical activity. Among these qualities he defines the ability to pass on knowledge to children in a short and interesting form; self-dependent and creative thinking; resource-fullness or quick and exact orientation; and a talent for organization.

Most psychologists consider abilities from the point of activity. Analysts, such as O. Kovalyov, V. M'yasyshev, V. Molyako, B. Teplov, and S. Rubinstein view, that the abilities are a synthesis of properties and qualities, which provide a successful fulfillment to any kind of activity. The abilities are divided into general and special features. Creative abilities concern general features as they are found at any level and in any sphere of vital activity.

The analysis of pedagogical and psychological literature emphasizes, that creative abilities have a compound structure. This question was considered in the context of studying the general creative abilities in many types

of activity (by analysts such as V. Andreev, G. Bell, D. Bogojavlenska, L. Venger, N. Lejtes, I. Lerner, O. Luk, G. Ponomaryov).

So, V. Andreev and O. Yakovlev view the motivative and the creative activity, intellectual and logical, heuristic, self-organizational and communicative ability as being important components of the creative ability.

Lerner considers the development of the creative ability vital in passing on to children the experience of creative activity, and defines the process based on the following qualities: independent transfer of adopted earlier knowledge and skills to a new situation; viewing a new problem as a standard condition; a search for alternative decision; and combining ways of making a decision. He divides creative abilities into three groups: abilities connected with motivation (interests and bends); abilities connected with temperament (emotional features); and intellectual faculties.

Among the components of creative abilities (according to V. Molyako) there is the originality in objective achievement; criticism and self-criticism; flexibility of mind; courage and strength; and energy.

One of the main conditions of the development of the creative personality is the interaction between outside and inside factors. That is between inclinations located genetically, and factors, which influence the development of the creative abilities, namely the content of subjects, the system of creative tasks, which takes into account the peculiarities of the pupils' individuality and age, and the organization of the educational and cognitive activity.

The teacher as a creative personality must be trained at institutions of higher education. That is why we decided to ascertain the means and methods by which one must do such work.

The training for professional pedagogical activity must take into account the element of individuality within the educational process. Being a professional teacher is possible only at a personal level, because certain factors must be considered such as the objective treatment of knowledge, even though its interpretation is subjective. Choosing teaching material and determining its interpretation depends upon the perspective of the world, knowledge of different phenomena or processes, pedagogical equipment, and general and professional culture.

Pedagogical disciplines are important criteria in a future system of teachers' training as a professional activity, but the possibilities must be realized completely: students are not drawn to actively participating in practical activity, they do not pay attention to the development of professional qualities and the individual style of pedagogical activity; they are not acquainted with the pedagogical heritage of outstanding experts. As a result, students are in possession of a system of pedagogical knowledge and skills, oriented towards a realization of educational standards, but unable to present their own pedagogical creativity.

By modeling pedagogical tasks in the form of pedagogical situation and solution it is possible to overcome difficulties. This type of work is conducted in the lecture courses, practices and laboratory classes in pedagogy. Students carefully discuss educational arrangements and play them out in the course titled "Methods of educational work". Providing such individually oriented courses as "The Basis of Pedagogical

Skills" and "The Basis of Pedagogical Activity" promotes a positive result in forming creative abilities. The study of these subjects helps avoid future contradictions, which may cause problems. These courses promote the forming of professionalism; show their creative nature, and a teacher's personality and its realization in pedagogical activity.

Senior students construct the technologies of productive models within their teaching practice; and students learn and generalize a progressive pedagogical experience.

Teaching practice also promotes the development of creative abilities. This is held in special type of schools, where only so called creative pedagogical staff work. During their teaching practice students have the possibility of adopting and acquiring teaching experience.

So, students at the International University must take teaching practice as a basis of their first degree with an intensive study in English language. This experiment allows for the development of a creative personality within a junior scholar. It is necessary to be a creative person to develop creativity within the pupils. And scientific and experimental work is necessary for the formation of the creative personality.

So, the most effective influence for this process of formation is the pedagogical creation, which is stressed by the following conditions:

- Students' wish, positive attitude and steady need for creativity;
- The students' knowledge of peculiarities, content, methods and forms of professionally directed creativity;
- The knowledge of how to overcome possible difficulties and facilities;
- The perfection of creative abilities;
- The studying and generalizing of the progressive pedagogical experience;
- A high level of professionalism.

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