



MECHANISMS FOR FORMING CREATIVE THE POTENTIAL OF THE FUTURE TEACHER IN THE CONDITIONS OF UNIVERSITY EDUCATION

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ANNOTATION

The article presents some conceptual issues of the formation of the creative potential of the future teacher. The author analyzed that the readiness of the individual to work with the contingent depends on the formation of creative pedagogical potential in higher education, which consists of several components, such as motivational-valuable, cognitive and operational. The author came to the conclusion that the process of development of personality creativity can be controlled, since there is a relationship between creativity and personality development. It is indicated that one of the sensitive periods for the formation of the creative potential of the individual is the time interval between 18 and 25 years, when a person receives a professional education. A model of the structural components of the creative potential of the future teacher is presented. The multi-level training of teachers in the professional development of the individual, as well as the stages of creative actualization, are analyzed.

KEY WORDS: *creative pedagogical potential, formation, component, actualization, higher education.*

The level of development of modern psychological and pedagogical science, social prerequisites and the modern educational paradigm stimulate the emergence of creative innovative ideas. Creative approach is an indispensable condition of the pedagogical process, an objective professional need for the teacher's activity, in connection with which there is a need to prepare teachers in the system of university and postgraduate education for creative pedagogical activity, the dominant of which is the ability to work in the conditions of choosing a pedagogical position, technology, textbooks, content and forms of education.

Creativity is a necessary component of professional development and one of the conditions for self-realization of a teacher of any profile, therefore, the preparation of a creative teacher is one of the most important needs of education, the development of the creative potential of a young person, the historical change in teaching methods and techniques, the search for innovative structural types of lessons are also relevant. and modeling other forms of conducting classes.

The concept of "creativity" (from Latin creatio - "creation") entered the Russian vocabulary in the 70s of the last century and means the ability of a person to find a solution in non-standard situations, to create something new, original, previously unknown.

The main sign of a creative personality is its creative qualities, that is, the individual psychological characteristics of a person that meet the requirements of creative activity and are a condition for its successful implementation [7].

The teacher becomes creatively shaped by mastering the categories at the motivational, cognitive and operational levels while creating optimal conditions for inclusion in various activities of the future specialist.

The focus of the educational process on the formation of the creative potential of future teachers needs to change the organization of the entire learning process.

Recently, many studies have substantiated the need for multilevel training of teachers (O.V. Akimova, G.M. Solomina, A.S. Frants, I.G. Shendrik, L. Klarika, etc.) [1, 12].

It is proved that a teacher in his professional development goes through a number of levels:

1. The level of pedagogical skill, which is achieved after graduation from the university and improved at school, is based on sufficient theoretical and practical training, forming the basis of a teacher's professionalism.

2. The level of pedagogical skill, that is, the level of pedagogical skill brought to the highest degree, which reflects the high level of methods and techniques for using psychological and pedagogical theory in practice, which ensures the high efficiency of the educational process.

3. The level of pedagogical creativity, which is characterized by the inclusion in the teaching and educational activities of certain methodological modifications, rationalization of teaching methods and methods.



4. The level of pedagogical innovation is the highest level of professional activity of a teacher who organically puts forward and implements new, progressive ideas, principles and techniques in the learning process, which significantly improves its quality.

The system-forming factor in the formation of the creative pedagogical potential of a student-teacher becomes a personality in a common creative interaction. Co-creative interaction is a condition for mastering the values of creative pedagogical activity.

Based on the research of psychologists J. Gilford, E.A. Maslow, L.S. Nikolaeva, T.N. Chumakova, L.I. Antsyferova, D.B. Bogoyavlenskaya and others [2; four; 8], one can consider creativity as a dynamic integrative set of personality traits that determine its readiness for creativity in any sphere of human activity. In other words, these are the creative abilities of a person, which can be expressed in thinking, feelings and actions, the ability to generate original ideas. Creativity is a necessary condition for the self-realization of a person. In this regard, it is creative pedagogy that best meets the nature of creativity. Its tasks are the development of a complex of creative personality traits, the acquisition of experience in creative activity based on self-knowledge and self-development. Creative pedagogy is based on problematic, cognitive-heuristic, creative learning technologies [9].

1. Formation of the creative abilities of the future teacher

In our opinion, the creative pedagogical potential must be approached from the position of formation, since at the age of 17-18 young people can have the "rudiments" of creativity (creativity), professional and pedagogical dedication, the need for professional self-actualization, so one of the tasks of higher education is to assist students in the self-organization of these rudiments into a structural, organized form. At this age, the personality traits that are part of the structure of the creative pedagogical potential are unstable, plastic, therefore, they are more easily amenable to external influence, they are much easier to change than in the stage of maturity. The external influences and actions to which a person succumbs in order to form a creative pedagogical potential at the initial stage are stored deeper than the influences experienced later - in the stage of maturity.

In the ontogenesis of personality, sensitive periods are distinguished for the development of creativity. According to V. Druzhinin, these are: an implicit period (3-5 years), when the development of "primary creativity" takes place as a general creative ability, non-specialized in relation to a certain area of human activity; adolescence (11-15 years) and adolescence (15-20 years), when specialized abilities for creativity develop, associated with a certain professional activity of the individual [5; 6].

An important role in the preparation of a future teacher, of course, belongs to active teaching methods - the most effective way to organize such interaction is creative learning, which should be a new type of both educational interaction and pedagogical communication. Let's try to determine the pedagogical conditions, the implementation of which can positively affect the phenomenon we are studying - the formation of the creative pedagogical potential of the future teacher in the conditions of university education. It should be noted that the result of this training is the personal acquisition by each student of the appropriate readiness to work with children: motivational and value (orientations, attitudes and personal goals), cognitive (knowledge, representation), operational (skills and skills).

2. Structural components of the creative potential of the future teacher

The motivational-value component contains the whole variety of goals and tasks of pedagogical activity: from the main task (the formation of a comprehensively and harmoniously developed personality) to specific tasks for the formation of individual qualities or their elements. This component is implemented subject to the appropriate interaction between the teacher and the student. That is, in order to form a motivational-value component in students, it is necessary to fill the emotional-value sphere of the educational process with methods of educational activity, forms of communication that would make it possible to form students' motivation for professional activity, interest in it, a positive personal attitude to pedagogical work and the desire to accumulate relevant teaching experience.

The next component of the readiness of future teachers for creative professional activity is the cognitive component, which reflects the essence of what is realized in the process of achieving both the general goal of study and each task in particular, and contributes to the in-depth development of students' professional interests and skills. Therefore, in order to form a creative cognitive component in students, it is necessary to select and structure the educational material in such a way that it contains the necessary information that would enable students to develop the abilities of a future creative teacher based on the qualitatively assimilated knowledge and formed ideas.

The next component of readiness is the activity-operational one. Its structural elements are the corresponding skills and abilities. This is the ability to apply standard and non-standard methods in one's professional activity, to consistently and effectively introduce all elements of technology, in particular design-constructive, communicative and didactic-organizational.

The activity-operational component of future teachers provides for the appropriate organization of the educational process, in which the student should occupy a central place in terms of his active activity, since the organization of study reflects the interaction of those who study and teachers, their cooperation, organization and management of the learning process, focused on the planned result (achievement of the goal and objectives of training). Taking this structure of activity as a basis, the main components of the formation of the creative potential of the future teacher were determined, namely: motivational-targeted, subjective, objective, technological and productive. Each of these components should be formed at three levels: motivational, cognitive and operational. It should be noted that the formation of an effective component is possible only if all the previous components are formed at three levels (Table 1).



Table 1
Structural components of the creative potential of the future teacher

STRUCTURAL COMPONENTS OF CREATIVE POTENTIAL		
I. Motivational-target component		
Motivational level	Cognitive level	Operational level
Awareness and acceptance of the goal and task of pedagogical activity at the motivational, cognitive and operational levels		
II. Subject Component		
Motivational level	Cognitive level	Operational level
A complex of personal qualities that ensures the implementation of pedagogical activity at the motivational, cognitive and operational levels		
III. Entity Component		
Motivational level	Cognitive level	Operational level
Mastering knowledge about the object of pedagogical activity at the motivational, cognitive and operational levels		
IV. Technology Component		
Motivational level	Cognitive level	Operational level
Mastering the methods and methods of pedagogical activity at the motivational, cognitive and operational levels		
V. Effective component		
Motivational level	Cognitive level	Operational level
Self-assessment of pedagogical activity at the motivational, cognitive and operational levels		

This model assumes that the purpose of the activity is an ideal image embodied in the product, which is the result of the transformation of the object of activity. It is important that it be personally meaningful. Accordingly, the goal of the activity should turn from extraverted into internally attractive and personally conscious, understandable and necessary for the student, who knows how to transform the goal set from the outside into his own goal and task of the activity that is being performed.

The subject component provides for the student's awareness of himself as a subject of activity, diagnostics of his own capabilities in its implementation, knowledge of the qualities of his own personality that ensure the performance of the activity, active inclusion, the creation of an individual trajectory of knowledge, which gives it originality and originality.

The future teacher, who has a need and desire, is actively involved in the activity. A student who is not self-confident - complexes, avoids, acts according to the model. The subjective component provides for reliance on the basic needs of a person: in knowledge, in communication, creativity, study, work, recognition and security, pleasure, awareness of one's activity, and expansion of the worldview [8]. And the more needs in the learning process a student-teacher can fulfill by engaging in activities, the more he self-realizes.

The object component provides for the definition of the object of activity, a positive attitude towards it, interest in this object and the need to work with it, knowledge of its specifics, and the ability to use it in one's life.

The technological component is associated with the possession of means and methods of activity. Each student should choose for himself those teaching aids that are most convenient, accessible, attractive, rational. He studies their features and, taking into account his own capabilities and needs, applies, producing his own technology.

The effective component provides for the manifestation by the individual of the level of mastery of competencies, allows you to consciously evaluate the results of your activities and the level of your own development. Consequently, the result of the formation of creative competence is a persistent need to engage in professional activities, interest in it and a desire to constantly improve oneself, deep meaningful knowledge of the specifics of this activity, as well as its skillful implementation.

Thus, when creating optimal conditions for inclusion in various types of activities, the future specialist becomes creatively formed due to mastering the relevant categories at the motivational, cognitive and operational levels [13,14].

Therefore, the focus of the educational process on the formation of the creative potential of future teachers needs, as already noted, a corresponding change in the organization of the learning process.

CONCLUSION

The training of a future teacher in the system of university education should be based on such components of creative potential as motivational-targeted, subjective, object, technological, productive, which contribute to the development of the individual in a creative direction, which in turn determines the potential of the future teacher in higher education .

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