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TRAINING A COMPETITIVE SPECIALIST BY MEANS OF A PEDAGOGICAL CREATIVITY COURSE IN THE SYSTEM OF PROFESSIONAL TRAINING OF PRE-SCHOOL TEACHERS

The article provides a detailed analysis of the peculiarities of using the course «Pedagogical creativity» in the process of professional training of preschool teachers in order to shape the students' creative personality.

The essence of pedagogical creativity and modern models of intelligence development, the process of formation and development of ideas of pedagogical creativity in the history of global and Ukrainian pedagogical thought, theoretical achievements and practical experience of pedagogical management of creative activities of preschool children are characterized.

The material of the article will make it possible to increase the innovative orientation of the educator's pedagogical activity and the formation of the need for awareness of the latest achievements of pedagogical science.

The peculiarities of teaching the educational discipline «Pedagogical creativity» are characterized. The most important components of the pedagogical tools of modern education have been identified. The most effective mechanisms of interaction between the teacher and the student in mastering the scientific and methodological work of modern scientists are emphasized.

The positive influence on mastering the basic theoretical knowledge and practical skills regarding the creative activity of the teacher in the preschool education institution and its importance in the future pedagogical activity has been clarified.

The specific features of the principles of the teacher's pedagogical creativity in the modern Ukrainian system of preschool education, the unique importance of the use of pedagogical technologies for the creative development of preschoolers are formulated.

The importance of applying in practice the main areas of teacher self-training for pedagogical creativity, the mandatory consideration of the psychological and pedagogical features of preschool children, the importance of their diagnosis for the effective solution of the tasks of educating preschoolers in modern conditions is proven.

Key words: preschool education, preschool specialist, pedagogical creativity, professional training of preschool teachers, formation of a creative personality.

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ФОРМУВАННЯ КОНКУРЕНТОЗДАТНОГО ФАХІВЦЯ ЗА ДОПОМОГОЮ КУРСУ «ПЕДАГОГІЧНА ТВОРЧІСТЬ» В СИСТЕМІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ПЕДАГОГІВ ЗАКЛАДІВ ДОШКІЛЬНОЇ ОСВІТИ

Статтю присвячено детальному аналізу особливостей використання курсу «Педагогічна творчість» в процесі професійної підготовки педагогів закладів дошкільної освіти задля формування творчої особистості студента.

Охарактеризовано сутність педагогічної творчості та сучасні моделі розвитку інтелекту, процес становлення та розвитку ідей педагогічної творчості в історії закордонної та української педагогічної думки, теоретичні здобутки та практичний досвід педагогічного управління творчою діяльністю дітей дошкільного віку.

Матеріал статті уможливить підвищення інноваційної спрямованості педагогічної діяльності вихователя та формування потреби усвідомлення найновіших досягнень педагогічної науки.

Виокремлено особливості викладання навчальної дисципліни «Педагогічна творчість». Виявлено найважливіші складові педагогічного інструментарію сучасної освіти. Підкреслено найбільш дієві механізми взаємодії викладача і студента в опануванні науково-методичного доробку сучасних вчених.

З'ясовано позитивний вплив на опанування основних теоретичних знань та практичних вмінь щодо творчої діяльності вихователя у закладі дошкільної освіти та її значення в майбутній педагогічній діяльності.

Сформульовано специфічні особливості принципів педагогічної творчості вихователя у сучасній українській системі дошкільної освіти, непересічне значення застосування педагогічних технологій творчого розвитку дошкільників.

Доведено важливість застосування на практиці основних напрямів самопідготовки вихователя до педагогічної творчості, обов'язкового врахування психолого-педагогічних особливостей дітей дошкільного віку, значення їх діагностики задля ефективного вирішення завдань освіти дошкільників у сучасних умовах.

Ключові слова: дошкільна освіта, фахівець дошкільного профілю, педагогічна творчість, професійна підготовка вихователя закладу дошкільної освіти, формування творчої особистості.

Formulation of the problem. Fundamental changes in Ukrainian society caused by the brutal realities of the war with the Russian invader undoubtedly affect various spheres of people's lives. As a rule, they are extremely controversial, sometimes controversial, as well as a complex and long-term process, which is designed to find new ways and means of total social transformation. Such a situation requires strong creative participation from all members of society, since insufficient creative activity, lack of motivation for its development and implementation are the main reasons that prevent the implementation of new ideas, plans, new target guidelines and orientations (Sysoieva, 2006).

Thanks to the humanization of society, the possibility of free choice of life strategies, the creative potential of the individual in general develops. In developed countries, the development of personality and its creative capabilities is the goal of social relations.

Analysis of recent research and publications. In the conditions of the current spiritual revival of Ukraine, the activity of preschool education institutions needs concrete changes that would allow forming a socially active, creative personality. The

publications of famous philosophers, psychologists and teachers of our time are devoted to this problem. I. Ziaziun, L. Levchuk, V. Moliako, V. Romenets, etc. focused their attention on the research of the specified topic. They characterized the essence of the main categories, determined the specificity of pedagogical creativity and the possibilities of its implementation in the pedagogical process.

I. Bekh characterizes creativity as the highest social manifestation of a person, «his spiritual peak and vital value» (Bekh, 2012). Therefore, nowadays the problem of students' creativity involves the formation of a competitive specialist, i.e. rethinking the achievements of psychological and pedagogical science regarding the multifaceted and multidimensional content of the concept of «creativity».

The purpose of this article is to analyze the conditions for the formation of a creative personality of an educator for effective activity in a preschool education institution.

Presenting main material. External factors of a creative teacher include the presence of:

- additional motives for the realization of creative potential;
- abilities that cause significant creative results in one or more types of creative activity (Sysoieva, 2005).

The originality of children, the variety of circumstances, non-standard actions of the teacher

make possible the uniqueness of pedagogical work, its innovation. Favorable conditions for the development of a teacher's creativity are:

- optimal organization of the educational process;
- detailed distribution of work among its participants, taking into account their capabilities, experience and personal qualities;
- business qualities of the administration;
- skillful use of the existing educational and material base and its constant renewal;
- high efficiency of all teaching staff;
- availability of free time for teachers;
- thorough awareness of educators of the latest achievements of pedagogical science and practice (Moliako, 2006).

An important factor in stimulating creativity is the educator's ability to reflect on his own work, to introspect, to understand the main forms of improving his qualifications.

The main prerequisite for the realization of the teacher's creative potential is scientific validity, which is achieved thanks to:

- relevance, practical significance of the problem that arouses the interest of the educator;
- choosing a research topic;
- existence of a plan for its implementation;
- formulation of goals and objectives;
- implementation of the plan in practice.

The main task of a creative teacher is the development of a creative personality: his own and that of his students. This undoubtedly contributes to:

- conscientiousness in work;
- thoroughness in performing one's official duties regardless of any situations and conditions;
- improvement of methodological tools;
- the ability to ensure a positive result under adverse conditions;
- the ability to use one's imagination;
- the desire to develop the creative personality of a preschooler;
- pedagogical artistry, ease;
- stimulation of children's imagination;
- ability to create problem-search situations;
- formed pedagogical tact;
- high level of general culture (Karataieva, 2008; Shynkar, 2013).

Novelty and transformation are the main features of creativity. We consider the main feature of pedagogical creativity to be the presence of co-creation, which involves the entire pedagogical team and each preschooler.

The most important goal of the course «Pedagogical creativity» is maximum assistance to students in the diagnosis and development of their own creative abilities, which are the foundation of professional creative activity.

The main creative abilities are divided into «research: abilities to diagnose, analyze, forecast, formulate a problem, hypothesis, construct an activity, conduct an experiment, etc.; creative and communicative: abilities to persuade, suggest, heal with words, rhetorical art, pedagogical artistry, sense of humor, ability to cooperate and help each other, reflective abilities» (Bekh, 2012: 35).

As a result of studying the discipline, the student should know:

- the essence of the category «pedagogical creativity»;
- mechanisms of creative personality formation;
- pedagogical conditions for the effectiveness of this process;
- possibilities of transformation of the contribution of Ukrainian teachers of the past (Kocherha, 2011).

The formation of practical skills involves the following skills:

- creation of one's own model of creative personality formation in one's pedagogical activity;
- determination of criteria and indicators of mental and psychophysical development of children at various stages of preschool age;
- selection of methods and technologies of teaching and upbringing, to develop effective individual programs of socialization and adaptation of preschoolers;
- implementation of subject-subject interaction and developmental interpersonal communication with preschool children;
- mastering the technologies of organizing a developmental subject-game, natural-ecological, cognitive, speech environment in various groups of preschool age;
- implementation of developmental and information and communication technologies of education and training in the educational process of the preschool education institution;
- the ability to select optimal methods and effective forms and various means of pedagogical influence on children in the process of their education, training and development and in specific situations of subject-subject interaction of the educator with children;

– the ability to use the means of verbal and non-verbal communication in the process of interaction with the subjects of the educational process;

– designing pedagogical activities with the involvement of specialists in related fields, parents, public figures, etc. for the implementation of the tasks of versatile harmonious development of children (Kalichak, 2019).

Tentative topics of seminars in the discipline «Pedagogical creativity» are as follows: the concept of creativity in pedagogical science; formation and development of ideas of pedagogical creativity in the history of foreign and domestic pedagogical thought; pedagogical creativity and modern models of intelligence development; pedagogical creativity as an opposition to formalism in education; innovative orientation of the educator's pedagogical activity; the main principles of organizing creative pedagogical activity; pedagogical management of creative educational activities of preschool children; the essence, purpose, features, principles of the teacher's pedagogical creativity; pedagogical communication as a creative process; ways of improving the teacher's language and speech culture; methods and techniques for the development of pedagogical creativity; personality of the educator in the system of professional creativity: ways of professional self-improvement; professionally important qualities of a creative educator; pedagogical technologies of creative development of preschoolers and educators; modern technologies of pedagogical creativity of innovative teachers; the main areas of teacher self-training for pedagogical creativity (Kalichak, 2018).

In order to provide maximum opportunities for the development of students' potential creative abilities, they are offered a list of topics for the performance of individual tasks: directions, forms and methods of self-training of educators for pedagogical creativity; means of self-training of the educator for pedagogical creativity; pedagogical creativity technologies of innovative educators and foreign experience of creativity pedagogy; pedagogical technologies for the formation of a preschooler's creative personality; teacher training to create psychological and pedagogical conditions for creative educational activities of preschoolers; application of organizational forms, methods and techniques for stimulating children's creative activity; technologies for the development of the teacher's pedagogical creativity; individual and psychological qualities of a creative educator; technologies for studying the

level of the teacher's creative pedagogical activity; motivation for professional self-improvement; forms and methods of improving the professional qualification of the educator; individual speech style of the educator; the teacher's culture of pedagogical communication; pedagogical ethics as the basis of pedagogical communication; pedagogical creativity and intellectual activity; personality abilities and ways of their diagnosis; creative possibilities of applying different types of intelligence in the practice of education; pedagogical technologies for the formation of a preschooler's creative personality; preparation of the educator to create psychological and pedagogical conditions for the creative educational activity of the preschooler; application of organizational forms, methods and methods of stimulating their creative activity in class; methods of development of pedagogical creativity; problems of managing creative personality development in the educational process (Kalichak, 2019).

The tasks for independent work of students include among others:

– outline the internal conditions for the development of pedagogical creativity;

– analyze the main components of a teacher's individual creative concept;

– characterize the main models of pedagogical collaboration;

– analyze the spheres of manifestation of the teacher's creativity;

– justify the relationship between creativity and skill;

– readiness of the teacher for pedagogical creativity (Kalichak, 2018).

The lecture topics include the following:

1. Concept of creativity in pedagogical science.

2. Special aptitudes and abilities for the teaching profession.

3. Formation and development of ideas of pedagogical creativity in the history of foreign and domestic pedagogical thought.

4. Pedagogical creativity and modern models of intelligence development.

5. Pedagogical creativity as an opposition to formalism in education.

6. Innovative orientation of the educator's pedagogical activity.

7. The main principles of organizing creative pedagogical activity.

8. Pedagogical management of creative educational activities of preschool children.

9. The essence, purpose, signs, principles of the teacher's pedagogical creativity. Pedagogical communication as a creative process.

10. Ways of improving the teacher's language and speech culture.

11. Methods and techniques for the development of pedagogical creativity.

12. The personality of the educator in the system of professional creativity: ways of professional self-improvement.

13. Professionally important qualities of a creative educator.

14. Pedagogical technologies of creative development of preschool children and educators.

15. Modern technologies of pedagogical creativity of educators.

16. The main directions of self-training of educators (Kalichak, 2019).

At seminars or practical classes, the students have the opportunity to consider in detail the following areas:

1. Concept of creativity in pedagogical science.

2. Formation and development of ideas of pedagogical creativity in the history of foreign and domestic pedagogical thought.

3. Pedagogical creativity and modern models of intelligence development.

4. Pedagogical creativity as an opposition to formalism in education.

5. Innovative orientation of the educator's pedagogical activity.

6. The main principles of organizing creative pedagogical activity.

7. Pedagogical management of creative educational activities of preschool children.

8. The essence, purpose, features, principles of the teacher's pedagogical creativity.

9. Pedagogical communication as a creative own image, thus fully realizing all the existing potential of this educational discipline in the process of professional training of educators.

process.

10. Ways of improving the teacher's language and speech culture.

11. Methods and techniques for the development of pedagogical creativity.

12. The personality of the educator in the system of professional creativity: ways of professional self-improvement.

13. Professionally important qualities of a creative educator.

14. Pedagogical technologies of creative development of preschoolers and educators.

15. Modern technologies of pedagogical creativity of innovative teachers.

16. The main directions of self-training of an educator for pedagogical creativity (Kalichak, 2018).

Conclusions. Summarizing the above, we can see that the possible and optimal ways and means of forming a competitive preschool specialist in the modern conditions of the functioning of the Ukrainian preschool education system are the use of ideas of pedagogical creativity, their inclusion in the content of educational courses of the psychological-pedagogical cycle, the creation and development of alternative special courses and special seminars on pedagogical creativity; reorientation of teaching to the fundamental dominant use of creativity in daily activities, a harmonious combination of motivational, content and technological components for this purpose, the use of experience gained by students in the practice of professional activities and in raising their own children.

Studying the course «Pedagogical creativity» will make it possible to optimize the organization of work with kindergarten students, to understand the peculiarities and specifics of creative activity, its difficulties and problems, pedagogical and psychological readiness for this work in modern conditions, positive motivation to create one's

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