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PECULIARITIES OF FORMATION OF CREATIVE QUALITIES OF FUTURE TEACHER OF PRESCHOOL INSTITUTION: SCIENTIFIC-PEDAGOGICAL EXPERIENCE

Abstract. In the article the theoretical analysis of the basic psychological and pedagogical approaches to the problem of formation of a creative personality is carried out; the philosophical, pedagogical and psychological aspects of formation of a creative personality are analyzed; the phenomenon of creativity is investigated. One of the main tasks of the modern educational system is its transition to creative, problematic methods of education and upbringing, which ensure the formation of a creative person. Thus, the cornerstone of the methodological paradigm in any field of human activity, as stated in the article, should be the focus on creativity, such as: the priority of the creative qualities of the future teacher; formation of a responsible person capable of constructively and effectively working in problematic, non-standard pedagogical situations. Creation of conditions for the formation of an educated, creative personality of a citizen, realization and self-realization of his natural abilities is determined by one of the strategic tasks of the whole system of education, since the power of the state is determined, first of all, by the number of highly qualified specialists who are creative in their work, capable by their work to contribute to the successful development of science, education, technology, art. Therefore, one of the priority directions of the reform of HE in Ukraine is the humanization of educational activities, directing of the educational process on the formation of the creative personality of the future specialist, the creation of conditions for the disclosure of his talents, spiritual-emotional and mental abilities. The efforts of scholars and practitioners today are aimed at finding new organizational and content components of educational activities, in which the happening comprehensive development of preschool children is taking place and the educational process is optimized. In order to internally correspond to the present-day reality, the future specialist in the field of preschool education should not only adapt to the new situation, but also be able to change it, changing and developing himself at the same time. The importance of the problem of the formation of a creative personality in the process of professional formation determines its significance: social, since not only a new person with a special way of thinking, capable of radical changes and transformations is formed, but a specialist of a new formation, who will join the progressive transformations in society; scientific, because it serves as a means of learning creative abilities in the field of intellectual and social creativity.

Key words: creativity; creative activity; creative qualities; future teacher; preschool educational institution.

Introduction

The problem of the formation of a creative personality was constantly addressed throughout history, because in the creative activity the prospects of social progress are laid. Today, in the context of reformation of all branches of life, the problem of the formation of a creative person becomes a particular relevance. The aim and tasks of the presentation of the material: to analyze the concept of creative qualities and to determine the peculiarities of the formation of creative qualities of future teachers of pre-school educational institutions. The area of creativity is complex for research and causes a lot of controversy, since the empirical field of facts relating to this problem is very broad. Creativity is considered in different concepts. Despite the large number of discussion issues, science and practice have proved not only the presence of individual differences in the success in learning, but also the difference of creative abilities of people, which is their individual creative potential. At the same time, there are still no comprehensive diagnostic methods that allow us to determine general and specific giftedness. The question of the creative qualities of the individual remains unclear.

The keen interest of the researchers has shifted from the type of scientist, prudent, precise and critical thinking, to the personality of the inventor, non-standard, original and witty, and the ability to creativity, which for a long time was considered necessary for the creation of works of art, is more and more recognized as the basis of scientific achievements.

Methodology of the Research

The theoretical and conceptual basis of the study is the work of prominent philosophers, teachers and psychologists. Various aspects of professional training and creative personality development are covered in the writings of Aristotle, St. Justine, Aurelius Augustine, G. Bruno, G. Hegel, A. Bergson, G. Skovoroda, P. Linitsky, V. Molyako, V. Yagupov.

However, innovative changes in modern education and training of specialist in the field of preschool education require a wider study of the problem of the formation of creative personality traits of preschool children.

Results

On the basis of studying of vocabulary articles and scientific works and researches, the definition of the category of "creative qualities" in pedagogical sense is founded. The creative qualities of the future teacher are considered as a set of active internal formations, aimed at realizing creative ideas and personal self-realization in the future professional activity of the teacher of preschool educational institution.

On the basis of the above mentioned we updated the thought that the formation of creative qualities is not only work with natural abilities, but also work with a combination of opportunities and abilities that a person develops in the process of training.

Thus, under the formation of the creative qualities of future teachers, we understand the process of gaining certain competences that will be reflected in the system of future professional activity in working with children of preschool age, personal development and self-realization, which requires the creation of appropriate pedagogical conditions.

In philosophy, pedagogy, psychology there are different interpretations of the term "art", "creativity", "creative energies", "creative activity". We will consider them in chronological order in accordance with the outlines branches of science.

Discussion

In the philosophical dictionary dating back to 1998, creativity is interpreted as "constructive activity in creating a new" (Gritsanov A. A., 1998, p. 701). According to the author of the dictionary article, creativity is characterized: on the one hand, as an intellectual phenomenon, on the other, as an existential phenomenon, which is the basis of individual freedom.

By definition of the new philosophical encyclopedia, creativity - is a category of philosophy, psychology and culture, which expresses the most important meaning of human activity, which is the enrichment of the diversity of the world in the process of cultural migration (Stepin V. S., 2010, p. 18).

In the definition given in the pedagogical dictionary, it is emphasized that "... creativity is activity in which human development is limitless" (Ryndak V. G., 2001, p. 60). It is creativity that gives people the opportunity to self-activate. The author of the dictionary article defines creativity as the active interaction of the subject with the object, during which the subject changes the world, creates a new, socially significant in accordance with the requirements of objective laws.

Along with the notion of "creativity" appears and the concept of "creativity." V. Rindak reveals it as a personal characteristic, which looks like realization of a person's own personality. The individual personality, by the author, is inimitable and unique, therefore the realization of individuality is a creative act, such as the introduction into the world of a new, that which did not existed before (Ryndak V. G., 2001, p. 60).

Besides the notion of "art", the authors also interpret such categories as "creative energies", "creative activity" and "creativity".

Thus, the creative activity V. Rindak calls the desire for a theoretical understanding of knowledge, an independent search for solutions to problems, the display of cognitive interests. The stimulation of the creative activity of the individual, according to the author, requires from the teachers the creation of such conditions of learning, which provoke the interest for learning, the need for knowledge and, ultimately, their conscious assimilation. Creative activity the author determines the relation of the subject of activity to his work and the process of solving creative problems. At the same time, according to V. Rindak, the components of the relation to the activity of the individual are following: job satisfaction, the desire for independence in its performance; positive motivation in the course of its decision. And the process of solving creative problems is presented as an independent transfer of previously acquired knowledge, skills, ways of working in new situations, vision of the problem, vision of a new function of a known object. Yes, creative activity is an activity in which creativity as a dominant component is part of the structure or its purpose or methods. It is also a result and at the same time an important condition for the further development of personality, the development of its creative potential (Ryndak V. G., 2001, p. 60).

So, the analysis of dictionary literature proves that the concept of "art" is seen as an activity to create a new one, whereas creative activity is an independent search for

problems, creative energies is the attitude of the subject to his work, and creativity is the ability to art.

It should be noted that during the review of articles in dictionaries we have not found a clear definition of the concept of "creative qualities", which is the key to our study. At the same time, such concepts as "personal qualities" and "moral qualities" in vocabulary literature have a detailed definition that has led us to reveal an understanding of the concept of "creative qualities" in the system of socio-humanitarian knowledge.

The concept of "art" is considered in philosophical and psychological-pedagogical literature more often in two aspects: narrow (art as a higher form or a complex characteristic of activity, as an attribute of a social life) and a broad (art as a form of development, an attribute of matter, creativity of nature) (Shmakova A., 2013, p. 6).

The process of formation of personality has always appeared in the center of scientific attention of scientists of the past and present. In ancient philosophy, creativity binds to the sphere of the final, fluid and past being, and not the existence of infinite and eternal. Art in the views of ancient thinkers appears in two forms: as something divine - the act of birth (creation) of space and as a human art, craft. One of the characteristic features of ancient philosophy is that any activity, including creative, in its ontological meanings is considered as below meditation (cognition). However, already in ancient philosophy, there were other points of view on creativity. A peculiar viewpoint was expressed by Plato, who believed that creativity is the manifestation of the fullness of perfection, which is in divine knowledge: "... creativity is already in the form of some kind of inspiration that goes beyond the usual skill, which is not based on experience and learning, but the source of this inspiration to be attributed to the supreme power external, in relation to the person " (Plato, 1965, p. 37). Plato also argues that creativity is a knowledge or conscious ability that can be transmitted by another person through learning (Plato, 1965, p. 35). This posture is very important for our study, since the emphasis is placed on the creation of pedagogical conditions for the formation of the creative qualities of a future specialist in the process of professional training.

To study the process of forming the creative qualities of man important is the legacy of Aristotle. He argued that time is infinite, thus denying the divine act of art. According to the philosopher, human quality must always be in the dynamics, changing, updated: "... when the change from the opposite in the opposite refers to the quantity, then it is a growth or decline; when to the place - this is a move; when to the property and quality - this is a change; when nothing remains, the opposite is the quality or in general the inventive property, it is then that the emergence of one and the destruction of another " (Aristotle, 1981, p. 395).

In our opinion, the formation of creative personality qualities in the process of professional training is a process of formation of the character qualities of human. On the basis of the mentioned above, one can assume that in the course of formation there is a replacement of one qualities by others.

For our work, an analysis of the works of representatives of Eastern and Western patristics is topical.

We believe that the thoughts of Justin, the holy fathers and teacher of the church, in our opinion, can be the basis for deepening knowledge about the creative qualities of man. Affirming the transcendence and the generality of God, who is the father of all, in creating

his theological theory of the Logos, Justin taught that the divine Word (Logos) exists with God in the form of "inner thought," the totality of divine ideas about the world (Sofia). According to his views, the very act of creating the world is associated with the expression of internal thought. From this we can make a conclusion that the emergence of the creative quality of man is associated with the emergence of internal thought in him, the idea or set of ideas, which in the future leads to their implementation in the practice of life (St. Justine, 1995, p. 85).

The problem of the creative qualities of man appeared in the writings of the Greek Christian theologian, philosopher Origen. The main figure in the world, according to Origen, is the triune entity in the form of God, the Son of God, St. spirit. Another person of this world, according to Origen, is a man (Origen, 1899, p. 53-54).

The idea that what and for which use is being made, according to Origen, finds in the mind, and the work is carried out with the help of hands (Origen, 1899, p. 174). This confirms the position regarding the unity and harmony of the formation of consciousness of the person in the activity, which must be constantly improved through work.

Relevant to the study are the work of the representative of Western patristic - Augustine. He understands God as the person who creates the world not according to some sort of eternal pattern, but completely free. Creativity, according to Augustine, is a challenge of being from non-existence through the willful act of the divine person (Aurelius Augustine, 1998, p. 449-450).

Thus, the idea must have, in addition to internal reflection, an external manifestation in the form of speech. We consider it an integral part of the professional training of a future specialist.

It should be noted that in the works of philosophers an attempt was made to classify the qualities of personality, which is the key in our study.

In his work man must constantly be drawn to God and limited by him, therefore, in many works of medieval thinkers, there were laid up a holistic set of thoughts on creativity in God, which enabled the Renaissance thinkers to consider creativity on the new side, from the standpoint of human creativity as an independent creator of his own destiny, which does not obey the external circumstances, but itself changes life.

According to G. Bruno, creativity is an unconscious burst, since this property is characteristic of nature (Giordano Bruno, 1965, p. 158).

This view is considered interesting in the framework of the idea of the nature of creativity. In our opinion, in the process of creativity a person, in addition to working actions, invests opportunities, as a result of his personality aspects. It is this fact that adds value to products of creativity in comparison with production products.

Thoughts about the influence on the personality of man are reflected in the teachings of John Locke - an English philosopher, educator and teacher. The process of education of a human scientist interpreted in the broad social and philosophical context of the problem of interaction between personality and society. Great importance to J. Locke provided the activities of the individual, linking it with human knowledge, because he considered the personality as "... an active being that is strongly capable of going to one or another willed action, based on prior knowledge, available intelligence" (Clarín V. M. 1989, p. 179). J. Locke believed that a man appeared to the world with the abilities and forces that allowed him to create. These abilities, according to the philosopher-teacher, can

make a person successful (Clarín V. M. 1989, p. 180). We agree with the opinion of the scientist on self-knowledge of the individual, which is realized in creative activity.

Another opinion in the interpretation of the sphere of human creativity is observed in the writings of G. Hegel. He believed that the person in creativity finds pleasure, and the creative process - is the processing of the material and its change (Hegel G., 1993, p. 120).

In the opinion of the outstanding engineer-philosopher P. Engelmeier, "... any human activity is full of creativity, is based on creativity, and is a manifestation and a consequence of creativity." The activity the researcher subdivides into the subjective (understanding, explanation, assimilation) and objective (the pursuit of its goal, the idea, implementation of intentions) (Engelmeyer P. K. 2010, p. 18). So interesting to our study of the formation of the creative qualities of future educators is the idea that in the course of a subjective activity, the person adapts his "I" to external conditions, and with the help of objective activity, on the contrary, external conditions adapt to our "I". That is, the external conditions have some flexibility.

At the end of the XIX - the beginning of the XX century the concept of creativity was introduced, which was presented by the French philosopher A. Bergson. The author considers creativity, vitality as a continuous birth of a new, which forms the essence of human life. Creativity is considered by them in analogy to natural-biological processes, and it is precisely because of this contrasted with technical rationalism.

Representatives of Ukrainian philosophy, in particular philosopher G. Skovoroda, left a significant contribution to the development of the problems of creativity. By defending the limitless possibilities of human knowledge, the power of human reason, self-knowledge, G. Skovoroda argued that from nature in man, laid great creative opportunities and only need to create conditions for their development (Skovoroda G. S. 1973, p. 26).

Ukrainian philosopher P. I. Lynitsky considers the person to be partially dependent, and partially free, because nature and freedom are in it jointed. Conditional determines the dependence of the individual, and unconditional as freely manifests itself unconditional creativity. In it philosopher sees power (Lynitsky P. I., 2012, p. 164).

Besides philosophers and teachers, the category of creativity is fundamentally presented in the work of many psychologists. An analysis of historical sources suggests that man has always strived for creative self-expression. The process of formation of a creative personality, psychologists-scientists, who worked during the Soviet period, also had considerable interest.

Prominent psychologist S. L. Rubinstein defines creativity as an activity to create something new, original, included not only in the history of the creator himself, but also in the history of the development of science and art. According to the researcher, the personal qualities of a person will depend on how creatively she will apply the ways of action, which contribution will be made in the further historical development of culture, technology, art (Rubinshtein S. L., 2003, p. 266-267).

Ukrainian psychologist V. A. Molyako also gives a definition of creativity as a process of creating, discovering a new that was previously unknown to a specific subject. In addition, the psychologist considers creativity as the source of scientific, technical and cultural progress of mankind, a stimulator of activity that promotes the development of the sphere of knowledge and development of the individual as a whole (Molyako V. A., 2007,

p. 12). This is important in terms of our research, because the activity approach is fundamental to the study of creative qualities.

Further, under the creativity we will understand the creation in the process of activity (physical or mental) something new, different novelty and originality and was previously unknown to this subject, and possibly people in general.

Summarizing all the above, let us note that today in contemporary pedagogical science it is relevant to study creativity as a holistic object, a complex holistic system that includes intellectual, personal, motivational, and social characteristics.

The problem of creative qualities is devoted works of many scholars. Creation of methods for the detection and development of personality traits.

V. Yagupov gives the definition of the term "professionally important qualities" for the specialist technical profile - this, according to the researcher, those qualities that effectively affect the success of his professional activities, promote self-actualization and self-realization as a technical specialist, among whom should be called technical thinking; technical abilities; diligence in work; ingenuity; self-preservation; the ability to find and introduce new in the practice of personality (Yagupov V. V., 2011, p. 34).

The author's team (Korolsky V. V., Kramarenko T. G., Semerikov S. O., Shokalyuk S. V.) proposed a group of qualities, the level of formation of which in the process of training should be diagnosed. Among them: a) organizational and activity; b) cognitive; c) creative. The group of creative qualities of scientists include the ability to transfer knowledge and skills in new situations, the ability to formulate hypotheses, patterns, the ability to see the known in the unknown and vice versa, the ability to research, creative imagination, fantasy, divergence of thinking (Korolsky V. V., 2009, p. 45).

We agree with the opinion of the scholars, and we think it is expedient to offer a number of creative tasks in the process of formation of the creative qualities of future teachers.

Attention is drawn to the proposed model of personally oriented didactic medium O. A. Loktiushina, which includes a system of designing goals for the development of creative personality traits. The main structural element in the model, the author believes a person-developing situation, which involves in the educational process a new kind of experience - the experience of manifestation of personal functions. In the author's opinion, this is the basis of the creative activity of the individual. In addition, the researcher emphasizes that the presence of the model involves participation in the creative activities of teachers.

According to O. R. Medvedev, among all the qualities of a creative person, certain skills possessed by a person to be able to perform creative activity occupy an important place. The ability of a person means the revealed (proven) readiness to achieve the goal in the relevant activity by implementing it under more or less accurate control of the mind, with the awareness of the whole (or part) of the component of the system of actions. T. V. Yakovenko notes the following qualities of pedagogical creativity of professional training as: efficiency of using experience in new conditions; flexibility in application of planned in unknown situations; ability to substantiate intuitive decisions; the ability to fantasize, see a closer, medium and long-term prospects in work; the ability to develop an idea, implement it in specific conditions; the vision of solutions to the problem,

the ability to apply the experience of others, transform the recommendations of methodological aids, the theoretical provisions of scientific publications.

According to V. T. Burdov, the integral quality of a creative person is the unity of words and deeds, the ability to be an example for "imitation". It is worth noting that advanced people have always attracted in the figures of revolutionary thought and practice their personal effectiveness, the ability to be, first and foremost, people of action (Burdov V. T., 2010, p. 160).

Interested is the position of V. G. Rindak, who substantiated the theory of interaction, the integration aspects of creative development of the personality of educational activity, qualitative transformation of the processes of continuous education and the development of creative potential of the individual. In the framework of the activity-organizational approach carries out the consideration of creative potential as a quality characterizing the extent of the person's ability to exercise creative activity (Ryndak V. G., 2001, p. 53).

On the basis of working out the above-mentioned works and studies, we can justify the following definition of the category of "creative qualities" in the pedagogical sense: the creative qualities of the future teacher is a set of active internal formations aimed at realizing creative ideas and personal self-realization in the future professional activity of the preschool teacher of educational institution.

Thus, under the formation of creative qualities of future teachers, we understand the process of acquiring certain competences that will be reflected in the system of future professional activity in work with preschool children, personal development and self-realization, which requires the creation of appropriate pedagogical conditions.

Conclusions

Based on the learned scientific and pedagogical experience, we updated the idea that the formation of creative qualities is not only work with natural enthusiasm, but also work with a combination of opportunities and abilities that a person develops in the process of professional training.

In our opinion, creative energy is dynamic; it is generated by a personality, but not directed to the person. This energy is directed to the surrounding world, that is, improves and changes the meaning of life. Therefore, the prospect of further research is seen in the study of organizational and pedagogical conditions for the formation of creative qualities of future teachers of pre-school educational institutions in the process of professional training.

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ОСОБЛИВОСТІ ФОРУВАННЯ ТВОРЧИХ ЯКОСТЕЙ МАЙБУТНЬОГО ВИХОВАТЕЛЯ ДОШКІЛЬНОГО НАВЧАЛЬНОГО ЗАКЛАДУ: НАУКОВО-ПЕДАГОГІЧНИЙ ДОСВІД

Світлана Жейнова, старший викладач кафедри соціальної роботи, соціальної педагогіки та дошкільної освіти Мелітопольський державний педагогічний університет імені Богдана Хмельницького
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Анотація. У статті здійснено теоретичний аналіз основних психолого-педагогічних підходів до проблеми формування творчої особистості. Проаналізовано філософські, педагогічні та психологічні аспекти формування творчої особистості; досліджено феномен творчості. Одним з головних завдань сучасної системи освіти є її перехід до творчих, проблемних методів навчання і виховання, які забезпечують формування творчої особистості. Отже, наріжною методологічною парадигмою в будь-якій сфері людської діяльності, як зазначено у статті, має стати спрямованість на творчість, як от: пріоритетність творчих якостей майбутнього педагога; формування відповідальної особистості, здатної конструктивно та ефективно працювати у проблемних, нестандартних педагогічних ситуаціях. Створення умов для формування освіченої, творчої особистості громадянина, реалізації і самореалізації його природних задатків визначається одним із стратегічних завдань розвитку всієї системи освіти, адже могутність держави визначається насамперед кількістю висококваліфікованих спеціалістів, що творчо ставляться до своєї справи, здатних своєю працею сприяти успішному розвитку науки, освіти, техніки, мистецтва. Тому одним із пріоритетних напрямів реформування вищої освіти в Україні є гуманізація освітньої діяльності, спрямування навчально-виховного процесу на формування творчої особистості майбутнього фахівця, створення умов для розкриття його талантів, духовно-емоційних та розумових здібностей. Зусилля науковців та практиків сьогодні спрямовані на пошуки нових організаційних і змістовних компонентів навчально-виховної діяльності, за яких відбувається всебічний розвиток дітей дошкільного віку та оптимізується навчально-виховний процес. Для того, щоб внутрішньо відповідати сучасній дійсності, майбутній фахівець в галузі дошкільної освіти має не просто адаптуватися до нової ситуації, а й бути спроможним змінювати її, змінюючись і розвиваючись при цьому сам. Важливість проблеми формування творчої особистості в процесі професійного становлення визначають її значення: соціальне, тому що формується не просто нова людина з особливим складом мислення, здатним до радикальних змін і перетворень, а спеціаліст нової формації, який долучиться до прогресивних перетворень в суспільстві; наукове, адже це служить засобом пізнання творчих здібностей у галузі інтелектуальної й соціальної творчості.

Ключові слова: творчість, творча активність, творча діяльність, креативність, творчі якості, майбутній вихователь, дошкільний навчальний заклад.

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