

THE WAYS OF INCREASING THE EFFICIENCY OF EDUCATIONAL PROVISION FOR THE CREATIVE COMPETENCE'S DEVELOPMENT IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article presents the development of creative competence of the preschool education teacher, research and development proposals of scientists in this regard. Methods of developing creativity, as well as examples of training on the development of creativity are considered.

KEYWORDS: *Creativity, Censorship, Innovation, Pedagogical Potential, Professionalism, Creativity, Impatience*

INTRODUCTION

In the modern conditions of society development, there is a growing demand for professionals who are non-standard thinkers, have an active social position, are able to make mobile changes in their professional activities, develop and implement new ideas. In an environment of innovation, preschool teachers have a great responsibility, as previously introduced methods of activity do not allow to achieve results in accordance with modern requirements. [1]

The solution of this problem serves to form the organization of creative potential in preschool teachers. From our point of view, the creative competence in the structure of pedagogical potential reflects the creative success of the individual in different periods of professional (pedagogical) activity and is understood as the ability to achieve high results through the creation of new professional products, the realization of creative abilities. Assistant of educator of preschool education organization, the features of the creative product of pedagogical activity are the uniqueness, novelty, usefulness of decisions made, as well as the overall effectiveness of pedagogical activity, which is expressed in the optimal organization of activities. The number of studies devoted to creativity is in great number, but the concept of creativity as a potential is hardly considered, however, there are a number of studies on this issue. They include works on creative thinking and creativity (D.B. Bogoyavlenskaya, M. Vollakh, D. Gilford, V.N. Drujinin, M.M. Kashapov, A.M. Matyushkin, S. Mednik, V.I. Panov, Ya.A. Ponomarev, E. Torrens, V.D. Shadrikov, etc.). The problem of creative thinking and creativity of educators of preschool education organizations has not yet been studied. [2]

According to V.S. Sobkin and E.M. Marich the actualization of the value of the creative nature of educator work often takes place between periods of 4 to 8 and 19 to 23 years of work

experience. In the process of developing creative competence in students, the creative competence of not only the student but also the educator rises to a high level. The communication of such educators with children is perceived as creativity. The creative nature of work serves as the main motive for career choice in educators with higher pedagogical education (Sobkin V.S., Marich E.M., 2000). Our research shows that pedagogical thinking is characterized by creative features such as “openness” and “transcendence” while reaching a high hierarchical level. [3]

The supersituational level of professional pedagogical thinking has the following characteristics: abstraction, quick assimilation, developed imagination, high creative ability, aspiration to overcome stereotypes. In addition, the supersituational level of professional pedagogical thinking is associated with the predominance of the following terminal values: creativity, active social relations, self-development.

The positive change of personal qualities in the transition from the situational level of thinking to the supersituational level is a certain realization of thinking, which is included in the indicators of practical activity, creativity (Kotochigova E.V, 1998, 2001). Modern psychological and pedagogical literature describes various approaches to the formation, development and improvement of creative thinking of the teacher. We are convinced that these approaches are consistent with the formation of the creative potential of the educator. [4]

When we talk about working with preschools, two main things can be distinguished: problem-methodological and problem-practical, operational. The problem-based approach of the pedagogue to the organization of educational activities implies the following:

- a) analysis of real problems and issues arising in the activities of educators;
- b) modeling (transmission, simulation) of these problems and issues as structural subdivisions of the educational content of the educational activity;
- c) studying these problems and issues in order to develop a methodology for solving problems based on theory and practical experience of the educator.

The subject of methodological analysis is the structure of the work of some practical tasks, the process of thought movement from the emergence of the leading idea to the development of certain ways of its implementation due to this situation (Kulyutkin Yu.N., Sukhobskaya G.S., 1971).

Such training helps educators to analyze different pedagogical situations, independently develop creative methods of action, and expand the means of the situation and the opportunities to work in it. The main content of this level is the teacher's education, which introduces himself to the formation of behavior in difficult pedagogical situations, using general knowledge, skills, creative decision-making skills and the experience of the teacher himself and his colleagues. [5]

The operative level of improvement of creative pedagogical thinking is an important part of the studied work. At this level, there is the development of skills that enable them to see the means of problem situations. The development of such skills is carried out in the process of teaching pedagogical situations and methods of analyzing the proposed solutions.

The specific advantage of this level is the regularity and quantity of the educational tools used, as well as the small period required for the emergence of new ideas in the contemplation of the

subject. The result of this period is an increase in the level of creative pedagogical thinking. The main directions used at this level include: problem-normative, functional-operational, problem-didactic, problem-heuristic types.

In the process of improving creative thinking, the main focus is on the problem-heuristic direction, in which the teacher, educator's ability to identify the problem in a complex pedagogical reality is important as an indicator of creativity.

The result of training teachers in the heuristic organization of professional activity is to increase their initiative, independence, creative identification of personal problems and their solutions. According to M.M. Kashapov, the formation of creative thinking goes through a number of stages: - search, selection and collection of professionally important qualities of creative thinking; - stabilization of the structure of professional thinking on the basis of a holistic structure in which the various components and connections are separated according to their importance; - reduction of the structure of professional thinking, its transition from a state of development to a state of use in a certain situation (M.M Kashapov, 2006).

At each stage, the following links of the creative process are realized: the need for a new idea, the promotion of problems, the avoidance of possible definite solutions, the search for the necessary combination of methods, repeated attempts to predict the solution, solution transparency (M.M Kashapov, 2006).

Thus, the program of formation of creative potential of the teacher of preschool education can be based on use of methods of development of creative professional thinking and can be based on the solution of pedagogical problem situations. It is also necessary to take care of the creation of conditions in favor of creativity and that can eliminate the environment which hinders creativity.

[6]

One of the main conditions for the formation of creative potential of teachers is teamwork. Today, the only important competitive advantage in every organization, institution, including educational establishment, is human resources. The potential hidden in each person can serve not only the development of the organization itself, but also the development of an entire country.

In accordance with this strategy, the need for the formation of specific capabilities that will allow future professionals to fully demonstrate their capabilities will be identified. We are talking about the ability to solve various problems together, to take responsibility, to show initiative, to create innovation. In this situation, the formation of creative potential is of great importance. The creative potential of a future educator is defined as the combination of creative, communicative, collective competencies, the stable characteristics of the individual (present in each person), as well as the creation of innovations (including the creation of original products, professional problems, results) understood as personality qualities in the process. This potential can be included in the practical type, because by its nature it allows us to solve various problems not only in the professional field, including education, but also in everyday life. The creative potential helps to most effectively prepare a new generation of people who are able to find solutions to problems at any level, to approach any work creatively, to create innovation. At the same time, given the fact that the development of creativity is effective in collaborative activity, creative potential as a substantive feature of creative potential, we have included it in teamwork.

We are convinced that it is teamwork that can effectively prepare a future specialist for any activity, especially pedagogical activity, because the nature of pedagogical work is directly related to the team. In pedagogical practice, teamwork is of great importance, because it allows the development of the individual, the achievement of a common goal. In addition, teamwork in such an area as research activities has more advantages than individual type of work.

According to A.V. Yurevich, "science respects the collective features of modern scientific activity, describing the events that take place in science as the actions of the collective subjects of scientific knowledge." Due to this, the development of creative potential, including team capacity, is carried out within the framework of research work.

Views on the concept of the formation of creative potential, especially the problems of community capacity development are emphasized in the work of scientists of our country: A.V. Rastyannikov (2002) explores the reflexive development of co-creation potential; A. N. Voronin (2004) explores thinking and creativity in collaborative activities; A.V. Morozov's (2004) research focuses on shaping the creativity of high school teachers in a system of continuing education, where creative collaboration is seen as the highest stage in the structure of the development of the creative personality. [7]

In pedagogical activity the main purpose is considered very important, moreover its realization takes place within the limits of research work. Understanding the overall goal stems from a specific connection within the framework of teamwork. This situation implies the application of a hermeneutic approach. The basis of pedagogical hermeneutics includes answers to a number of common questions: What is human understanding? What are the philosophical foundations of the phenomenon of human understanding by man? What are the ways, methods, procedures of understanding?

We offer one such way of understanding - not only experience, work, exchange of ideas, but also joint scientific creation that involves feelings, excitement, happiness, intensity, pleasure, emotions, doubts and success. That is, all the inner "I" that is happening allows us to enrich the inner world of the "Other" through self-awareness. Such an understanding of the process of collaborative scientific creativity is one of the main components of creative potential, which leads to the realization of the human component of "self-actualization", such as the development of personal potential and the desire to fully realize it, which allows a person to develop at the highest levels of creativity.

It is teamwork that helps to show one's individuality, to open all the possibilities of the individual. In the team, all of its participants try to put themselves in the place of others' culture, exploring all of themselves and each other in the process of reading. It follows that co-scientific creation is a combination of "Me and the Other", resulting in the emergence of "Any innovation". This notion of collaborative scientific creativity is reflected in the interdependence, the specific dialogue in teamwork.

According to A.M. Etkind and the M.S. Kaganva, communication is characterized by specific features such as introducing others to one's own values and introducing oneself to the values of others. This aspect is a determinant of the problem of co-scientific creation, because it would be impossible to understand (not only oneself, but also others) without the ability to introduce oneself and others to each other's values.

Therefore, it is very important to organize team work in such a way that the structural classification of the team (joint scientific creation) is fully realized, and as a result the structure of creative potential - the formation of the team structure. Thus, teamwork implies a certain level of preparation at the organizational, diagnostic, content level, where communicative and axiological components must play, as the main role is a determining condition for the formation of creative potential.

There are thousands of interpretations of the term "creativity", but the most accurate of them is: creativity is the ability to create new ideas, which is radically different from the standard and custom drawings, the rules of thinking. A creative person can see any situation or problem in an unusual way. He thinks in a radically new, non-standard way, looking for new ways and means of solving problems. Naturally, his thinking is constructive and creative.

In other words, a creative person is an innovator.

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