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## DEVELOPMENT OF CREATIVITY OF A STUDENT OF A PEDAGOGICAL INSTITUTE

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*The relevance of the study. The concept of creativity in the semantic aspect is synonymous with the definition of "creative abilities", which, in turn, in the psychological and linguistic sense, comes from such important general scientific, and not just psychological concepts as "creativity" and "ability". As for the psychological content of these concepts, which we are mostly interested, it has undergone some modifications over the last few decades. The purpose is to determine the peculiarities of the development of creativity of higher education teachers.*

*Conclusions. It is established that the creativity of the applicant acts as a professional creative personality, professional and creative self-realization, creative style of professional activity, creative and constructive function of the personality of a professional, professional and creative self-development; Research activity of a specialist education. The structure of*

*creativity of the student includes a component of creative professional abilities and creative orientation (creative activity, self-awareness, will of self-expression, moral and value orientations, self-realization, professional orientation); cognitive component (assimilation and transformation of knowledge in a certain scientific field, knowledge of the organization of the process of professional functioning, knowledge of forms and methods of stimulating creative activity; knowledge of techniques of diagnosis and development of creative potential abilities for activity); operational and activity component (productive goal setting strategy, reflexive skills, individual style of activity and ability to creatively improve its content); motivational-volitional component (includes motivation for success in professional activity, personal harassment in professional activity, interest in professional activity, personal significance of creative activity and level of developmental regulation). It should be noted that at the present stage of development of domestic psychological science, a thorough study of the creativity of the future specialist is an urgent theoretical and empirical necessity, since it is a significant factor in the success of its further professional and personal formation.*

**Keywords:** *creativity, professional competence, higher education applicant, personality, flexible skills, higher education institution, professional activity, creative abilities.*

### **Розвиток креативності здобувача педагогічного ЗВО**

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Актуальність дослідження. Поняття креативності в семантичному аспекті є синонімом визначення "творчих здібностей", яке, в свою чергу, в психологічному та мовному сенсі, походить від таких важливих загальних наукових, а не лише психологічних понять як "творчості" та "здатності". Що стосується психологічного змісту цих понять, які нас в основному цікавить, він зазнав деяких модифікацій за останні кілька десятиліть.

Мета - визначити особливості розвитку креативності викладачів вищої школи.

Висновки. Встановлено, що креативність здобувача виступає як професійна творча індивідуальність, професійно-творча самореалізація, творчий стиль професійної діяльності, творчо-конструктивна функція особистості професіонала, професійно-творчий саморозвиток; науково-дослідна активність фахівця-освітлянина. У структуру креативності студента включають компонент творчих професійних здібностей та творчої спрямованості (творча активність, самоусвідомлення, воля самовираження, морально-ціннісні орієнтації, самореалізація, професійна спрямованість); когнітивний компонент (засвоєння та трансформації знань у визначеній науковій сфері, знання щодо організації процесу професійного функціонування, знання форм і методів стимулювання творчої діяльності; знання прийомів діагностики та розвитку творчих потенційних здібностей до діяльності); операційно-діяльнісний компонент (продуктивна стратегія цілепокладання, рефлексивні вміння, індивідуальний стиль діяльності та вміння творчо вдосконалювати її зміст); мотиваційно-вольовий компонент (включає мотивацію досягнення успіху у професійній діяльності, особистісні домагання в професійній діяльності, інтерес до професійної діяльності, особистісну значущість творчої діяльності та рівень вольової регуляції). Зазначимо, що на сучасному етапі розвитку вітчизняної психологічної науки ґрунтовне дослідження креативності майбутнього фахівця постає загальною теоретичною та емпіричною необхідністю, оскільки виступає вагомим чинником успішності його подальшого професійного та особистісного становлення.

**Ключові слова:** креативність, професійна компетентність, здобувач вищої освіти, особистість, гнучкі навички, заклад вищої освіти, професійна діяльність, творчі здібності.

**Introduction.** The concept of creativity in the semantic aspect is synonymous with the definition of "creative abilities", which in turn, in the psychological and linguistic sense, is derived from such important general scientific, and not only psychological, concepts as "creativity" and "ability". As for the psychological content of these concepts, which mainly interests us, it has undergone some modifications over the past few decades.

The **Aim** is to determine the features of the development of creativity in higher education teachers.

**Results.** In the modern scientific psychological understanding, creativity appears primarily as: "...the ability to generate new ideas, solutions, methods, theories, and generally any new products of activity" (Mova, 2003). That is, creativity can currently be considered as a motivated ability to any innovative activity. On the other hand, there are attempts to consider creativity as "...the level of creative talent, creative abilities that manifest themselves in thinking, communication, and certain types of activity and constitute a relatively stable characteristic of the individual" (Yesina, 2009). That is, it is a motivated ability to innovative activity, which is also determined by a number of nonlinear, multi-level personal characteristics of the person who creates. Moreover, the impossibility of reducing creativity to a purely intellectual characteristic and presenting creativity as a certain function, variety and derivative of intelligence is beginning to come to the fore. Therefore, in the modern sense, creativity is increasingly being considered as "...a function of a holistic personality that is irreducible to intelligence and depends on the complex of its psychological characteristics" (Mova, 2003: 181).

S.D. Maksymenko considers creativity as one of the principles of building a genetic-modeling method of personality research. He notes that "...a given personality in itself is the result and product of creativity. And the need embodied in it has enormous creative potential" (Maksymenko, 2006: 65). The author speaks of the fact that "...creativity is a deep, original and absolutely natural feature of personality – it is the highest form of activity that creates and leaves

a trace, is embodied. On the other hand, creativity means the desire to express one's inner world" (Kryvylova, 2006: 65).

Analysis of the theoretical and methodological premises of creativity research allows us to assert that the concept of creativity encompasses a fairly wide range of interpretations and meanings, which one way or another, directly or indirectly, describe various phenomena, mechanisms, and features of human creative activity from the point of view of its productivity, effectiveness, originality, and perhaps even uniqueness. Such descriptive characteristics may be creative abilities, creative thinking, creative activity, creative development, readiness for creative activity, creative self-development, creative function, communicative-creative function, professional-creative self-development, giftedness, creative realization, creative self-realization, creative experience, creative amateur activity, etc. At this stage, it is important to realize that any psychological characteristic of a person as a personality, individuality or subject, which in a certain way determines the productivity of his activity (in terms of the emergence of a new product, solution, concept, method of solution, theory) in situations characterized by a high level of uncertainty, actually describes the creativity of a person (as a creative personality, as a peculiarity of the creative functioning of his psyche, as a source of activity that led to the emergence of a creative product).

Such indicators of creativity as originality, uniqueness and self-esteem of creativity form a factor unity with such indicators of the emotional and motivational sphere of personality as intellectual, communicative and general emotionality, motivation for communication, internal motivation for future professional activity, the need to actively act and achieve success. These psychological properties of the personality of students of the pedagogical and economic profile of study were considered by us as emotional and motivational components of the creativity of the personality of a university student (Music, 2010: 172).

As noted by O. V. Akimova, the traditional organization of education in higher education is based on indirect influence and does not contribute to the formation of creative thinking, especially since

it is not worth talking about the proper state of purposeful formation of this personal trait in the conditions of ordinary university training of a future teacher. As a result, future teachers are not fully capable of solving modern complex and non-trivial tasks that will later arise before them in modern conditions of teaching and educating students (Akimova, 2010).

In the conditions of modern pedagogical higher education, work with gifted students is built mainly by involving them in scientific and research work, with various forms and types inherent to it (Antonova, 2008).

A pedagogically gifted personality involves a pedagogical vocation (the orientation of the individual to perform pedagogical activity), pedagogical abilities (individual and psychological personality traits that ensure the dynamics and success of mastering professional pedagogical activity), pedagogical creativity (the teacher's ability to pedagogical creativity), intellectual abilities (assimilation and transformation of knowledge in a certain scientific field).

P. P. Gorkunenko, analyzing the process of preparing students of a pedagogical college for scientific and research work, tries to interpret the very phenomenon of readiness of future teachers for this work as an integral formation in the structure of the personality, which includes, in particular: orientation towards the corresponding activity (motives, needs, interests, value orientations), professional-operational substructure (availability of special knowledge, skills, abilities), self-awareness (ability to self-control, self-improvement and self-determination), a complex of individual-typological features and qualities that ensure high performance of activity (by which, probably, relying on the classical understanding of abilities, it will be appropriate to understand them, and primarily the creativity of the personality of the future teacher) (Gorkunenko, 2007).

As S. V. Kornienko notes, in the process of studying the creative activity of a future teacher, "...human creativity, in particular such a parameter as the representation of one's own goals and objectives, is considered in the context of the processes of self-preservation and self-development" (Kornienko, 2008). The author

insists that as prerequisites for activating the creative activity of a future teacher, it is permissible to consider in particular: intensification of professional needs, aspirations and aspirations; implementation of the principles of the task approach in the development of creative activity; optimization of personal orientation; avoidance of goal-oriented limitation and hidden search activity; observance of balance when choosing the personal content of positive and negative influences in the process of managing processes in the educational environment of a pedagogical higher education institution.

M. A. Kostenko claims that the process of professional and creative self-development of a future teacher, acting as a component of creative self-development of the personality, is carried out in particular with the help of psychological mechanisms of self-knowledge and self-organization in the course of striving for professional and creative self-realization (Kostenko, 2004). The author substantiates the following psychological and pedagogical conditions for professional and creative self-development of the personality of a future teacher: mobilization of students for professional and creative self-development of their personality; cognitive readiness of students for professional and creative self-development of the personality; increasing the degree of representation of reflective and creative forms of students' work; development in students of qualities and abilities of a general scientific and worldview character for the intensification of professional and creative self-development, etc.

O. A. Kryvylova, analyzing current psychological and pedagogical approaches to the concept of a future teacher's readiness for creative activity, notes that the structure of future teachers' readiness for independent creative activity, in her opinion, includes a cognitive component (knowledge of personally-oriented pedagogical technologies for the development of a creative personality, didactic knowledge of the organization of the educational process, knowledge of forms and methods of stimulating creative activity; knowledge of methods for diagnosing and developing creative potential abilities for activity); a practical component (the ability to implement personally-

oriented pedagogical technologies for the development and upbringing of a creative personality, to perfectly master the methods of assessing the development of creative qualities, to have a developed ability to self-analysis, to generalize and creatively rethink one's own experience and the experience of others) and a personal component of readiness for independent creative activity (motivational and creative activity, the individual's focus on self-improvement in creative activity, a high level of development of the individual's creative abilities) (Kryvylova, 2006).

According to O. V. Kuleshova, the psychological features of the personal self-realization of a teacher of a higher educational institution should be considered in view of the complex subjective-acmeological socio-cultural nature of this mental phenomenon, and the prerequisites for its development are primarily adequacy, accident, instrumentality, commutativity, polyphony, temporality-proactivity of the subject in the historical-social internal time dimension of his own life, his willingness to change (Kuleshova, 2007). In our opinion, changes in this context should be understood as both the desire to modernize one's own future destiny and the readiness to transform the surrounding socio-cultural reality based on rethinking one's own current "I" and other restructuring at different levels of human consciousness.

According to I. B. Slonevska, fundamental universal human values play a significant role in the formation of a young teacher's personality, since the latter's important social and professional function is the translation of values recognized by society into the environment of future citizens of this society (Slonevska, 2002). According to the author, foreign literature refers to such aspects of the humanitarian culture of mankind that can act as an active factor in the formation of fundamental values of the personality of a future teacher, if it is based on the implementation of a creative and constructive function, which contributes to the development of creative thinking of a future teacher and his practical attitude to reality. Through the prism of the theory of abilities, the authors try to consider it as a tendency to generate unusual ideas, while avoiding traditional thinking patterns, and quickly solve problem situations,

while in the essential aspect, creativity in those times is studied as a specific type of intellectual abilities and, at the same time, a set of creative abilities of a person. At the same time, again, without giving creativity scientific phenomenological autonomy, not to mention independence, it is attributed the property of combining in a complex way the abilities and properties of the personality in its structure, which, in combination with personal age variability, dependence on external influences, actually makes its psychological diagnostics impossible or unproductive (Mova, 2003).

K.S. Kiselyov, analyzing the theoretical aspects of the study of the creativity of the future teacher in its modern understanding, in particular, notes that "...we are forced to state that now creativity is considered as a psychological characteristic of the personality, which depends on the complexes of its smaller features and is not reduced to intelligence, however, there are currently certain complications with its psychological diagnostics and predicting the structural and level diversity of its manifestations in everyday life" (Kiselyov, 2016). We cannot but agree with the author that, especially in the field of pedagogical psychology, theoretical errors in the substantiation of psychological diagnostics and psychological prognostics of the development of creativity are an extremely dangerous phenomenon that requires immediate localization with subsequent verification and refinement.

O. L. Muzyka, considering creative abilities in the structure of abilities as a personal and value superstructure over the effective and operational components of abilities, distinguishes between creative abilities and creativity. Namely, if we consider creative abilities in dynamics, it becomes clear that creativity as the ability to generate new ideas, connections, vision of the situation can acquire constructive features only in combination with effective and operational components. Thus, productive creativity is not a prerequisite for creative achievements, but the result of the development of effective and operational components of activity and their personal and value reflection (Muzyka, Muzyka, 2010).

In the course of a thorough analysis of theoretical and empirical research on the outlined issues in recent years, we have

highlighted the following studies and the results achieved by our predecessors. Thus, O.M. Ignatovych, studying the psychological features of creative self-activity of the individual as a condition for the professional training of future psychologists, notes that as a psychological mechanism of this process it is advisable to consider the process of interaction of the motive of self-actualization, localization of subjective control in the internal zone, adequate self-esteem of intelligence and creativity. The psychological criteria for the presence of students' ability to creative self-activity, the researcher sees high levels of development and the degree of combination of students' internal need for creative self-activity (self-actualization), objectification and deobjectification of the experience of creative self-activity (intellectual functions, creativity, subjective control, self-esteem and physical condition) (Ignatovych, 2004). Along with social creativity, communicative creativity is determined, however, these characteristics of creativity have a certain psychological affinity and are distinguished by qualitative originality.

Thus, R.V. Belousova suggests considering communicative creativity as a stable property of the personality, which includes a complex of intellectual, emotional and behavioral components that contribute to non-standard, non-standard solutions to communication situations, the manifestation of creativity in communication, the generation of original ideas and means of communication, the choice of the most optimal behavioral strategies for the subject, aimed at ensuring successful interaction with other people. As structural components of communicative creativity, the researcher suggests considering: ease of communication, tendency to self-presentation, tendency to independence, conflict, emotional stability in communication, tendency to manipulation, expressiveness, communicative competence (Belousova, 2004).

N.M. Makarenko, studying the psychological factors of the development of creative thinking of future practical psychologists, singles out among them the following in particular: motivational and personal (personal creativity, internal motivation, level of self-esteem, communicative, empathetic professionally important

qualities) and cognitive and operational (intellectual level, thinking style, competence in solving professional tasks), as well as the environment of the educational institution as an external factor. The researcher notes that the creation in a higher educational institution of an environment that allows the formation of internal motivational readiness for creative professional activity, increasing the level of professional and general knowledge, competence, acquaintance with the latest creative technologies; acquisition of practical skills of activity; use of heuristic techniques; removal of fear of criticism of expressed non-standard opinions; The emergence of supra-situational activity in solving problems that are close to real conditions is an important psychological and pedagogical condition for the development of creative thinking in future practical psychologists (Makarenko, 2008).

According to I.M. Kyrylyuk, creativity acts as a professionally important quality of the personality of a future practical psychologist along with empathy, self-actualization tendencies, the main characteristics of the image of the "I" and largely determines the effectiveness of his therapeutic dialogue (Kyrylyuk, 2006).

L.V. Mova, summarizing theoretical information on the psychological features of personal self-realization of future psychologists in the process of professional training, notes that an important component of the process of professional training of future psychologists is ensuring their personal self-realization, which is characterized by the following criteria of personal: low level of personal anxiety; low level of aggressiveness; pronounced strength of the "I"; flexibility of views; developed empathy; high level of creativity; self-confidence; emotional stability; independence (independence of judgments) (Mova, 2003).

In the process of identifying pedagogical conditions for the development of creativity of future teachers of the humanitarian profile, I.V. Grinenko came to the conclusion that their creativity is manifested in the following skills: predict the results of activity; work with visual aids; transform information into a method of activity; formulate questions of a problem-search type; highlight semantic elements and statements; condense and expand

information; apply analysis and synthesis when processing information and determining ways to encode it; establish connections between new and acquired knowledge; transfer knowledge and methods of activity to a new situation (educational and informational skills); imagine, model, combine, transform; assess the compliance of the selected means with the work tasks (Grynenko, 2008).

Analyzing the problem of pedagogical creativity, T.V. Ostafiychuk states that it is advisable to consider the pedagogical creativity of linguist teachers as a process aimed at searching, implementing and improving the means of teaching a foreign language and at carefully developing new original pedagogical ideas of linguistic content, which is characterized by developed motives, feelings, basic linguistic intelligence, organizational and communicative skills that allow one to reveal, comprehend and realize one's own creative possibilities (Ostafiychuk, 2007). G. I. Vezenkova, summarizing scientific data on the problem of life aspirations of future teachers, establishes that "... the phenomenology of life aspirations is associated with the construction of one's own life through mechanisms of prediction, structuring and modeling of the desired future; through personal expectations regarding one's own life, the realization of which provides self-esteem and satisfaction with life, which is the basis for building life prospects, goals, plans, programs" (Vezenkova, 2011). In her opinion, it is precisely such an understanding of the psychological essence of the life aspirations of a future teacher that makes it possible to consider them as a source of personality activity and driving forces of personally determined mental processes of self-development, self-realization, self-actualization and self-realization of the individual, which in turn determine the holistic life path of a person.

The author defines family and family relationships, professional self-realization, material well-being, communication, prosocial life activities and creative self-realization as the main psychological complexes in the sphere of life of future teachers. Based on the modern scientific understanding of creativity (Vezenkova, 2011), creative self-realization of the personality of a

future teacher should be understood as such a type of realization by a specialist of himself, his abilities and aspirations, the result of which, at least subjectively, is a new image of a certain aspect of reality, which is a derivative of professional activity.

N. O. Yesina, studying the formation of creative abilities of future teachers in intellectual and game activity, suggests considering creative abilities of the personality as "... abilities that manifest themselves in creative activity and reflect the ability, aspiration and readiness of the personality for non-standard solutions to standard tasks, as a potential readiness for creative action; "the teacher's creative skills as a certain system, conditioned by existing predispositions, acquired knowledge and developed skills, which ensure the performance of specific actions or the implementation of activities under new conditions for them, as a result of which a new original product is created" (Yesina, 2009).

D. Yu. Grubich, studying the features of the application of innovative educational technologies in the process of general legal training of future teachers, notes that the use of innovative technologies in the process of general legal training of students, which are based on the development of thinking mechanisms, creative and reflective abilities of students in combination with the constant updating of the content component of legal education in accordance with the requirements of modern society and changes in current legislation, ensuring the connection of the content of general legal training of students with future professional activities, increases the level of personal significance of democratic rights and freedoms of a citizen in the student's mind, complements his socio-legal experience (Grubich, 2008). According to Yu. M. Kravchenko, the stage of creative self-realization is an integral part of the process of forming in future teachers the skills to professionally solve pedagogical problems, and its essence lies in independent activity during practical classes, and it can also be implemented in the form of individual, independent work, consulting, partly in lecture classes during the educational process of a pedagogical higher education institution and involves consolidating and improving the skills to solve pedagogical problems. The author also highlights the

professional and creative level of solving pedagogical problems as the highest and most significant criterion in the process of diagnosing the formation of skills to professionally solve pedagogical problems (Kravchenko, 2006).

In the studies of V. V. Obozny emphasizes the prominent role of local history education in the structure of teacher professional training, and the author considers the content of local history training of teachers as an aspect of the formation of the structure of a creative personality, whose pedagogical activity is culturally appropriate; the main elements of such activity are knowledge (special, pedagogical, specific-methodical, etc.), methods of activity, vision of the surrounding world and oneself in it, experience of creative activity. Moreover, the researcher notes that "...the specific content of each of these elements and their correlation were constantly reviewed and rethought from the point of view of the multivariatness of organizational forms of content structures and methodological systems of local history teaching" (Obozny, 2002).

Yu.A. Pastukhova, studying the organization of artistic and aesthetic education of student youth in a university setting, notes that its effectiveness and efficiency are largely ensured by a holistic pedagogical process, which should harmoniously combine both artistic and educational, aesthetic and educational and developmental artistic and aesthetic tasks (Pastukhova, 2009). The integrity of the pedagogical process ensures the implementation of the spiritual and cultural meaning of the values of education and upbringing. According to the researcher, the formation of a value image of a person on the basis of an anthropocentric, humanistic and cultural paradigm should be focused on: value orientations of the individual, spiritual needs, abilities, creative potential of the individual, its self-realization, aesthetic spirituality of the individual, etc.

**Conclusions.** We can summarize certain conclusions of this section, namely, it was established that the correlates of the creativity of the subject of educational and professional activity are professional creative individuality, professional and creative self-realization, creative style of professional activity, creative and constructive function of the professional personality, professional

and creative self-development; scientific and research activity of the future specialist. The structure of the creativity of the future specialist includes the component of creative professional abilities and creative orientation (creative activity, self-awareness, will to express oneself, moral and value orientations, self-realization, professional orientation); cognitive component (assimilation and transformation of knowledge in a certain scientific field, knowledge of the organization of the process of professional functioning, knowledge of forms and methods of stimulating creative activity; knowledge of methods of diagnosing and developing creative potential abilities for activity); operational and activity component (productive goal-setting strategy, reflective skills, individual style of activity and the ability to creatively improve its content); motivational and volitional component (includes motivation to achieve success in professional activity, personal aspirations in professional activity, interest in professional activity, personal significance of creative activity and level of volitional regulation). It should be noted that at the current stage of development of domestic psychological science, a thorough study of the creativity of a future specialist in the process of his professional training in higher education becomes an urgent theoretical and empirical necessity, since it is a significant factor in the success of his further professional and personal development.

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