

# Creative Competence of Future Primary School Teachers

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## Abstract:

The article examines the theoretical aspects of the problem of developing creative competence among future primary school teachers. The pedagogical conditions for the formation of the creative competence of future primary school teachers in the process of their professional training are revealed.

**Keywords:** education, knowledge, ability, skill, specialist, teacher, competence, independent work, creativity, ability.

**Introduction.** The quality of modern education ensures a competency-based approach when it comes to professional training in higher education. One of the main goals of vocational education is for future specialists to master competencies necessary for future activities within the profession, to perform official duties and production functions, and to play a social role in society. At the present stage of education, the main value is the skills and abilities that allow you to apply this knowledge to solve important problems and tasks with their help—in other words, competencies.

Competencies are formed and manifested in real activities, based on knowledge, values, and inclinations and allow a person to establish a connection between knowledge and the situation, to discover a system of actions for successfully solving a problem.

We will consider the concept of “creative competence” based on the term “creativity,” understanding it as a reflection of creativity, the ability to create something new and improve what already exists.

In modern science, there are different approaches to the interpretation of the concept of “creativity.” In particular, it is defined as:

✓ sensitivity to disease (E. Torrens);

- ✓ transformation of experience into a new organization (F. control);
- ✓ divergent thinking, a set of personal characteristics that promote economic creative thinking (J. Guilford);
- ✓ conclusion of new relationships (K. Rogers);
- ✓ intelligence or level of thinking is determined as a qualitative determination of the highest level of intellectual activity (D. Bogoyavlenskaya);
- ✓ the activity of the mind leading to new insights (C. Gerard);
- ✓ predisposition to recognize innovation (G. Lassuel);
- ✓ a fusion of perceptions using a new method (E. McKellar);
- ✓ the creative process of creating something new (A. Brushlinsky, V. Molyako);
- ✓ the ability to create a product that is novel (T. Amabile)

According to J. Guilford, creativity can be defined by the following six parameters:

- 1) the ability to detect and pose problems;
- 2) the ability to generate a large number of problems;
- 3) semantic spontaneous flexibility: the ability to produce a variety of ideas;
- 4) originality: the ability to produce distant associations, unusual answers, and non-standard solutions;
- 5) the ability to improve an object by adding details;
- 6) the ability to solve non-standard problems; the ability to see new features in an object and find their new use.

A creative person sees by-products, which are the creation of something new; a non-creative person, passing by the novelty, sees only the results of achieving the goal. Creativity presupposes the stage of inspired creativity, the process of detailing a creative product and giving it a specific objective form.

**Methods.** According to the theory of A. Maslow, “It is necessary to teach people to be creative precisely in the sense that they are ready to accept new things and know how to improvise. They should not be afraid of change, be able to remain calm in the turbulent current of the new, and, if possible (and this would be best), welcome everything new,” because, as the scientist notes, “universal creativity exists in each of us,” emphasizing with this statement the presence of creative beginning in every person, which we interpret as a prerequisite for the creative self-improvement of the future teacher. According to the researcher, if we take the result of creative activity as a criterion for creativity, then we need to focus on such traits as hard work, perseverance, discipline, and patience, which at first glance are not directly related to creativity, but for a primary school teacher, these qualities are especially significant, which is explained by the specifics of their professional activities. Creativity is always a prerequisite for creating something new and original; it is the ability to solve problems in new ways and methods using previously unused means. The concept of “creative” (from the Latin creation) means creative, rationalization, characterized by the search for and creation of something new.

Creativity is a characteristic of a person, indicating his ability to create. L. Vygotsky points to the need to demonstrate and develop the ability to create something new, regardless of whether it is created by any object in the external world or by the mood of a person’s mind or feelings. Creativity is interpreted as various forms of manifestation of intellectual abilities, based on the fact that all aspects of the work of the intellect are directly related to the success of solving certain problem

situations, due to more advanced means of constructing a mental picture of the situation and the diversity and originality of the context of its understanding.

Creativity as a person's ability to create, according to S. Sysoeva, is not one specific ability (we are not talking about pronounced artistic, musical, and other talent); this is an integrative quality of personality, reflecting a special internal structure, its orientation, certain mental processes, characterological qualities, and skills.

A modern primary school teacher must have all the qualities that meet the requirements of modern society: skills, knowledge, abilities, forms, and methods of working to develop the creative potential of younger schoolchildren. Teacher creativity is the readiness and ability for pedagogical creativity in the process of pedagogical activity; it is the ability to generate new original ideas; it is the ability to think creatively and make extraordinary decisions; it is the ability to form creativity in children and develop their creative potential.

Independent cognitive activity of students also contributes to the development of creative competence in future primary school teachers, which can lead to both reproductive (reproductive) and transformative (productive, creative).

Thus, scientists F. Rabinovich, G. Rogova, and T. Sakharova identify the following levels of independent work of students: reproducing, semi-creative, and creative. At the reproductive level, the assimilation of new material begins, and a verbal base of pronunciation, grammar, and vocabulary is formed. The semi-creative level is based on the transfer of acquired knowledge to similar situations. At this level, students develop a certain amount of creativity. The creative level aims at the formation of certain skills when students perform various types of creative communicative tasks. At this stage, creativity reaches its highest point.

In the process of professional training of future primary school teachers, various forms of independent work are used: preparation for current assignments; studying educational material submitted for independent study; compiling texts, crosswords, and other testing materials; performing translations from foreign languages; completion of coursework, qualifying work; creation of creative projects; writing essays, abstracts, reports, reviews, and literature reviews; production of illustrative material on a given topic; participation of students in scientific and practical conferences; writing scientific articles; portfolio preparation; lessons in the archive, museum, or library; business games, disputes, and discussions. Creativity is one of the main conditions for creative self-expression, self-development, successful self-realization, and the self-improvement of the personality of a future primary school teacher. As A. Bugriy notes, "creative, harmonious, and comprehensive development of the individual is predetermined by the individual's optimized behavior."

The development of creative activity, according to T. Gorbunova, is the process and result of a qualitative change in personality, an increase in the complex of qualities that characterize its creative activity, which occurs over a certain time through communication, training, education, and self-education.

It should be noted that the activity of future primary school teachers, as an important characteristic of the level of social maturity, arises from the interaction of consciousness and the combination of many types of student activities, under the influence of which a creative attitude to completing tasks is formed. Thanks to creative activity, bold, extraordinary ideas, potential opportunities, and the actual creativity of the individual are realized, and the process of self-development and self-improvement is activated.

**Results.** The development of creativity occurs through the formation of a system of motives and personal properties (independence, motivation, self-actualization). There are elements of creativity in any human work; they allow a person to master new types of activities, accumulating creative

potential, which may be ready to unfold in certain social conditions, since this is a synergistic process. As researchers note, even in cases where the creative potential of individuals is not realized in creative achievements, it creates the ground for these achievements. In addition, the presence of creative abilities and even small creative achievements in individuals creates a cultural field where every person feels psychologically comfortable. Scientist V. Klimenko notes that “a creative person is a sighted person among the blind. When he discovers a problem (a mystery) and feels its sharp edges, he knows where to go and what to work on, he sees what others do not see or feel.” It is precisely these “sighted” people, in our opinion, that Ukrainian society lacks today for its successful future. The study of the problem of the formation of a creative personality is closely related to taking into account the individual characteristics of students, stimulating and regulating creative activity, therefore special attention should be paid to the formation of creative individuality. In philosophical and psychological-pedagogical research, individuality is considered mainly as an expression of differences in the paradigm of the individual, unique, and special. The entry of students into an “impromptu field of activity” - to provide an atmosphere for developing the ability to focus the forces of the soul and mind, as well as memory reserves - is facilitated by a creative, professionally oriented educational environment.

**Discussion.** After all, improvisation, according to B. Runin, is the highest artistic ease, in which “the hand itself, as it were, leads the thought and what is created is recorded, picked up and evaluated by the author only after the fact.” The main task of improvisation is “to put students in a creative position, to achieve impressive creative results from them, without stereotyped thinking and perception.” Thus, the creation of a creative, professionally oriented educational environment in a higher educational institution influences the motivation of students’ learning, and attracts them to various types of independent work, as a result of which the level of knowledge, skills, and abilities of future primary school teachers increases, experience in creative activity is gained, and a value attitude towards professional activities - therefore, the quality of education increases.

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