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Formation and development of the creative competence of the future teacher in the process of professional training in the system of continuous pedagogical education

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ANNOTATION
The problem of creative and humanistic renewal of vocational pedagogical education is considered. The current state of the theory and practice of professional pedagogical training of teachers is analyzed. The conceptual foundations for the formation and development of the creative competence of the future teacher are substantiated, taking into account the trends of modern socio-pedagogical reality, prospects and strategies for the development of pedagogical science.

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INTRODUCTION

In modern society, cardinal changes are taking place in the political and socio-economic spheres. In response to existing realities, the domestic education system is also changing, which creates a need for teachers who are able to carry out innovative teaching and creative development of students competently, creatively, and professionally.

From the standpoint of the humanistic paradigm, the main value of education is the subject's ability to self-realize in professional activities based on creative potential. The effectiveness of the professional development of a future teacher lies in professional competence, the development of which is facilitated by continuous pedagogical education.

A preliminary study of the problem allowed us to establish the lack of holistic knowledge in pedagogy: about the essence of creative competence; about the natural connections and methodological foundations of professional training that contribute to the development of creative competence in a student teacher; about an adequate creatively developing educational space and ways to create it in the current situation of modernization of professional pedagogical education; about the scientifically based logical sequence of development of the creative competence of the future teacher and the corresponding methodological and technological support for this process [5].

Consideration of the various bases for creativity in the work of a teacher and the essence of professional competence as an integral characteristic of the personality of a teacher in a modern school made it possible to define creative competence as an integrative professional and personal characteristic of a teacher, ensuring his success in typical and extraordinary pedagogical situations. The structure of creative competence includes general cultural erudition and pedagogical thinking; special professional abilities and skills; creative readiness, formed by a complex of creatively significant personal qualities. The close relationship of structural components characterizes professional and creative competence as a systemic

quality.

A teacher, solving countless educational tasks, works in constantly changing circumstances. He has to implement non-standard approaches in his work, mediated by the peculiarities of "objective-subjective creation" in the process of pedagogical interaction with students. Therefore, the professional growth of a future teacher directly depends on erudition in the field of creative psychology and innovative pedagogy and the ability to mobilize and update knowledge in a situation of uncertainty in order to make creative decisions in a multifaceted pedagogical process.

The main part

Regularity as an objectively existing, necessary, essential, repeating connection of phenomena and processes reflects the diversity of their interactions and relationships [7]. When considering the current state of the problem of formation and development of the future teacher's creative competence, such stable dependencies were discovered as:

- the dependence of the effectiveness of professional training of a future teacher on social priorities, according to which modern society needs active, enterprising, creatively thinking and acting individuals capable of carrying out a creative movement towards social progress;

- the dependence of the development of the creative personality of the future teacher on the complexity of the socio-economic conditions of society, the existence of different views on the problem;

- conditionality of the content of professional pedagogical education by the real and potential capabilities of future teachers;

- the dependence of the development of creative competence of future teachers on the scientifically based use of psychological mechanisms and pedagogical technologies;

- the dependence of the effectiveness of the formation and development of the professional and creative competence of the future teacher on the uneven mental development of the individual.

As a systematic analysis of the state of training of future teachers has shown, the trends (Latin tendenzo - direction) of modern teacher education are:

- orientation of educational institutions to improve the quality of training of specialists;

- changing the target orientation of the vocational education system towards the formation of competencies;

- transition from mass, collective forms of student education to individual ones, to the development of creative abilities based on self-education, self-development, self-improvement;

- promoting the priority humanistic orientation of modern pedagogical education;

- appeal to scientific strategies of creative psychology and innovative pedagogy based on taking into account domestic and international scientific and pedagogical heritage.

The patterns and trends of modern teacher education find their expression in the implementation of the principles corresponding to them.

In the course of the study, we identified the basic principles underlying the modeled process of formation and development of the professional and creative competence of the future teacher.

The principle of unity of formation and development in the process of developing the professional and creative competence of the future teacher. The formation strategy involves "intervention" - external intervention into the internal psychological space of the individual, imposing on him socially developed methods, methods of activity, norms and assessments. Thus, formation is development determined from the outside. It is provided by scientifically based pedagogical means, methods and technologies [6].

The development strategy is to actualize the student's personal potential in the process of training and education, to reveal the potential inherent in him; self-actualization, which ensures the prevention of dead ends in intellectual, social, spiritual and physical, as well as creative development. The development process is ensured by intrapersonal mechanisms of self-knowledge (through introspection, self-

reflection), self-realization and self-improvement.

Both approaches are objectively natural, since they are determined by two sources of educational content. The first source is the surrounding pedagogical reality - nature, society, school, university, students. Another source is the future teacher himself, the creative potential of his personal development and self-improvement.

The principle of unity of systemic, competence-based, personal development approaches in the formation and development of the creative competence of the future teacher. The general scientific level of pedagogy methodology is represented by a systematic approach, reflecting the universal connection and interdependence of the phenomena and processes of pedagogical reality. It orients the teacher researcher to the need to approach the phenomena of pedagogical reality as methods that have a certain structure and their own laws of functioning.

The systems approach "focuses on highlighting in the pedagogical system and the developing personality, first of all, integrative invariant system-forming connections and relationships; to study and formulate what is stable and what is variable in the system, what is main and what is secondary. It involves elucidating the contribution of individual components-processes to the development of the individual as a systemic whole" [8].

The competency-based approach ensures the quality of modern education. Mastery of various types of competencies becomes the main goal and result of the learning process. Essentially, managing the quality of education, including professional education, begins with determining the composition of those competencies that must be mastered in the educational process as educational results. The use of a competency-based model in modern education presupposes fundamental changes in the organization of the educational process, in its management, in the activities of teachers and instructors, in the methods of assessing the educational results of students in comparison with the educational process based on the concept of "knowledge acquisition." The main value becomes not the assimilation of a sum of information, but the development by students of skills that would allow them to determine their goals, make decisions and act in typical and non-standard situations.

The personal development approach is considered as a certain way of organizing professional education, during which the interaction of learning subjects is focused to the maximum extent on the professional development of the individual and the specifics of future professional activity.

The decisive factor of the subjective order, that is, the development of the creative competence of the future teacher, can and should be the creative self-development of the individual. Its components are:

- self-education through motivation, regulation, implementation of personality traits;

- self-organization through the organization of knowledge, skills, experience in algorithmic activity, as well as experience in creative activity;

- self-education and self-training through the acquisition of pedagogical knowledge, professional skills, development of gnostic independence and creative thinking of students;

- self-determination through the initiation of supra-situational, search and excess activity, ensuring creative self-realization in activity and communication;

- self-control and self-correction, carried out through setting problems and tasks, choosing performance criteria, and self-assessment of results.

Analysis of samples of creative self-development of a teacher's personality shows that creative self-development strategies are determined, on the one hand, by the needs for professional self-improvement, and on the other, by the degree of awareness and self-knowledge of one's strong and weak professional and personal qualities [9].

Carrying out experimental research activities to identify the system of factors that set in motion the mechanism for developing the future teacher's creative competence in the "right direction," we paid special attention to the factor of students' motivational interest in professional self-improvement. The cognitive-pedagogical need (the pleasure of thinking, the joy of learning and exploring, intrigue with the

psychological and pedagogical “magic” of diagnosing, predicting and influencing students) stimulates both general abilities and pedagogical, as well as specific - creative abilities.

Conclusion

The concept we have developed for the formation and development of the creative competence of a future teacher is based on a systemic understanding of pedagogical reality. It has been proven that ensuring the development of the creative competence of the future teacher depends on the specially organized creatively developing educational space of the region (school-college-university), where real educational opportunities, individual interests and abilities of students are taken into account. Such a space is characterized by a creative atmosphere of cooperation and co-creation. In accordance with the professional-typological affiliation, each student receives the opportunity for self-realization, choice of an individual educational route, differentiated tasks for creative self-development.

The implementation of the concept we have developed for the formation and development of the creative competence of a future teacher in the system of teacher education provides a new, scientifically based improvement in the quality of teacher education.

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