

T. Zavgorodnia
Ukraine, Chernivtsi

**DEVELOPMENT OF THE CREATIVE POTENTIAL OF FUTURE
SPECIALISTS FOR THE ORGANIZATION OF EDUCATIONAL WORK**

***Resume.** The article deals with the ways of upgrading the training of future teachers for the organization of tutorial work; the notion “self-determination”, conditions of development of the creative potential of a future specialist, organization of integral activity-educational process are observed.*

***Key words:** pedagogic creativity, self-determination, art, effectiveness of educational technology, criteria of organization.*

Formulation of the problem. Youth takes an important place in the structure of the society. This very layer of population is important because it is the source of replenishment of labor resources. Their aspiration for self-realization, open-mindedness for obtaining new knowledge and new experience opens a new social and professional perspective, which allows considering young generation as a strategically significant hope of the nation and state in all spheres of their existence. But all this, more or less, depends on self-determination of personality. We will observe the notion “self-determination” in the wide social-pedagogic context. It, according to the opinion of S. N. Chystiakova and N. F. Rodychev, does not limit person’s orientation to the choice of the profession, but also includes his moral, personality aspects or competence, which allows “acting under social, economic and cultural conditions, which are changing...” [6, 7]. On the whole, these authors define self-determination as “... a complicated dynamic process of forming by a personality a system of his/her own basic relations, key competences” [6, 7].

The main material. That is, they connect the notion “professional self-determination” and “personal self-determination”, which, to our opinion, is both

productive and objectively necessary, as far as professional self-determination is one of important indicators of personality, which eventuated in its integrity of its personal self-determination – rejection to work according to the model, image, instruction, i. e. stereotypically; desire to constant improvement, to do everything in their own way, aspiration for enrichment their activity, reach a creative level [4, .26].

It is possible to make this hope real under the conditions of development of the creative potential of a future specialist. It is demanded by a nowadays' stage of forming new external political and economic realities of the society, a much more open informational exchange, broadening of international relations, activation of scientific exchange, which lead to the necessity of significant changes in the system of the modern education, which dictate fundamentally new tendencies of the development of the higher school.

To develop fundamentals of pedagogic creativity in future pedagogues, it is necessary, first of all, for the person to understand the content of this moral-ethic quality, its essence, indicators of manifestation, so that he/she could estimate critically the level of its completeness in him/herself and others. In order to determine the level of understanding the category “pedagogic creativity” by future pedagogues, we conducted an experiment using different methods of psychological-pedagogic researches. 270 part time students participated in this experiment. They were finishing their 3rd year of studies, i. e. they have unfinished higher education and work at different types of educational institutions. The obtained data attract attention and demand raising university teachers' attention to broadening students' knowledge about creativity in the pedagogical process. Thereby, completing the sentence “a creative pedagogue is...” the respondents answered: “a person with rich imagination, knowledgeable in different fields of art” (Iryna, Lviv school), “a person who can find an approach to children with the help of interesting lessons, games, uses visual aids at the lessons, observation...” (Lesia, Tysmenytsia school), “which gives advice in any situation” (Lesia, Yakubiv junior school), “a talented person, who can teach children a certain

activity” (Olga, Lytvyniv school), “a person, gifted by God, who knows methods, forms, principles of education, loves children and can find approach to everyone” (Oksana, Ugryniv school), “a person, knowledgeable in different fields of art, can creatively work with children, think creatively” (Ivanna, Lviv school), etc. As we can see, those answers prevail, which, first of all, reduced notion “creativity in the pedagogic process” to elementary demands to the teacher; second of all, those, which reduced interpretation of this definition to mastering some kind of art; and the third category of students (almost one third of the questioned) didn’t give the answers at all. But one should mention, that almost no respondent came close the interpretation of the pedagogic creativity as “an original and highly effective teacher’s approach to the learning-teaching tasks, enrichment of theory and practice of education and learning” [3, 326].

As the confirmation of this conclusion, there are the respondents’ reflections on the topic “Am I a creative person”. Virtually all participants, who were doing the creative task, gave positive answers, but none could substantiate them or give arguments with the particular examples. The most popular were the answers like: “it is expressed in ability to draw, sing, and conduct interesting lessons, educational events”, or “in the interesting lessons conducting”, “I can help children make scenery for performances”, or “I like working with kids, they are very interesting” and so on. We obtained even more warning data while discussing the topic “How are pedagogic creativities of a separate teacher and the whole staff correlated?” 90% of its participants didn’t understand the question and didn’t activate their participation in it even after the explanation of its content. There are a lot of reasons for these data. And first of all, it is due to the lack of attention while forming an efficient teacher during teaching-educational process in a higher educational institution, the teacher, who would meet the demands to the new generation of youth’s mentors, the absence of integral process of their training. The empirical data confirm this conclusion. We obtained these data during conversations with the students and conducting surveys. So, only half of the interviewed could remember the surnames of the pedagogues, who possess the

qualities of pedagogic creativity; only 40% named new pedagogic technologies, without revealing their content; almost every fifth student mentioned a work of fiction or other printed material where we can find information about pedagogic creativity. And that is higher educational institutions have got the tasks of eliminating such blanks. And it is possible to solve this problem by complex and pedagogically appropriate usage of new pedagogic technologies of teaching psychological-pedagogic and general subjects. It will help develop students' creative potential and, to some extent, upgrade the level of training of future pedagogues in general.

Usage of new technologies in teaching-educational process of higher educational institutions opens great opportunities in forming creativity of students – future pedagogues.

According to the belief of the famous researcher of problems of new pedagogic technologies V P. Bezpalko, technology is an art. If the art is based on intuition, then technology is based on science. Everything starts with art and finishes with technology, in order to start everything from the very beginning [1, 3].

Taking into consideration that, on one hand, future pedagogues feel the greatest difficulties while organizing educational work with pupils, and, on the other hand, they do not know educational technologies well enough (none of 104 interrogated students of the third year of studies named precisely any educational technology), the objective of the article is revealing some aspects of introducing students with educational technologies.

The educational process technology is a complex of methodological and organizational directives, which define the selection, combining and order, in which the educational instruments are used. It determines the strategy, tactics and organization of the educational process [1].

Modern technologies of the educational process must have personality oriented directedness, which would presuppose, according to its purpose, forming and development personal values, among which O. Vyshnevskyi highlights

creativity as such trait of character, which “impacts the process of activity and its results” [2, 336].

The educational process technology defines the system of organization of educational activity through different instruments, algorithms, structures, taking into consideration each separate personality. Their complex and interdependent usage must be scientifically substantiated and methodologically coordinated. As the experience of organization of educational work of the university graduates with schoolchildren shows, those students, who use educational technologies, achieve the best results. But the conducted research (questionnaire polling, conversations, involving students in the organizing different educational exercises, educational projects, etc.) witnessed, that they are not always considered by universities as an important requirement of the effective educational work. Unfortunately, the practice of working at secondary educational institutions shows that only a small percentage of teachers constantly use pedagogic technologies in their teaching-educational activity. The obstacles for introducing educational technologies were: the insufficient level of competence in theoretical foundations, skills for realization of diagnostics of the educational process, etc.

That is why it is necessary to eliminate this gap by reinforcing attention to the students' preparation for this work, and in this way changing the existing stereotypes about organization of educational work of university teachers. With this aim, many higher educational institutions of Ukraine introduced learning courses “Modern technologies of the educational process” (Mykolayiv state university) or special courses “Educational technologies” (Ternopil national V. Gnatiuk university and Prykarpattia national V. Stefanyk university).

Educational technologies in the modern pedagogic science, where the main tendencies of the development of systems of education and educational technologies in the world pedagogic practice, their role in the pedagogic process of the higher school; the history of development of pedagogic technologies, their classification; different kinds of technologies (general pedagogic, subject, innovational, educational, social educational, technologies of author's institutions,

management of secondary educational institutions, organization of successful activity). Special attention in the system of pedagogic technologies is paid to educational technologies (upbringing). Notably, such issues are considered: the characteristics of components of educational technologies; designing new technologies in pedagogic theory and practice; pedagogic diagnostics as an important stage in realization educational technologies and requirements for the upgrading efficiency of the professional training of future teachers-tutors; the technology of the collective creative education; training teachers-tutors for introduction technologies of education; social-educational technologies and their up-bringing, “School is the center of up-bringing in the social environment”, social-pedagogic complexes, labour and professional up-bringing and education, work with difficult children).

A part of the curriculum is presenting students with new technologies, which will be of assistance for future pedagogues, and specialists in general, their personal professional growth. It concerns, first of all, the technology “Organization of successful activity”, which is considered in the historical aspect and presupposes mastering skills of this activity, also getting methods of eliminating obstacles, which are encountered, forming image of successful activity, and technology of the pedagogue’s self-development. Speaking about the latter, its studying presupposes considering conceptual issues of the process of self-development, its characteristics, striving for self-perfection, self-development as a leading requirement during introducing new educational technologies, theoretical and practical readiness for the pedagogic activity; the structure of teacher’s innovative activity.

It is important to underline teaching and educational technologies of children with problems (the main factors of emergence children’s deviations, reasons, which predetermine deviant behavior, typification of children with problems, social-pedagogic features, which define groups of problematic children, use of social-educational technologies for managing children’s deviations, models of differentiation and individualization of studying; technologies of compensated

studying) and work with difficult children (peculiarities of difficult children; prevention and coping with difficult education as an integral process; a model of correction deviant behavior; forming positive I-conception; using purpose-oriented programs; involving in a positive activity, influence on the emotional sphere, establishment of personal contact with a child; methods of influence on aggressive children, etc.).

For example, during conducting classes in a special course in Ternopil national pedagogic Volodymyr Gnatiuk university (professor – Doctor of Pedagogy O. A. Yankovych) a system of creative tasks is used (1. Prepare for the discussion of problems: What is the concept of pedagogue's creativity? 2. Prove, taking for example the school you finished or described ones in the fiction literature, periodical press, mass media, the information which you read on the Internet sites etc. “Is creative influence on the pupil's personality and mutual creativity with him possible without constant pursuit and introduction of the new into the practice of the whole pedagogic staff?”).

Involving pupils into doing different individual learning-researching tasks (ILRT) deserves also attention. They are performed by schoolchildren out of class and are complete theoretical and practical works within the frame of the course curriculum, and is done on the basis of knowledge and skills, obtained in the process of lectures, practical and laboratory classes.

A student receives a topic and performs ILRT from one module only. During performing an individual task it is necessary to foresee the possibilities of its practical application in the learning-educational process of school.

Student's individual task must possess the elements of scientific investigations. One should use methods of scientific research while doing this task: questionnaire polling, experiment, etc.

At large, the effectiveness of an educational technology is achieved through the organization of the undivided activity-educational process according to the demands of education conceptions, scientific recommendations and real-life needs:

- Social-value, purpose-oriented and content directedness of education, its optimal organization within a productive model, technology algorithm;
- Providing positive motivation in the teaching-educational process, revealing and realization of essential potential of every pupil;
- Achieving consolidation of the class members, agreement in the family, which give integrity to a pupil as the subject of life and activity;
- Tutor's personal attitude to fulfilling working duties on the highly professional, creative level;
- Thorough provision of the educational process.

The criteria of the effectiveness of educational technologies are as follows:

- Reaching educational objectives, connected with the integral forming of a personality, staff consolidation, which is expressed in the moral-psychological condition and results of studies;
- Correspondence of educational activity to the objective laws of upbringing, legal standards, fulfilled tasks and children's demands;
- The level of efficiency and the art of the class tutor in the educational activity, his personal role in the managing the complete activity-educational process, in solving practical tasks and specific problems [5, 229].

Conclusions. Thereby, mastering different technologies of organizing pedagogic creativity is an important way of upgrading the effectiveness of students' preparation to the purpose-oriented organization of the educational work under the modern conditions of development of pedagogy.

Reference:

1. Беспалько, В. П. Слагаемые педагогической технологии / В.П.Беспалько. – М.: Педагогика, 1989. – с. 3.
2. Вишневський О.І. Теоретичні основи сучасної української педагогіки. Посібник для студентів вищих навчальних закладів. – Дрогобич: Коло, 2003. – 528 с.

3. Гончаренко С.У. Український педагогічний словник. – К.: Либідь, 1997. – 375 с.
4. Пряжников, Н.С. Соотношение понятий «личностное самоопределение» и «профессиональное самоопределение» / Н.С. Пряжников // Понятийный аппарат педагогики и образования : сб. науч. тр. / отв. ред. Е.В.Ткаченко. – Екатеринбург : Изд-во Уральского гос. пед. ун-та, 1995. – Вып. 1. – С.119-130.
5. Освітні технології / За заг. ред. О.М.Пехоти. – К.: А.С.К., 2001. – 256 с.
6. Чистякова С.Н. Проблемы и риски самоопределения старшеклассников в выборе профильного обучения / С.Н.Чистякова // Профильная школа. – 2004. - №4. - С.5-10.