

*S.A.Aubakirova<sup>1</sup>, A.M.Baikulova<sup>1</sup>*

*<sup>1</sup>Taraz state pedagogical university,  
Taraz, Kazakhstan*

## WAYS TO DEVELOP THE CREATIVE POTENTIAL OF A FUTURE TEACHER

### *Abstract*

The article deals with the problem of developing the creative potential of students.

The analysis of the development of the problem showed that the problem of developing the creative potential of the future teacher remains poorly understood. It is necessary to clarify scientific ideas about the content and structure of the teacher's creative potential, create psychological and pedagogical conditions, and draw up a model for the development of creative potential among students.

**Keywords:** creativity, competence, creative potential of the teacher, divergent thinking, creativity, reflection, creative abilities

*S.A.Аубакирова<sup>1</sup>, А.М.Байкулова<sup>1</sup>*

*<sup>1</sup>Тараз мемлекеттік педагогикалық университеті,  
Тараз қ. Қазақстан*

## БОЛАШАҚ МҰҒАЛІМНІҢ ШЫҒАРМАШЫЛЫҚ ҚАБІЛЕТІН ДАМУДЫҢ ЖОЛДАРЫ

### *Аңдатпа*

Бұл мақалада студенттердің шығармашылық әлеуетін даму мәселесі қарастырылған. Бұл мәселенің психологиялық-педагогикалық талдауы көптеген зерттеулерде қарастырылған, Бірақ оған қарамастан шығармашылық оқытудың болашақ мұғалімнің шығармашылық әлеуетін дамытуға және кәсіби қызмет мәселесі аз зерттелген құбылыс болып қалады. Ол педагогикалық шарттарын, диагностика әзірлеу және студенттердің шығармашылық әлеуетін дамыту моделін жобалау анықтау, мұғалімнің шығармашылық әлеуетін мазмұны мен құрылымы туралы ғылыми тұжырымдамалар түсіндіруді талап етеді.

**Түйін сөздер:** шығармашылық, құзыреттілік, мұғалімнің шығармашылық әлеуеті, дивергентті ойлау, шығармашылық қабілеттер

*S.A.Аубакирова<sup>1</sup>, А.М.Байкулова<sup>1</sup>*

*<sup>1</sup>Таразский государственный педагогический университет,  
г.Тараз*

## ПУТИ РАЗВИТИЯ КРЕАТИВНОГО ПОТЕНЦИАЛА БУДУЩЕГО УЧИТЕЛЯ

### *Аннотация*

В статье рассматривается проблема развития креативного потенциала студентов.

Проведенный анализ разработанности проблемы показал, что, проблема развития креативного потенциала будущего учителя остается недостаточно изученной. Необходимо уточнить научные представления о содержании и структуре креативного потенциала учителя, создать психолого-педагогические условия, составить модель развития креативного потенциала у студентов.

**Ключевые слова:** креативность, компетентность, креативный потенциал учителя, дивергентное мышление, творчество, рефлексия, креативные способности

At the present stage of development of society, increased demands are placed on the quality of teacher training.

“One of the goals of education is the training of highly educated people and highly qualified specialists, capable of professional growth and professional mobility in the conditions of informatization

of society and the development of new high technology, that a graduate should have professional competencies: ... the ability to organize students' cooperation, maintain activity and initiative, students' independence, their creativity; ... the ability to develop modern educational technology, taking into account the characteristics of the educational process, the tasks of education and personal development; ..."[1]

A modern teacher has to work in rapidly changing conditions, which requires him to display such qualities as erudition, mobility, creativity, success, the ability to creatively solve professional problems, and rationally act in various situations. In this regard, questions on the development of an optimal educational model, teaching resources, effective technologies that contribute to the development of the creative potential of students of the pedagogical direction of training are of particular importance.

Description and results of the study. The concept of "creative" from lat. creation - creation. In many definitions, creativity is understood as ability. So, "creativity is defined as the ability to be creative" (J.P. Guilford); "The ability to abandon stereotypical ways of thinking" (R.M. Simpson, J.P. Guilford, E. Torrens); "The ability to bring something new to experience" (F. Barron); "The ability to generate original ideas in the context of resolving or posing new problems" (M.A. Wollach); "The ability to express one's creative essence through the problematization of familiar, well-known situations" (C. Rogers); "The ability to productively change and create a qualitatively new one" (V.N. Kozlenko); "The ability not only to the highest level of performance of any activity, but to its transformation and development" (DB Epiphany); "An integrative ability that incorporates entire systems of interconnected abilities - elements" (A. V. Khutorsky) and others. However, to a greater extent creativity is considered as a capacity for creativity and is called "creative ability". To create creativity, the following conditions are necessary:

1. The lack of a pattern of regulated behavior.
2. The presence of a positive sample of creative behavior.
3. Creating the conditions for imitation of creative behavior.
4. Social reinforcement of creative behavior.

We will reveal the content of the characteristics of creative potential. These characteristics are presented as constituting the structure of a teacher's creative potential.

In the explanatory dictionary, structure is defined as "systematic, relative position and connection of the main parts of something" [3]. Structural components can be distinguished for various reasons. Paying attention to pedagogical activity, V.A. Slavenin argued that "the framework around which the main professionally significant qualities of a teacher's personality are built is considered to be a pedagogical orientation (a system of dominant motives that encourage professional activity)" [4]. Along with this, the presence of pedagogical abilities is an important requirement for a teacher. Of course, "a necessary condition for the manifestation of the teacher's creative professional activity is a certain amount of knowledge and the ability to apply it"

Based on these provisions, we combine in four groups the characteristics of the teacher's creative potential: creative orientation, creative literacy, creative skills, creative abilities.

We reveal the contents of these concepts.

Under the "creative orientation of the teacher we mean the personality trait, which is based on a combination of motives, professional-value orientations, teacher attitudes to a professional position, encouraging creative professional activity."

Using the meaning of the word "literacy" as "possession of the necessary knowledge and information in any field", we define that "creative literacy is an awareness of the essence of creative potential, its structure and development process".

The ability to reflect and self-evaluate the creativity of pedagogical activity; ability to adjust activities based on the results of self-esteem.

The teacher's creative abilities are characterized by forecasting, fluency, flexibility (the ability to apply a variety of strategies to solve problems), originality and sophistication. We give a brief description of each of these elements. "Fluency is the ability to produce a large number of ideas, to switch from one task to another. Flexibility - the ability to apply a variety of strategies to solve problems.

Originality - the ability to produce unusual, non-standard ideas. Development - the ability to elaborate on emerging ideas in detail. Prediction is a phenomenon of the highest form of anticipatory reflection in the process of thinking as a prediction of the expected future based on the dynamics of the predicted phenomenon. "

Thus, the creative potential of a teacher integrates such characteristics that are the basis for further successful creative professional activity, so they need to be developed with students studying at the university.

Theoretical basis for the development model of the creative potential of the future teacher. A model (from Latin - "measure, measure, sample, norm") in the broad sense - an image (including conditions or thoughts); image, diagram, schedule, plan, map, etc. or the prototype (sample) of an object or a system of objects (the "original" of this model) used under certain conditions as their "deputy" or "representative".

The model for developing the creative potential of a future teacher implements three main functions: descriptive, prognostic, and normative.

The descriptive function is that due to the abstraction of the model, the observed phenomena and processes are quite simply described.

The prognostic function of the model consists in predicting and forecasting the results of introducing the technology for developing the creative potential of a future teacher.

The normative function of the model allows you to build it as a normative image.

The constructed model is based on a functional-activity approach that ensures the development of creative potential through the functions of a teacher in educational activities and a personality-oriented approach, orienting a person to build an individual educational route.

Characteristic of the conditions:

1. When organizing creative activities in the implementation of functional-activity and personality-oriented approaches, it is necessary to build the interaction of the teacher with students in the system of "subject-subject" relations based on cooperation and co-creation.

According to I.A.Zimnyaa, "subject-subject relations are valuable in that they are a condition for personal actualization and personal growth of the student. In a general sense, a subject is a person who has a higher level of activity, integrity, independence, autonomy, specific for himself,"[5].

2. Creating a creative environment.

3. During the experiment, we revealed that differentiation of creative educational tasks is necessary.

4. According to A.S. Sharova, "a creative person is not only the one who invents or does something new and original, but most of all the one who seeks to master his own behavior and his own mental activity." This process involves mechanisms of self-regulation and self-control.

In a large psychological dictionary, "reflection (from reflexio - turning back, reflection) means" a thought (rational) process aimed at analyzing, understanding, self-awareness: own actions, behavior, speech, experience, feelings, states, abilities, character -ter, others's relations to themselves, their tasks, purpose"[6].

Reflection of creative educational activities was organized individually and in a group. It helps to identify the personal level of "growth"; organization of joint activities of students creative and more productive.

The adaptive-orienting stage - the student gets acquainted with the specifics of future professional activity, determines the significance of pedagogical activity for the person himself. However, in the first year, the student has difficulties with the choice of his preferences and he needs the help of a teacher in order to determine his abilities in the chosen professional field.

At this stage, students adapt to studying at a university: relationships with fellow students, a new organization of classes, an assessment system, an increase in the workload.

The second stage in the development of creative potential is the "basic self."

At this stage, the formation of a future teacher takes place, that is, the development of a creative orientation, creative literacy, creative skills and creative abilities (2-4 year). Students get acquainted with pedagogical activity during the passage of psychological and pedagogical practice at school. At this stage, it is important not to repulse a positive attitude towards future professional activities. It is necessary to create conditions for self-realization and creative self-development of students to study and extracurricular activities, for example, participation in scientific and practical conferences, seminars, participation in the annual intra-university, republican Olympiad in pedagogy, participation in the annual intra-university competitions for example, "Zhas Talap", etc.

The third stage - creatively productive (4 year) is a relatively final stage in the development of creative potential during the period of study at a university, which is characterized by the comprehension of one's own experience, and one becomes aware of oneself as a professional. The importance of the teaching profession is supported by the longest state practice at school, as well as the completion of the thesis. At this stage, self-realization, self-development. This will help the novice teacher to easily go through the period of adaptation in professional activities and realize their creative potential.

Criteria-evaluation component of the model. To identify the dynamics of the development of creative potential, it is necessary to conduct a diagnosis. For the diagnosis, we have chosen the following methods: questionnaire, observation, conversation, survey, testing. The indicators of teacher's creative potential

(creative orientation; creative literacy; creative skills; creative abilities) and levels (high, medium, low) that we highlighted allow us to state the level of development of students' creative potential.

The final link in the structural-functional model is the productive component. The result of the designed model is a transition to a higher level of development of creative potential.

Conclusions and conclusion.

1. A comparative analysis of the psychological categories and concepts used in the study allowed us to define the concept "teacher's creative potential" as an "integrative property of a person characterized by the ability to generate new pedagogical ideas, search for ways to practical solutions to original, non-standard psychological tasks, and choose the most productive creative strategies pedagogical activity."

2. We found that the teacher's creative potential includes creative orientation, creative literacy, creative skills and creative abilities.

3. The study identified 3 stages of development of the creative potential of the future teacher: adaptive-orientating, basic, creative-productive. Each of the selected stages is characterized by the presence of certain indicators of the teacher's creative potential.

4. In order to develop the creative potential of the future teacher in the creative educational activity, a structural-functional model of the development of the creative potential of the future teacher was constructed. The theoretical justification for this model is the functional-activity and personality-oriented approaches, as well as the principles of goal-setting, creative actualization, diagnosability, and a differentiated approach.

The model contains the following structural components: target, methodological, diagnostic, substantive-procedural, organizational and pedagogical conditions, criteria-evaluative, effective.

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