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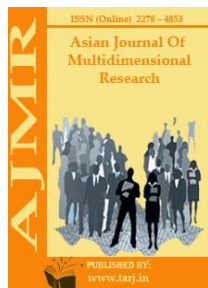
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VISION

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TECHNOLOGY FOR THE DEVELOPMENT OF THE QUALITIES OF PEDAGOGICAL COMPETENCE IN FUTURE TEACHERS

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ABSTRACT

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

KEYWORDS: *Modern Social And Pedagogical Reality, The System Of Continuous Pedagogical Education, Future Teacher, Vocational And Pedagogical Training, Creative Competence, Formation And Development, Creatively Developing Educational Space.*

INTRODUCTION

In modern society, cardinal transformations are taking place in the political and socio-economic spheres. In response to existing realities, the system of national education is also changing, which determines the need for teachers who are able to carry out innovative teaching and creative development of students in a competent, creative, professional manner.

From the standpoint of the humanistic paradigm, the main value of education is the ability of the subject for self-realization in professional activity based on creative potential. The effectiveness of the professional development of a future teacher lies in professional competence, the formation of which is facilitated by continuous pedagogical education.

A preliminary study of the problem allowed us to establish the absence of holistic knowledge in pedagogy: about the essence of creative competence; about the natural connections and methodological foundations of professional training, which contributes to the development of creative competence in the student-teacher; about an adequate creatively developing educational space and ways to create it in the modern situation of modernization of professional pedagogical

education; about the scientifically grounded logical sequence of the development of the future teacher's creative competence and the corresponding methodological and technological support of this process [12].

Consideration of various grounds for creativity in the work of a teacher and the essence of professional competence as an integral characteristic of the personality of a teacher of 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.

The teacher, solving countless teaching and educational problems, works in constantly changing circumstances. He has to implement in his work non-standard approaches 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 for making creative decisions in a multifaceted pedagogical process.

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 the formation and development of the creative competence of the future teacher, such stable dependencies as:

- The dependence of the effectiveness of the professional training of the future teacher on social priorities, in accordance with which modern society needs active, enterprising, creatively thinking and acting personalities 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 the creative competence of future teachers on the scientifically grounded 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 unevenness of the mental development of the individual.

As shown by a systematic analysis of the state of training of future teachers, the trends (Latin *tendenzo* - orientation) of modern pedagogical 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;

- The transition from mass, collective forms of teaching students to individual ones, to the development of creative abilities on the basis of self-education, self-development, self-improvement;
- Promotion of the priority humanistic orientation of modern pedagogical education;
- An appeal to scientific strategies of creative psychology and innovative pedagogy based on the consideration of domestic and international scientific and pedagogical heritage.

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

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

The principle of the unity of formation and development in the process of forming the professional and creative competence of the future teacher. The formation strategy presupposes "intervention" - intervention from the outside into the inner psychological space of the individual, imposing on her the methods, methods of activity, norms and assessments developed by society. Thus, formation is development determined from the outside. It is provided with scientifically grounded pedagogical means, methods and technologies [10].

The development strategy consists in the actualization of the student's personal potential in the process of teaching and upbringing, disclosing the possibilities inherent in it; self-actualization, ensuring the prevention of dead ends of intellectual, social, spiritual and physical, as well as creative development. The development process is provided by the intrapersonal mechanisms of self-knowledge (through self-observation, self-reflection), self-realization and self-improvement.

Both approaches are objectively natural, since they are conditioned by two sources of the content of education. 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 the unity of the systemic, competence-based, personality-developmental approaches in the formation and development of the creative competence of the future teacher. The general scientific level of pedagogical methodology is represented by a systematic approach, reflecting the general connection and interdependence of the phenomena and processes of pedagogical reality. He 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 systemic approach "focuses on identifying in the pedagogical system and the developing personality, first of all, integrative invariant system-forming connections and relations; to study and form what is stable in the system and what is variable, what is main and what is secondary. It involves elucidating the contribution of individual components-processes to the development of the personality as a systemic whole" [13]

The competence-based approach ensures the quality of modern education. Mastering various kinds of competencies becomes the main goal and result of the learning process. In essence, the management of the quality of education, including professional education, begins with determining the composition of those competencies that should be mastered in the educational process as educational results. The use of the competence model in modern education

presupposes fundamental changes in the organization of the educational process, in its management, in the activities of teachers and teachers, in the methods of assessing the educational results of students in comparison with the educational process based on the concept of "assimilation of knowledge". The main value is not the assimilation of the amount of information, but the development of such skills by trainees that would allow them to determine their goals, make decisions and act in typical and non-standard situations.

The personal developmental approach is considered as a certain way organized vocational education, in the process of which the interaction of the subjects of training is maximally focused on the professional development of the individual and the specifics of future professional activities.

The level of activity of the subject of activity determines its personality-developmental character - E.F. Zeer calls this type of activity dominant (in contrast to the leading activity, which is given to the individual by the system of education and training). It is obvious that the content and technology of teaching, educational motivation, personal meaning determine the developmental potential of the activity. In vocational education, various and "multifaceted" types of activity are presented, each of which, under certain objective conditions, becomes dominant, determining the development of the individual. For the implementation of a personal developmental approach, it is important not only to organize educational and cognitive activity, but also to make it professionally oriented [6].

The principle of the creative orientation of the educational process at all stages of pedagogical professionalization. The professional orientation of the educational process is ensured by creating the necessary conditions for the creative manifestation of the personality of the future teacher in terms of the goals, content, forms, methods and results of professional and educational activities. The creative orientation of the educational process involves taking into account the characteristics of the personality and activities of students and teachers. The implementation of the principle of creative orientation consists in all possible assistance to student-teachers in their aspiration to become, be and remain a creative person, which helps them to overcome difficulties and obstacles in their work. The formed creative orientation determines the perception and logic of behavior, the whole appearance of the future teacher. Along with the cognitive and social orientation, the professional and creative orientation should permeate all aspects of the pedagogical professionalization of students: theoretical, practical training, as well as professional and personal development.

The principle of continuity and continuity of the formation and development of the creative competence of the future teacher. This principle expresses the temporal and spatial connection of stages, stages of pedagogical education, their continuity and discreteness. In the process of pedagogical professionalization, continuity means the progressive mastery of new knowledge, technologies, and professionally and personally significant qualities. Discreteness allows you to see some completeness of development.

The internal mechanism of continuity in pedagogical training is continuity, which presupposes the preservation of basic competencies at each new stage as a result of the previous stages and the possibility of advancement in professional and creative development.

Compliance with the principle of continuity and continuity in the process of formation and development of creative competence ensures the unity of theoretical, practical and creative training. The content of theoretical knowledge at each stage of pedagogical professionalization

should correspond to practical experience and the degree of readiness to transform into the abilities and qualities of the personality of the future teacher.

Continuity and continuity of the formation and development of creative competence is achieved by building a single creatively developing space in the system of pedagogical education of the future teacher. The space of continuity in our study extends from teacher training classes and teacher training colleges to creative self-improvement in the context of postgraduate self-education.

The principle of interdependence of the generalized educational trajectory and the individual educational route of the future teacher. The educational trajectory is understood as the line of promotion of student teachers in the educational space at all stages of professionalization. The generalized educational trajectory is set by tasks that are consistent with the standards of pedagogical education, through the solution of which all future teachers must pass. An individual educational route reflects the peculiarities of the movement of a particular student-teacher along a generalized educational trajectory, which is due to the individual originality of each student and the quality of the educational environment.

The implementation of this principle requires flexibility, mobility and optimality in the selection of the content of psychological and pedagogical education, in the development of individual curricula, programs and technologies for the development of the creative competence of the future teacher.

The principle of the formation of the orientation-search position of the future teacher in relation to any aspects of their pedagogical experience. The essence of the principle lies in the combination of research and educational and pedagogical activities in the professional development of a future teacher. In this principle, the tendency of the development of professional freedom, creative self-realization of the future teacher finds its vivid expression. Possession of the research method of cognition of pedagogical reality provides the future teacher with high efficiency and success in pedagogical work.

The implementation of the principle of search orientation in the process of pedagogical professionalization requires a consistent transfer of the future teacher from educational and cognitive activities at the initial stage of the development of creative competence to educational and research activities at the stage of studying a "systematic" course and then to dominant research activities. As a result, student teachers develop a creative (meaningful and generalizing) approach to the analysis and resolution of problem pedagogical situations.

The principles described above are implemented in the process of pedagogical education, built as a system for organizing the purposeful development of the creative competence of a future teacher.

The formation and development of the future teacher's creative competence is conditioned by external (objective) and personality-conditioned (subjective) factors [1].

As you know, one of the specific features of pedagogical activity is the multifactorial nature of the educational process. The success of the formation and development of readiness for creative pedagogical work among students in the process of continuous pedagogical education depends on the influence of many factors: literature and art, formal and informal contacts with people, the ethnopsychological influence of the family, upbringing and educational work and self-education, subculture and creative self-development.

However, this does not diminish the role of scientifically grounded management of the process of pedagogical professionalization of future teachers. In our work, we emphasize the special importance of "pedagogical mutual realization" - the mutual influence of the teacher and students, their pedagogical co-creation in the formation and improvement of the professional skills of the latter [4]. Such "management-assistance" can be productively carried out in the presence of a system of pedagogical conditions that play the role of external factors in the development of the creative competence of the future teacher. To the factors of an objective order that enhance the influence of creative training, we include the unity of professional and subjective, ensuring the continuity of pedagogical education, scientifically grounded management of the process of developing the creative competence of a future teacher, a subject-activity approach to professional training of a specialist, the formation of creative readiness for cooperation between a scientist and a student.

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 constituent components are:

- Self-education through motivation, regulation, realization of personality traits;
- Self-organization through the ordering of knowledge, abilities and skills, experience of algorithmic activity, as well as the experience of creative activity;
- Self-education and self-training through the assimilation of pedagogical knowledge, professional skills and abilities, the development of gnostic independence and creative thinking of students;
- Self-determination through the initiation of oversituational, search and over-normative activity, providing creative self-realization in activity and communication;
- Self-control and self-correction, carried out through the formulation of problems and tasks, the choice of performance criteria, self-assessment of results.

The management system of pedagogical education involves planning, organizing, and regulating the process of formation and development of the future teacher's creative competence and his management of each stage of his professional training and consists of a three-stage sequence of immersing students in the study of propaedeutic, systematic, scientific courses. Each course of professional training permeates a creative approach, according to which educational activity is aimed at solving professional and creative problems by transferring the educational activity of the student-teacher into educational and research, and then into research activities based on mastering generalized methods of educational, pedagogical activities and self-regulation of creative the state of the personality.

The system of pedagogical conditions is formed by general (systemic approach, creatively developing educational space, optimal functioning of the professionalization system, continuity of pedagogical education), particular (competence-based approach, unity of theoretical, practical and creative readiness) and specific (personality-developing approach, creative self-development and self-improvement) conditions.

The technological system for the development of the future teacher's creative competence is formed by: forms (special seminars, workshops, trainings), methods (traditional methods; methods of innovative education to increase the level of creative literacy; methods of a

problematic nature that contribute to an increase in the level of motivational focus on pedagogical creativity; creative methods aimed at stimulation of personal involvement in the creative pedagogical process: workshop and training), means (teaching aids, folios, multimedia training programs, didactic materials).

The controlled system consists of a key integrative component, representing the subject of purposeful activity of the control system - creative readiness (a complex of creatively significant personal qualities), stimulating theoretical (pedagogical knowledge in the field of classical and creative pedagogy) and practical (psychological and pedagogical creative skills) professional training [9].

Specific personality-developmental conditions for the effectiveness of the formation of creative competence are: ensuring a personality-developmental approach to pedagogical education of future teachers; enrichment of the pedagogical professionalization of the future teacher with knowledge in the field of creative pedagogy and psychology about creative pedagogical activity, subject, methodological, communicative creativity of the teacher; ensuring the integration of the psychological and pedagogical skills of the future teacher into professional and creative skills; development of the structure of the creative readiness of the personality of the future teacher for pedagogical work through the optimization of intellectual and spiritual, social and individual, normative and creative development.

The identified conditions can and should be implemented in unity and a certain hierarchy. Each of the conditions for the development of the future teacher's creative competence is completely independent due to its specificity and purpose. They reveal their creative developmental potential most fully only in aggregate.

Monitoring of the dynamics of the development of the future teacher's creative competence was carried out within the framework of a certain educational course (pedagogy, psychology, private methods), from course to course (propaedeutic, systematic, research), taking into account the effectiveness of innovative educational technology and a set of pedagogical conditions. The increments in cognitive (EC - creative erudition), activity (TU - creative skill), motivational (TG - Creative readiness) components of the development of creative competence were subject to assessment.

The procedure for finding the indices of the development of components and the aggregate point indicator of the development of creative competence consisted in the sequential calculation of the generalized values of the development of the components of the desired quality for each subject, a group of subjects at each stage of pedagogical education, and the entire experimental sample as a whole.

The development of the future teacher's creative competence in the pedagogical education system provides a new, scientifically grounded improvement in the quality of pedagogical education.

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