



**DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES IN THE PROCESS OF  
PEDAGOGICAL PRACTICE**

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**Annotation:** the article considers the preparation of an elementary school teacher for the development of creative abilities of younger students based on the methodological recognition of the priorities of the student's personal development, his needs, motives, goals, abilities, individual psychological characteristics; involves the restructuring of the pedagogical process in the direction of its focus on improving the professionalism of the student, the formation of the professional and creative personality of the teacher, the development and self-development of the subjects of pedagogical interaction, the development of psychological and pedagogical mechanisms for their self-improvement and familiarization with the creative process.

**Key words:** business games, simulation games, interactive teaching methods, case analysis method, staging method, incident method, case method, training.

In the context of the modernization of the educational space, the problem of preparing highly qualified creative primary school teachers who are able to ensure the comprehensive development of the child as a holistic personality, the development of her creative abilities, is becoming important .

The effectiveness of solving these problems largely depends on the teacher's professionalism in building such a learning process in elementary school and, above all, in mathematics lessons, which would strengthen the child's interest in learning, discovering something new, would ensure the strength and reliability of the acquired knowledge, and at the same time time, contributed to the formation in each child of cognitive activity, a realistic and creatively thinking, self-critical personality [6 ]. Pedagogical science and practice convincingly prove that only a creative person can bring up the same creative person. It follows from this that the relevance and significance of the professional training of a teacher of primary education for the development of creative abilities of children of primary school age in mathematics lessons is stimulated by modern achievements in science, as well as changes taking place in the socio-economic sphere of public life.

The orientation of modern educational reforms towards the formation of a professional specialist places increased demands on the training of a primary school teacher, especially in the aspect of professional and pedagogical creativity. Priority is given to the creative development of the future teacher, his openness to innovation, experimentation, pedagogical artistry, the ability to self-knowledge, self-development and self-actualization in professional activities [4]. Creativity in pedagogical activity requires the formation of a wide range of professional and creative, professional and methodological skills, abilities and abilities in future primary school teachers.

However, as school practice shows, the readiness of the primary school teacher for the original design of educational material, the use of non-standard forms, methods of teaching and education, their combination and implementation in the educational and extracurricular educational activities of primary

school students, the ability to cooperate, cooperate, co-create with various subjects of the educational process is not always sufficient, which can negatively affect the creative development of schoolchildren. Therefore, the identified contradictions between :

- changes in the content of the pedagogical activity of a primary school teacher, due to the reform of the modern education system, and the content and forms of his training in educational institutions of higher education;

- the available and required levels of readiness of future primary school teachers for professional and creative activities to develop the creative personality of students have updated the direction of scientific research we have chosen [2].

An analysis of studies related to the problem of creativity, a creative personality, its creative abilities and creative activity, allows us to state the significant interest of scientists in its various aspects. The study of D. Bogoyavlenskaya, L. Vygotsky, V. Molyako , A. Meneghetti , V. Nikolko, Ya. Ponomarev, V. Romenets and others is devoted to the question of the nature, essence and content of creativity. The formation of the teacher's creative personality is studied in the scientific works of N. Guziy , V. Zagvyazinsky , I. Zyazyun , S. Konovets , N. Kichuk , M. Nikandrova , O. Infantry, S. Sysoeva and others . others

However, despite the significant achievements of scientists in this direction, we believe that the issue of the readiness of future primary school teachers for professional and creative activities to develop the creative potential of younger students, their creative abilities, is still partially resolved. Often the stereotypes of pedagogical thinking of primary school teachers do not provide the trinity of the teaching, educational and developmental functions of modern education for primary school students.

Traditionally, the efforts of teachers are focused on the formation of knowledge, skills and abilities, solving purely educational problems and completely insufficient attention is paid to the development of creative thinking of younger students, their ability to original reasoning, ingenuity, generating new ideas, development of imagination, fantasy, intuition, the ability to find the optimal solutions from several possible ones, etc. So, the analysis of scientific literature shows that in most scientific studies attention is focused on improving the quality of teacher training to perform professional and pedagogical duties, but not enough attention is paid to the creative component of this training [3]. Presentation of the main material of the article. The generalization of the scientific psychological and pedagogical literature on the problem of creativity allows us to state that creativity is the process of creating a new, previously non-existent one.

In most cases, the concepts of "creativity" and "creative activity" are identified. However, pedagogical creativity has its own characteristics in comparison with the general meaning of this concept. According to S. Goncharenko, "pedagogical creativity is an original and highly effective teacher's approach to educational tasks, enrichment of the theory and practice of education and training, which concerns different aspects of the teacher's activity – conducting training sessions, working on organizing a team of students, ... designing a student's personality , the development of a strategy and tactics of pedagogical activity in order to optimally fulfill the tasks of the comprehensive development of the individual" [1]. In scientific research, pedagogical creativity is recognized as the most important criterion for the qualitative development of the personality of a teacher of a modern school, which manifests itself, first of all, in the social need for creative work.

Pedagogical creativity defines: activities aimed at shaping the student's personality as a subject of life creation; integrative quality of the teacher's personality, the structural components of which are: professional orientation, professional self-awareness, professional thinking, diagnostic culture; activities related to the study of pedagogical experience, pedagogical skills of teachers, self-knowledge, self-development, self-improvement. So, pedagogical creativity is a mutual creative activity of the main

subjects of the educational process of the educational institution (teacher and student) in their relationship and interdependence, the results of which lead to their development and self-development [2]. The professional and pedagogical activity of a primary school teacher is diverse.

A student must master all its types while studying at a higher pedagogical institution, in particular: - subject - to know the subjects that are taught in elementary school, master the methods of their teaching, understand the place of each subject in interdisciplinary connections; - pedagogical - to design the content of subjects, conduct classes; plan extracurricular activities, individual work with students, etc.; - innovative - to transfer the innovative experience of other teachers to their own; develop innovations; conduct a pedagogical experiment; – transfer own innovative experience; - collective self-government - to maintain a favorable climate in the team; ensure the effective work of methodological associations; – to ensure the work of problem groups of teachers; participate in the development of collective decisions, etc.; - self-development - to be ready for professional , general cultural self-development, etc. [3]. All these types of pedagogical activity require a high level of pedagogical skill from the primary school teacher. “Pedagogical excellence,” notes I. Zyazyun , “is a complex of personality traits that ensures self-organization of a high level of professional activity on a reflexive basis” [2].

At the same time, the important properties of the teacher's personality are the humanistic orientation of his activity, professional competence (professional knowledge, a high level of professionalism in pedagogical activity), pedagogical abilities (ability for rapid self-improvement), as well as pedagogical technique based on knowledge and abilities, which makes it possible to identify internal potential teachers, harmonizing the structure of pedagogical activity). According to modern requirements for the training of specialists in the pedagogical industry, a teacher-master should be a creative person, characterized by a high degree of development of orientation towards pedagogical activity, a desire for self-realization in this profession, the development of professional qualities, creative skills that contribute to success in pedagogical activity.

It is the professional skill in unity with pedagogical competence, the primary school teacher's own creative talent that largely determines the effectiveness of his leadership in the formation of the student's creative personality. Creativity in pedagogical activity requires from the teacher: - the ability to modify, combine the content of educational material in a non-standard direction; - readiness to develop original approaches to planning the educational process with students in educational and extracurricular educational activities; - possession of methods, techniques, non-standard forms of organization of creative educational and extracurricular educational activities of students; - readiness for pedagogical experimentation - to find ways to improve the educational process in order to develop the creative potential of students, etc. [6].

So, in order for a primary school teacher to act creatively, he must have a number of properties, professionally important qualities that ensure the professional self-development of his personality, and through him the development of the student's personality. We consider the preparation of future primary school teachers for creative pedagogical activity, on the one hand, as the teacher’s ability and readiness to contribute to the formation of the student’s creative personality, the development of his creative abilities, on the other hand, as constant self-improvement, raising the level of creative pedagogical activity. The emphasis on self-improvement implies self-education, self-education, self-determination, which in general constitutes the development of the future teacher's personality.

We understand the process of preparing a primary school teacher for creative pedagogical activity as an objective creative process that must meet modern trends in the development of higher education in Russia, taking into account integration into the European educational space, the achievements of psychological and pedagogical science and pedagogical practice, and be predetermined by the specifics

and patterns of the process of development and self-development of the individual . We consider this process as a step-by-step process , which is carried out by mastering the educational program by students. An analysis of the curricula for the training of future primary school teachers of the educational qualification level "bachelor" showed that the courses of disciplines that make up their structure have significant potential for the creative development of the future teacher's personality, but are fragmented and fragmented. A clear orientation of students to the formation of the creative personality of the student and teacher and the mutual development of their creative abilities is aimed at mastering the course of the discipline "Pedagogical skill" by students.

The content of training primary school teachers for creative pedagogical activity includes: theoretical and methodological substantiation of the basic concepts of pedagogical creativity and the essence and specificity of creative pedagogical activity of a primary school teacher; determination of the structure of the creative personality of a primary school teacher, stages and levels of development of his creative personality; study of the main directions of scientific research of pedagogical creativity; determination of the creative qualities of the student's personality, their content and evaluation criteria; identification of psychological and pedagogical conditions, factors of success in the creative development of primary school students; substantiation of the features of the activity of a primary school teacher in the creative development of students; study and improvement of pedagogical experience; the use of pedagogical technologies as the creativity of a primary school teacher [4]. The implementation of the course content is based on the gradual formation of professional and creative knowledge, skills and practical skills of students . I stage tap-information-indicative. The goal is to ensure students' awareness of the laws and patterns of pedagogy of creativity as a branch of pedagogical knowledge about the creative development of the individual. Stage II - content -activity . Purpose: students mastering the technologies of development, self-development, self-improvement, self-education of the creative abilities of the individual; consolidation of practical skills in planning, organizing and creating favorable psychological and pedagogical conditions for the creative development of students. Stage III - control-reflexive. The goal is control, generalization, assessment of the level of students' preparation for pedagogical creativity. In our opinion, it is expedient to carry out preparation for creative pedagogical activity on the principles of: - humanization of education - providing the student with the opportunity for constant self-development, self-improvement, development of creative abilities in pedagogical activity; - organizing interaction with students on a dialogic basis - focusing on comparing different points of view, tolerant attitude to another thought; - creation of situations of creative cooperation, co-creation, commonwealth; - professional and creative orientation - generalization and synthesis of psychological and pedagogical knowledge, professional practical skills and abilities of students, formation of readiness to optimally and creatively use them in professional and pedagogical activities based on theoretical understanding of the essence of the pedagogical process as an integral system; - innovativeness - the continuity of updating the content of professional and pedagogical training of future teachers with the achievements of pedagogical science and practice, the results of pedagogical creativity; - application in the training of future specialists of innovative pedagogical technologies with a focus on the creative development of the student's personality [5].

Preparing students for the development of creative abilities of elementary school students provides for an active research position in the classroom in order to critically analyze, comprehend and evaluate the effectiveness of studying all professional disciplines, professional activities during teaching practice; the formation of future teachers' attitude towards themselves as a figure, which is manifested in the ability to change (modernize) the process of education and upbringing of elementary school students, to weigh and evaluate the consequences. Of particular importance is the creation of individual projects by students , the assimilation of the content of programs of relevant disciplines, the acquisition

of skills in applying innovations in educational work in practice, participation in scientific-practical and scientific-methodical conferences, seminars, olympiads, the creation of their own innovative pedagogical technologies, the implementation of coursework, diploma works, etc., that is, the active involvement of young people in scientific activities. So, the preparation of a teacher for the development of students' creative abilities in mathematics lessons is a specially organized and purposeful process that provides for a change in the fundamental, general scientific and professional training of future teachers, organizational and methodological reorganization of educational activities, a special selection of content, forms, methods and means of vocational training, as well as the creation of special psychological and pedagogical conditions that would activate the mechanisms of personal and professional development of each student and teacher [6].

Conclusions. So, modern requirements for the training of specialists in the field of education, especially elementary school teachers, require the improvement of their readiness for creativity in professional pedagogical activities. The proposed content of the training of elementary school teachers in the aspect of pedagogical creativity, implemented using innovative pedagogical technologies, non-traditional forms, active teaching methods, in our opinion, will improve the quality of this training. Prospects for further research in this direction are to be explored in the study of the problem of continuity in the work of educators of preschool educational institutions and elementary school teachers in developing children's creative abilities. The ability to be creative is an integral element of the teacher's pedagogical culture. The preparation of an elementary school teacher for the development of the creative abilities of younger students is based on the methodological recognition of the priorities of the student's personal development, his needs, motives, goals, abilities, individual psychological characteristics; involves the restructuring of the pedagogical process in the direction of its focus on improving the professionalism of the student, the formation of the professional and creative personality of the teacher, the development and self-development of the subjects of pedagogical interaction, the development of psychological and pedagogical mechanisms for their self-improvement and familiarization with the creative process.

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